



Office of Education  
Performance Audits

**RESA 8 REPORT**

**BERKELEY COUNTY SCHOOLS**

**APRIL 2016**

**WEST VIRGINIA BOARD OF EDUCATION**

## BERKELEY COUNTY

		Total Standard- Functions Reviewed	Distinguished	Accomplished	Emerging	Unsatisfactory
Standard-Functions Rated for All Schools		768	38	586	144	0
Percentage of Standard-Functions Rated for All Schools in Each Designation			5%	76%	19%	0%

Standard-Functions Ratings Raised	68	9%
Standard-Functions Ratings Lowered	47	6%
Standard-Functions Ratings Unchanged	653	85%
Standard-Functions Reviewed for All Schools	768	

### 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	3	3	3	3	3	3	3	4
1B - High Expectations for All	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1C - Safe, Orderly, Engaging Environment	3	3	3	3	3	3	3	3	3	3	3	3	3	3

### 2. School Leadership

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

### 3. Standards=Focused Curriculum, Instruction, Assessment

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

### 4. Student Support Services and Family/Community Connections

4A - Positive Relationships	3	3	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	4	4
4C - Parent/Community Partnership	3	3	3	3	3	3	3	3	3	4	3	3	3	4

### 5. Educator Growth and Development

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

### 6. Efficient and Effective Management

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

### 7. Continuous Improvement

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

## BERKELEY COUNTY

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### 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	4	3	3	3	3	2	3	3	3	2	2
1B - High Expectations for All	3	3	3	4	3	3	3	3	2	2	3	3	2	2
1C - Safe, Orderly, Engaging Environment	3	3	3	3	3	3	3	3	2	2	3	3	2	3

### 2. School Leadership

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

### 3. Standards=Focused Curriculum, Instruction, Assessment

3A - Classroom Learning Environment	3	3	3	4	3	3	3	3	2	3	3	3	2	2
3B - Standards-Focused Curriculum	3	3	3	3	3	3	3	3	0	3	3	3	2	3
3C - Instructional Planning	3	3	3	4	3	3	3	3	2	2	3	3	3	3
3D - Instructional Delivery	3	3	3	3	3	3	3	3	2	3	3	3	3	3

### 4. Student Support Services and Family/Community Connections

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

### 5. Educator Growth and Development

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

### 6. Efficient and Effective Management

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

### 7. Continuous Improvement

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

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### 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	3	3	3	3	3	3	2	3
1B - High Expectations for All	3	3	3	3	3	3	2	3	3	3	3	3	2	3
1C - Safe, Orderly, Engaging Environment	4	3	3	3	3	3	3	3	3	3	3	3	3	3

### 2. School Leadership

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

### 3. Standards=Focused Curriculum, Instruction, Assessment

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

### 4. Student Support Services and Family/Community Connections

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

### 5. Educator Growth and Development

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

### 6. Efficient and Effective Management

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

### 7. Continuous Improvement

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



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### Rating Scale:

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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

	04-301 Hedgesville Middle		04-302 Martinsburg North Middle		04-303 Martinsburg South Middle		04-304 Musselman Middle		04-305 Spring Mills Middle		04-306 Mountain Ridge Middle		04-501 Hedgesville 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	4	4	3	2	3	2	3	3	4	4	3	3	2	3
1B - High Expectations for All	4	4	3	2	3	2	3	3	4	4	3	3	2	3
1C - Safe, Orderly, Engaging Environment	4	4	3	3	3	2	3	3	3	3	3	3	3	3
2A - Principal Leadership	4	4	3	3	2	2	3	3	3	4	3	2	2	3
2B - School Teams and Councils	3	3	3	2	2	2	3	3	4	4	3	2	2	3
2C - Teacher Leadership	3	3	3	3	2	2	3	3	3	3	3	3	2	2
2D - Student Leadership	3	4	3	3	2	2	3	3	3	3	3	3	2	3
3A - Classroom Learning Environment	3	3	3	2	2	2	3	2	3	3	3	3	2	2
3B - Standards-Focused Curriculum	4	4	3	3	2	2	3	3	3	3	3	2	2	2
3C - Instructional Planning	3	3	3	2	2	2	3	3	3	3	3	2	3	2
3D - Instructional Delivery	3	3	3	2	2	2	3	3	3	3	3	3	2	3
4A - Positive Relationships	3	4	2	3	3	2	3	3	3	3	3	2	3	3
4B - Student Personal Development	4	4	3	3	3	3	3	3	3	3	3	3	3	3
4C - Parent/Community Partnership	2	3	3	3	2	2	3	3	3	3	2	2	3	3
5A - Professional Development	3	3	3	3	2	2	3	3	3	3	3	3	3	3
5B - Teacher Collaboration	3	3	3	2	2	2	3	2	3	4	3	3	2	2
5C - Evaluation, Feedback and Support	3	3	3	3	2	2	3	3	3	3	3	3	2	2
6A - Facilities	3	3	3	3	2	2	3	3	3	3	3	3	3	3
6B - Fiscal Resources	4	4	3	3	3	3	3	3	3	3	3	3	3	3
6C - Personnel	3	3	3	3	2	2	3	3	3	3	3	3	3	3
6D - Data, Information System, Tech Tools, Infrastructure	3	3	3	3	2	2	3	3	3	3	3	3	3	3
7A - Focused and Cohesive Plan	3	3	3	2	2	2	3	3	3	4	2	2	3	3
7B - Processes and Structures	3	3	3	2	2	2	3	3	3	3	3	2	2	2
7C - Monitoring for Results	3	3	2	2	2	2	3	3	3	3	3	3	2	2

## BERKELEY COUNTY

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	04-502 Martinsburg High		04-503 Musselman High		04-504 Spring Mills High		04-701 James Rumsey Technical Institute	
	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
<b><u>1. Positive Climate and Cohesive Culture</u></b>								
1A - Shared Beliefs and Values	3	<b>3</b>	2	<b>3</b>	3	<b>3</b>	3	<b>3</b>
1B - High Expectations for All	2	<b>2</b>	2	<b>2</b>	3	<b>3</b>	2	<b>3</b>
1C - Safe, Orderly, Engaging Environment	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>	2	<b>2</b>
<b><u>2. School Leadership</u></b>								
2A - Principal Leadership	2	<b>2</b>	2	<b>3</b>	3	<b>3</b>	2	<b>2</b>
2B - School Teams and Councils	2	<b>2</b>	2	<b>2</b>	3	<b>3</b>	2	<b>2</b>
2C - Teacher Leadership	3	<b>2</b>	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>
2D - Student Leadership	3	<b>3</b>	3	<b>3</b>	2	<b>2</b>	2	<b>3</b>
<b><u>3. Standards=Focused Curriculum, Instruction, Assessment</u></b>								
3A - Classroom Learning Environment	3	<b>2</b>	2	<b>2</b>	3	<b>3</b>	2	<b>2</b>
3B - Standards-Focused Curriculum	3	<b>3</b>	2	<b>2</b>	3	<b>3</b>	3	<b>3</b>
3C - Instructional Planning	2	<b>2</b>	3	<b>2</b>	2	<b>2</b>	3	<b>3</b>
3D - Instructional Delivery	2	<b>2</b>	2	<b>2</b>	3	<b>3</b>	2	<b>3</b>
<b><u>4. Student Support Services and Family/Community Connections</u></b>								
4A - Positive Relationships	3	<b>3</b>	3	<b>3</b>	2	<b>2</b>	2	<b>2</b>
4B - Student Personal Development	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>	2	<b>2</b>
4C - Parent/Community Partnership	2	<b>3</b>	3	<b>3</b>	2	<b>2</b>	3	<b>3</b>
<b><u>5. Educator Growth and Development</u></b>								
5A - Professional Development	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>	2	<b>2</b>
5B - Teacher Collaboration	3	<b>2</b>	2	<b>2</b>	3	<b>3</b>	3	<b>3</b>
5C - Evaluation, Feedback and Support	2	<b>2</b>	2	<b>3</b>	3	<b>3</b>	2	<b>2</b>
<b><u>6. Efficient and Effective Management</u></b>								
6A - Facilities	2	<b>2</b>	3	<b>3</b>	3	<b>4</b>	2	<b>2</b>
6B - Fiscal Resources	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>
6C - Personnel	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>
6D - Data, Information System, Tech Tools, Infrastructure	3	<b>3</b>	3	<b>3</b>	3	<b>3</b>	3	<b>2</b>
<b><u>7. Continuous Improvement</u></b>								
7A - Focused and Cohesive Plan	2	<b>2</b>	3	<b>3</b>	2	<b>2</b>	2	<b>2</b>
7B - Processes and Structures	3	<b>3</b>	3	<b>3</b>	2	<b>2</b>	3	<b>3</b>
7C - Monitoring for Results	2	<b>2</b>	2	<b>2</b>	2	<b>2</b>	2	<b>2</b>

## BERKELEY COUNTY

<u>Policy and Code Compliance</u>		04-201 Back Creek Valley Elementary		04-202 Bedington Elementary		04-203 Berkeley Heights Elementary		04-204 Bunker Hill Elementary		04-205 Burke Street Elementary		04-206 Gerrardstown Elementary		04-207 Hedgesville Elementary	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2340 - WV Measures of Academic Progress		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2510 - Assuring the Quality of Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Code: 18-2-7a - Physical Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Code: 18-5-18b - Counseling Services		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Full			<b>6</b>		<b>6</b>		<b>6</b>		<b>5</b>		<b>6</b>		<b>6</b>		<b>6</b>
Partial			<b>0</b>		<b>0</b>		<b>0</b>		<b>1</b>		<b>0</b>		<b>0</b>		<b>0</b>
Noncompliance			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Policy 2419: Education of Students with Exceptionalities		NA	<b>NA</b>	Y	<b>Y</b>	Y	<b>Y</b>	NA	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Fire Marshal Report		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Health Department Compliance Report		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
School Building Authority Report		NA	<b>NA</b>	Y	<b>Y</b>	NA	<b>NA</b>	NA	<b>NA</b>	NA	<b>NA</b>	Y	<b>NA</b>	NA	<b>NA</b>
Federal Programs Monitoring Reports.		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Yes			<b>4</b>		<b>6</b>		<b>5</b>		<b>5</b>		<b>5</b>		<b>5</b>		<b>5</b>
No			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
Not Applicable			<b>2</b>		<b>0</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>

# BERKELEY COUNTY

<u>Policy and Code Compliance</u>		04-208 Inwood Primary		04-209 Marlowe Elementary		04-210 Opequon Elementary		04-211 Rosemont Elementary		04-212 Tuscarora Elementary		04-213 Valley View Elementary		04-214 Winchester Avenue Elementary	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2340 - WV Measures of Academic Progress		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2510 - Assuring the Quality of Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Code: 18-2-7a - Physical Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>
Code: 18-5-18b - Counseling Services		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Full			<b>6</b>		<b>6</b>		<b>6</b>		<b>6</b>		<b>6</b>		<b>5</b>		<b>6</b>
Partial			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>1</b>		<b>0</b>
Noncompliance			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	NA	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Policy 2419: Education of Students with Exceptionalities		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	NA	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Fire Marshal Report		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Health Department Compliance Report		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
School Building Authority Report		Y	<b>Y</b>	NA	<b>NA</b>	NA	<b>Y</b>	NA	<b>NA</b>	NA	<b>NA</b>	NA	<b>NA</b>	NA	<b>NA</b>
Federal Programs Monitoring Reports.		Y	<b>Y</b>	NA	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	NA	<b>Y</b>	NA	<b>Y</b>	Y	<b>Y</b>
Yes			<b>6</b>		<b>5</b>		<b>6</b>		<b>5</b>		<b>5</b>		<b>5</b>		<b>5</b>
No			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
Not Applicable			<b>0</b>		<b>1</b>		<b>0</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>

## BERKELEY COUNTY

<u>Policy and Code Compliance</u>		0A-215 Tomahawk Intermediate		0A-216 Potomack Intermediate		0A-217 Mill Creek Intermediate		0A-218 Eagle School Intermediate		0A-219 Orchard View Intermediate		0A-220 Mountain Ridge Intermediate		0A-221 Spring Mills Primary	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2340 - WV Measures of Academic Progress		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2510 - Assuring the Quality of Education		F	<b>F</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>	F	<b>F</b>
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Code: 18-2-7a - Physical Education		F	<b>F</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>	F	<b>F</b>
Code: 18-5-18b - Counseling Services		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Full			<b>6</b>		<b>6</b>		<b>4</b>		<b>6</b>		<b>4</b>		<b>6</b>		<b>6</b>
Partial			<b>0</b>		<b>0</b>		<b>2</b>		<b>0</b>		<b>2</b>		<b>0</b>		<b>0</b>
Noncompliance			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Policy 2419: Education of Students with Exceptionalities		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Fire Marshal Report		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>N</b>	Y	<b>Y</b>	Y	<b>Y</b>
Health Department Compliance Report		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
School Building Authority Report		NA	<b>NA</b>	Y	<b>Y</b>	NA	<b>NA</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Federal Programs Monitoring Reports.		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	NA	<b>Y</b>
Yes			<b>5</b>		<b>6</b>		<b>5</b>		<b>6</b>		<b>5</b>		<b>6</b>		<b>6</b>
No			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>1</b>		<b>0</b>		<b>0</b>
Not Applicable			<b>1</b>		<b>0</b>		<b>1</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>

## BERKELEY COUNTY

<u>Policy and Code Compliance</u>		04-301 Hedgesville Middle		04-302 Martinsburg North Middle		04-303 Martinsburg South Middle		04-304 Musselman Middle		04-305 Spring Mills Middle		04-306 Mountain Ridge Middle		04-501 Hedgesville High	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2340 - WV Measures of Academic Progress		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>
Policy 2510 - Assuring the Quality of Education		F	<b>F</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>	F	<b>F</b>	F	<b>P</b>	F	<b>F</b>
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>N</b>	F	<b>F</b>
Code: 18-2-7a - Physical Education		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>P</b>
Code: 18-5-18b - Counseling Services		F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Full			<b>6</b>		<b>6</b>		<b>5</b>		<b>6</b>		<b>6</b>		<b>3</b>		<b>5</b>
Partial			<b>0</b>		<b>0</b>		<b>1</b>		<b>0</b>		<b>0</b>		<b>2</b>		<b>1</b>
Noncompliance			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>1</b>		<b>0</b>
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Policy 2419: Education of Students with Exceptionalities		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
Fire Marshal Report		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>N</b>
Health Department Compliance Report		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>
School Building Authority Report		NA	<b>NA</b>	NA	<b>NA</b>	NA	<b>NA</b>	Y	<b>NA</b>	Y	<b>Y</b>	Y	<b>Y</b>	NA	<b>Y</b>
Federal Programs Monitoring Reports.		Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	Y	<b>Y</b>	NA	<b>Y</b>	Y	<b>Y</b>	NA	<b>Y</b>
Yes			<b>5</b>		<b>5</b>		<b>5</b>		<b>5</b>		<b>6</b>		<b>6</b>		<b>5</b>
No			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>1</b>
Not Applicable			<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>0</b>		<b>0</b>		<b>0</b>

## BERKELEY COUNTY

<u>Policy and Code Compliance</u>	04-502 Martinsburg High		04-503 Musselman High		04-504 Spring Mills High		04-701 James Rumsey Technical Inst.	
<b>Rating Scale: F=Full; P=Partial; N=Non Compliance</b>								
Policy 2320 - A Process for Improving Education	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2340 - WV Measures of Academic Progress	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 2510 - Assuring the Quality of Education	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>
Code: 18-2-7a - Physical Education	F	<b>P</b>	F	<b>F</b>	F	<b>F</b>	NA	<b>F</b>
Code: 18-5-18b - Counseling Services	F	<b>F</b>	F	<b>F</b>	F	<b>F</b>	F	<b>N</b>

Full	5	6	6	5
Partial	<b>1</b>	0	0	0
Noncompliance	0	0	0	<b>1</b>

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

Yes	5	5	6	5
No	<b>1</b>	0	0	0
Not Applicable	0	1	0	1

### TOTAL

Full	179	Yes	169
Partial	11	No	3
Noncompliance	2	Not Applicable	20

# SCHOOL PROFILE

## 04-201 BACK CREEK VALLEY ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	169.0	154.0	142.0	146.0	147.0
Average Class Size	22.5	20.0	19.5	22.3	22.3
Attendance Rate	99.0	99.0	99.0	93.7	not available
Pupil Admin Ratio	169.0	154.0	142.0	146.0	147.0
Pupil Teacher Ratio	16.7	15.2	14.1	14.5	14.7
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	100.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0



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

## **BACK CREEK VALLEY ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Back Creek Valley Elementary's Beliefs and Values are shared within our school community:> The focus of our Data Team is to analyze what students are learning and work on ways to ensure that we meet all students needs by varying instructional activities tailored to our students. (i.e. Basic Sight Words, Writing Program, Math Fact Fluency Program)> The county core belief of Excellence is in the AIR is being used throughout instruction, discipline, and communication with the community.> The activities of our Title I support student learning by providing additional support and working with parents to ensure their success. (i.e. Staff Book Studies, PTA Parent Involvement Activities)> A safe learning 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.

		is our goal using our OLWEUS and Character Education Programs.> Students are rewarded for reaching goals/standards through the Apple Seed of the Week, Perfect and Faithful Attendance, Honor Roll, and Reading Challenges.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Back Creek Valley Elementary has a strong belief by all members of the school that we can meet academic, social, and behavioral expectations.> Our academic standards are high with the full implementation of the Next Gen Standards and students are supported through Interventions as well as Math and Guided Reading center time with both student and teacher directed activities to remediate and enrich student achievement.> Our guidance program focuses on the pillars of character and our students use manners and work well together.> Our school-wide behavior plan, Apeeling Behavior, is utilized to ensure a safe learning environment for our school community. These are monitored through Walk-Throughs, Student Goals in the Teacher Evaluation System, and 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.
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive	ACCOMPLISHED	Our learning environment is dedicated to student achievement:> Our custodial staff takes pride in keeping our building clean and free of hazards.> Our students are encouraged to help keep the buildings clean.> We provide an orderly environment with our "Apeeling Behavior" system, OLWEUS 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.  <b>Comment: Through observations, student and teacher interviews, and interviews with the school custodian, the OEPA Team found evidence of an environmentally safe and clean facility.</b>

atmosphere for learning.		and character education in guidance class.> A safe environment is provided by keeping outside doors, including those between buildings, locked. We also conduct regular fire drills, emergency code drills, and have utilized the local fire department to teach about fire safety.		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Through shared leadership, the Back Creek Valley Staff works collaboratively with the Principal to initiate school-wide improvement.> The opening meeting was a mixture of informational tidbits and collaborative discussions on improving student achievement and the school in general.> With the uniqueness of a small staff, the Strategic Plan and this School Monitoring Report were developed with the entire staff.> We have a Principal with a good work ethic that is working with the School Data Teams, LSIC, PTA, and the community in general to continue the strong educational values of Back Creek Valley Elementary.	EMERGING	<p>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.</p> <p><b>Rationale:</b> The OEPA Team interviewed the principal and asked about the future vision of the school. The principal had difficulty in providing a clear vision of the future direction of the school. This reinforced the emerging rating in many of the functions as provided either by the school or as assigned by the Team. Also, during teacher interviews, teachers stated the principal had not provided student data.</p> <p><b>Recommendation:</b> The OEPA Team recommended the Berkeley County central office provide additional assistance to the principal in the areas of analyzing student data and in reviewing the present school situation and determining the direction the school needs to take to best benefit student achievement and well-being.</p>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to	EMERGING	The Principal works with the Back Creek Valley Staff to focus on the whole student.> The school data teams focus on achieving student growth as measured by the Strategic Plan and other day-to-day	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.

advance the mission and goals of the school through leadership, planning, and problem-solving.		assessments.> The Local School Improvement Council meets regularly to monitor the Strategic Plan, Safety, and other areas of concern. They recommend improvements to all facets of the school community.> The School Leadership works in conjunction with Title I to ensure academic activities are student-centered and working towards mastery of the Next Gen Standards.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Back Creek Valley Elementary values Teacher Leadership within the school and county.> At the school level, Teachers lead the PTA Parent Nights with activities to assist parents in helping their child, Data Teams, and book studies.> We are fortunate to have several teachers participate in leadership roles at the county level: Reading Focus Committee, Staff Development Council, and Evidence of Learning County 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.
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	At Back Creek Valley Elementary School, we begin to lay the foundation for our young students to understand how to be student leaders:> Students are given classroom jobs: Line Leader, Material Keeper, Morning Announcements> First and Second Grade Students are trained to use ID Badges to Enter the New Building > Responsibility is taught by the use of take home folders in Kindergarten and First Grade; student planners in second grade.> Students actively participate in OLWEUS.> Students lead Morning	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.

		Announcements> Second Grade Students are trained in the spring to provide tours of our school to incoming kindergarten students.> Students have data notebooks to keep track of their progress and set goals.		
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	At Back Creek Valley Elementary, we strive to provide an inviting, student-centered learning environments:> We use guided reading to provide differentiated learning activities for our students. Students are taught responsibility for their learning as they work independently at literacy/math centers while the teacher is working with small group.> Classrooms have class rules, writing rules, and other helpful reminders about completing tasks to keep them focused on learning.> Classrooms are arranged to promote use of centers and cooperative 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.
<b>Function B: Standards-Focused Curriculum.</b> Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation	EMERGING	Back Creek Valley utilizes the Next Gen Standards:> Teachers work together during common plannings and Data Teams to align curriculum with instructional materials and assessments working towards the goals of our strategic plan.> Kindergarten staff is working together to ensure a positive implementation of the Evidence of Learning.> Mimeos, Computers, and mini iPads are utilized to deliver	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.

Learning Skills and Technology Tools.		instruction.> Objectives are posted and reviewed daily in classrooms to keep everyone focused on learning.		
<b>Function C: Instructional Planning.</b> 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	We currently plan instruction for students based on the Next Gen Standards and are working towards more differentiation:> Daily observations and weekly classroom assessments are used to guide instruction.> Kindergarten has implemented the Evidence of Learning which fosters more choice, differentiation, and individual student responsibility for instruction.> All grades have begun to implement the Guided Reading Model which fosters more choice, differentiation, and individual student responsibility for instruction.> Staff has begun working on data notebooks with students to keep them working with integrity to be accountable for their 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.
<b>Function D: Instructional Delivery.</b> 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	Back Creek Valley Elementary is working towards creating a more engaging instructional delivery:> Most classrooms utilize technology, including mimeos, computers, and iPads.> Instruction is hands-on and includes music and movement.> Independence and remediation is fostered through center time and guided reading.> Objectives are communicated to students.	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: Through teacher interviews and classroom observations, the OEPA Team found evidence of student progress with multiple strategies being implemented. The Team observed individual student work, small group work, whole group work, and technology usage regularly buildingwide.</b></p>

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	At Back Creek Valley Elementary, we take pride in the positive relationships that have been cultivated:> The LSIC and PTA meet regularly with the objective of helping our students.> Parent Involvement Activities for reading and math are held in conjunction with our PTA Meetings.> We send home monthly school newsletters and activities such as our break reading challenges and Title I activities to help students and parents work together for success.> Second grade utilizes a student planner to promote two way communication.> Through Title I, Mother Goose Rhyme books are given to families when they have a new addition to the Back Creek Valley Family.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Student Personal Development.</b> 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	We are constantly looking for more ways to assist the development of our students. We currently offer:> After School Clubs: Art Club, Author Study, Fitness Club, Math and Science Club, and Reading Club> Character Education in Classrooms and Developmental Guidance Lessons> A PASS program to work with those students in need of academic and/or self-esteem support.> SAT Teams	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.
<b>Function C: Parent and Community</b>	ACCOMPLISHED	Back Creek Valley is in a small rural	ACCOMPLISHED	The evidence provided by the school and the additional



<b>Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		community that takes pride in their school. We have strong partnerships with:> Our Business Partners, The Bank of Charles Town> PTA> Holiday Giving to Families in Need> Participation in the Backpack Program for the benefit of our students and also in collecting items for distribution.> Title I Parent Involvement Activities> Providing each student with 2 free books a year from our Book Fair from our fundraiser proceeds.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	We are continuously looking for opportunities to develop professionally. This year, the entire staff has participated in the following trainings:> Technology, Everyday Math, and Literacy Model Refreshers> Jason Flatt Suicide Prevention Training> OLWEUS> Data Teams> Safe Schools> Lessons from the Mouse Book Study> New ELA materials 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.
<b>Function B: Teacher Collaboration.</b> 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	ACCOMPLISHED	This year at Back Creek Valley Elementary, the schedule has been adjusted to allow for collaboration among our grade level teams. The schedule allows for daily collaboration as teachers feel the need. Teachers have been working collaboratively through:> Professional Learning Communities> Data Teams> Local School Improvement Council, Leadership Team, Strategic Plan Team In grade level teams, 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.  <b>Comment: During teacher interviews, the OEPA Team discovered strong ties among the staff. Teachers reported regularly engaging in horizontal and vertical teaming, both formally and informally.</b>



implementation of strategies that improve instructional practice.		reflects on given assessments to see how students are doing and develop strategies to help struggling students.		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	At Back Creek Valley Elementary, we utilize the state Online Evaluation System to reflect and working towards student learning goals. We are working towards improving feedback and support through> Discussion about evaluation student goals> Classroom Walk Throughs> Team Meetings> Climate Surveys> LSIC> Informal Weekly Classroom 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.

**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Back Creek Valley Elementary is a unique school that started as a one room school and has had three additions. This unique building is very clean with student work displayed. The building is secure with all doors being locked and security cameras in place. We are currently working on getting classroom doors that are lockable.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team found the facility clean and well maintained. The cleanliness was indicative of a high level of school pride by staff and students.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	We work on efficiently managing our fiscal resources:> The Faculty Senate votes on spending their funds with the treasurer maintaining accurate records.> The School-Wide Title I Budget is managed by the School Leadership Team.> Purchasing procedures are clearly defined and communicated with the staff.> Maintenance needs 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.

		addressed by our Central Office.		
<b>Function C: Personnel.</b> 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	We are fortunate to have a fantastic staff at Back Creek Valley that has been established/maintained by:> Following the advertising and hiring procedures outlined in state and county policy> Utilizing the state evaluation system, following guidelines established by the state and county.> Having four National Board Certified Teachers> Having a staff that is 100% highly qualified.> Welcoming new staff and making them a member of our small family.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	At Back Creek Valley Elementary, we> Use Technology to Report Daily Attendance, Evidence of Learning, and Report Cards.> Enter Student and Personnel Data in WVEIS in a timely manner.> Utilize the computer lab, classroom computers, mimeos, and mini iPads to enhance 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.
<b>Standard 7: Continuous Improvement</b> - 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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of	EMERGING	At the beginning of the year, the entire staff met to review the 2014-2015 Strategic Plan. We then looked at the progress of last year's students to plan our school-wide goals for the 2015-2016 school year. For our reading and math	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.  <b>Comment: The OEPA Team determined school performance would improve with a unified goal of long</b>

students based on the mission and goals outlined in the strategic plan.		goal, we established the assessment and through the support of our Title I program developed a "Wild About Math" game board to display the data as students progress through the levels of their basic facts. Also as the Title I Budget was planned, a Math Interventionist was funded for two half days each week. Students work with this interventionist on specific skills and the groups are constantly changing.		<b>range plans. The principal and staff appeared to be operating more in the present, rather than having a long-term focus for the school.</b>
<b>Function B: Processes and Structures.</b> 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	At Back Creek Valley, the schedule was fine tuned this year to allow for individual grade levels to meet to increase student learning on a regular basis. We are fortunate to have a small staff that is dedicated to student success and work together through our Technology/Leadership/Curriculum Team to ensure that all students are learning. We are also fortunate to have many volunteers and some support staff that work with individual and groups of students to review and practice skills.	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.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Through team meetings, data teams, and LSIC, the school Strategic plan is reviewed and discussed. Back Creek Valley Elementary School's staff is able to identify goals, discuss strategies they are using to help students meet the goals, and share the assessment(s) that are utilized in measuring the goals.	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.	Accountability for Absences	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. The OEPA Team was made aware of students' absences, but data were not provided to substantiate the statement.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	We have been able to schedule all needed professional development through the use of team plannings and the support of our central office specialist to present the 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 determined the school's statement did not identify a need.

**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.	Winter STAR data for Back Creek Valley Elementary shows that 70% of our second grade students are at or above grade level. STAR Early Literacy data for First Grade shows that 37% of our students are probable readers and 47% are transitional. We attribute this to our strong focus on literacy. In addition to our literacy focus, we are fortunate to have strong parent involvement. We have 15 parent tutors, 9 Read Aloud Volunteers, and 8 PASS Volunteers who work each week with our students.	The OEPA Team commended this practice. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice. STAR data were exclusive to the school, but due to the fact the STAR program is used throughout the state, it cannot be considered a best practice.
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**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	Through ongoing professional development in team meetings and staff meetings during the 2015-2016 school year, knowledge of Policy 2322 is being developed.
YES	Complete the School Monitoring Report	At the August Data Team Meeting, the staff read the rubrics and determined the ratings/evidence for the School Monitoring Report. At Data Team Meetings, the report was reviewed and updated.
YES	<p>Participate in the on-site review process</p> <p>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</p> <p>ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>	

#### **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) chool's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. irection of the principal with collective involvement and input from the staff and the LSIC. trategies 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)
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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes standards-focused curriculum</li> <li>• Provides physical education, physical activity and health/wellness education</li> <li>• Develops global competence</li> </ul>



- 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,

During the first semester, students receive physical education from the physical education teacher twice a week for 45 minutes

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.

and are provided an additional 30 minutes of physical activity by their teacher each week. The physical education teacher is with us three days a week during the second semester and all students receive 45 minutes of physical education from him.

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
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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		NOT APPLICABLE There are no special education students at the school.
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

### 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.)

### 9. Gymnasiums/Physical Fitness Facilities

- B. All physical fitness facilities did not have a ceiling height of at least 20 ft. (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.<sup>2</sup>/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.)

**15. Art**

- A. Art facility area was not adequate in size (45-50 ft.<sup>2</sup>/student). (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.<sup>2</sup>/student). (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 – Allen Brock, OEPA Coordinator

Team Leader – Larry Werry, OEPA Consultant

Team Member – Don Bower, Principal, Leon Elementary School, Mason County Schools

Team Member – Tammy Leaseburg, Principal, Adamston Elementary School, Harrison County Schools

**Date of School Visit – 02/25/2016**

# SCHOOL PROFILE

## 04-202 BEDINGTON ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	174.0	162.0	177.0	168.0	152.0
Average Class Size	16.5	18.8	19.8	19.7	21.6
Attendance Rate	98.9	98.7	97.9	93.8	not available
Pupil Admin Ratio	154.0	162.0	177.0	168.0	152.0
Pupil Teacher Ratio	11.8	13.4	14.7	13.9	15.2
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	90.4	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	88.9	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## BEDINGTON ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 reviews and discusses the school vision and mission statement each school year. The school culture and climate is positive and reflects school and county visions and missions. Staff members work collaboratively to set school goals and activities to support student learning. An agreed upon set of instructional standards are in place for all staff members. Instruction collaboration is evident across the grade levels and across subject areas. The OLWEUS-Bullying Prevention Program and Core Values Program is school wide to create a positive school culture for all students. Weekly class meetings are held to support these 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.
<b>Function B: High Expectations for</b>	ACCOMPLISHED	A high standard of expectations is stated in the county vision with Accountability,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the



<p><b>All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.</p>		<p>Integrity, and Respect as a focus for students and staff members. The school student pledge is said every morning to start the day with set expectations for students. Daily classroom objectives are stated for students before lessons are reviewed during the lesson and with the closure. Meeting notes from staff meetings and data team meetings show the high standards and growth in instruction and student achievement. School wide walk through and IPI data is analyzed regularly to improve instruction and student engagement levels in all classrooms. Data discussions and staff development sessions offer support among colleagues to make improvements and develop instructional strategies.</p>		<p>school's self-rating for this function.</p>
<p><b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>	<p>ACCOMPLISHED</p>	<p>The school building is clean and well maintained for student health and safety. Emergency drills, fire drills, and safety procedures are reviewed and practiced during the school year. The office staff is trained to handle safety concerns and monitor all visitors to the school. The staff is active in alerting the administration of any situation that would lower the level of safety for our students. Classroom esthetics are monitored to ensure child centered environments are maintained in all classrooms. Bulletin boards and displays are created to be engaging, reflective of instructional standards, and highlight student creativity.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	<p>The principal works collaboratively with student, staff, parents, and the community to communicate school goals, achievements, projects, and needs to form a collective mission of involvement at the school for stakeholders. LSIC, PTO, Business Partnership, and staff meetings are productive and positive discussions opportunities for school stakeholders. She welcomes students to school every day and is highly visible in the classrooms and the school throughout the school day. She eats lunch with students in the cafeteria at least once a week. She is a professional and skilled at providing staff development sessions to guide instruction. Her percision with time management at meeings and staff development sessions reflects strong leadership. She knows her staff and trust them to do their best. Communication is a high priority.</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team determined, through principal and staff interviews, the principal provided high quality leadership. The principal was knowledgeable of the needs of the students and the school.</b></p>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	<p>Every staff member participates in at least one committee or team. The mission of each group is to support student learning and the school goals. Student data, SMART goals, and meeting notes are kept for documentation and to show achievement. Team and committee information is shared with the whole</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		staff during staff meetings and staff development sessions throughout the school year to maintain shared missions and understanding. Teams Include: School Leadership Team, LSIC, Programs and Activities Committee, OLWEUS Committee, IPI Team, Data Teams, PTO, Safety Team, SPL Team, Wellness Team, Faculty Senate, Technology Team, Title I Leadership Team, SAT team.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	The principal empowers teachers to become school leaders by having a variety of individuals facilitate staff training and staff development sessions. Teachers chair committees and lead group discussions. Every staff member is involved in setting school goals and developing the strategic plan. Decisions are made as a team for the benefit and accountability of all staff members. School programs and projects are reviewed with strong input from the staff during the year to evaluate effectiveness in supporting and meeting school goals.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team found, during interviews and observations, a cohesiveness had been developed between the administration and staff to build a high quality learning community.</b>
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and	ACCOMPLISHED	Students participate in morning announcement, OLWEUS class meetings, and a variety of school projects to be more aware of their part in the school community. Classroom jobs and tasks are assigned to students to promote responsibility. Second grade students work as mentors for others during the Hop Hop Hurry Attendance club. Students nominated names for the school mascot and voted to officially	ACCOMPLISHED	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.		give the Tiger a name. Students are given opportunities to give feedback on assemblies and programs that are offered at the school. Students in small groups will meet with the principal monthly to discuss school programs and ideas to give students input in setting goals and introducing new programs.		
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Classrooms are created in a way to make students feel safe and free to explore and learn. Students are treated fairly and provided individual support to maximize learning and success. Activities and assignments are designed to provide students with a variety of independent and collaborative methods to express learning. The Berkeley County Schools Literacy Model for ELA instruction supports whole group, small group, and independent learning activities. This allows students time to reflect, question, and implement core learning skills. Student work is displayed in the classroom and in the school. A variety of art, music, and physical education programs are available for students to showcase personal talents and interests in 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.
<b>Function B: Standards-Focused Curriculum.</b> Teachers implement a	ACCOMPLISHED	Integration of instructional skills to follow Next Generation standards are continuing to be developed. Lesson plans and data team notes reflect an alignment	ACCOMPLISHED	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-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		to a standards focus curriculum to meet students academic needs. Next Generation Standards trainings have been provided by the county and school level leadership. Next Generation instructional standards and rigorous teaching methods are shared during monthly staff meetings and weekly data team meetings. Curriculum maps are used to form short term and long term goals and guide lessons and plans. Content standards are tagged in Engrade for student assignments. Unified Arts used curriculum guides for short and long term goal planning. On-going training to support a focus based curriculum classroom is presented through the Federal Funds program and all teachers will attend at least one of these trainings this school year.		
<b>Function C: Instructional Planning.</b> 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	Grade level data teams meet weekly to review student progress and current achievement data to plan lessons and remediations for students. SMART goals are developed using student achievement data to support learning and increase the percentage of students meeting the mastery level or above on benchmark assessments. Subject area pacing guides are studied and used to keep instructional progress on track. Next Generation standards are tagged to each assignment in the Engrade reporting system. A first grade T1 class with a small group of students has been created to meet the ELA learning 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.

		of first graders. This class provides ELA instruction and SPL intervention in a small group setting for 110 minutes per day. The growth and achievement of these students is closely monitored and reviewed. SPL sessions are planned to meet the needs of below level students. Teachers and the Title I specialist work collaboratively to maximize student success in basic skills.		
<b>Function D: Instructional Delivery.</b> 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 many strategies to incorporate prior knowledge and real life experiences into lessons for students. Everyday Math lessons are standards based lessons that provide number experiences and problem solving skills that student can relate to outside of the classroom. Parents and family members are often good resources to bring activities and experiences into the classroom for students and make a positive school to home connection. 50 percent of science lessons are hand-on experiences for students. Multi-cultural activities are implemented and experiences are integrated into the classrooms. The librarian and computer teacher integrate world exploration lessons throughout the school year that is engaging and meaningful to students. Technology of computers, laptops, Smart Boards, and iPads are used in classrooms to strengthen students understanding of the value of technology as a tool.	ACCOMPLISHED	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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Bedington Elementary is building a positive support network with the local community. People from the community and local businesses are invited to school events and to participate with Career Day and the Read Aloud programs. Local community leaders and parents are a part of the school PTO, LSIC, PASS program mentors, OLWEUS Program, Foster Grandparents, and read aloud program. The school also is involved in community events with the Ruritan Club and local businesses. Parents are welcome and encouraged to visit their child's classroom, participate in during and after school academic activities, and have lunch with their student throughout the school year. Teachers communicate with parents with monthly class newsletters and phone, email, or written messages. Some teachers use the Remind App for parent communication. Communication to parents and families is established by school newsletters, website, email, and school celebrations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Student Personal Development.</b> The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for	ACCOMPLISHED	Guidance Education, Character Ed Program, and Guidance small groups are in place to address targeted student needs. School attendance groups provide a positive means to support good student attendance. The school counselor also meets with students for whole 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.



health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		<p>sessions and individual meetings as needed. Walking track club, ,Jumprope for Heart, Relay for Life team, and Dental check-ups at school are programs are in place to teach positive health habits. National school lunch and breakfast weeks are celebrated with school wide activities. Staff members have volunteered to mentor at risk students throughout the school year. Chick fil A program is used to encouraged positive character in student behavior. SAT Team, Title 1, after school math and reading tutoring, PASS, Coats for Kids, and Kids Power Packs (weekend meals that are sent home with low socioeconomic students) are programs that are in place to support students.</p>		
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	ACCOMPLISHED	<p>Bedington Elementary has formed partnerships with the school business partners, CNB Bank, local churches, community clubs and groups, and community businesses to provide support for students and their families for clothing and school supplies. Parents and staff are working together on a variety of fundraising events with the support of the community to soon purchase new playground equipment for our school. Parents with grant writing experience are pursuing many avenues for funding. Community members attend school events, LSIC meetings, and support school programs such as PASS, Read Aloud, library volunteers, music</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team found evidence, through administration and staff interviews, the community support for the school was strong. The Team verified the items in the school evidence column, and teachers could discuss the positive impact these partnerships were having on the school community.</b></p>

		concerts, and Foster Grandparents.		
<b>Standard 5: Educator Growth and Development</b> - 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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	To continue professional development the staff has participated in staff development training, County Summer Institute, webinars, graduate and continuing ed classes, RESA VIII training sessions, Title I Professional Development, PLC meetings, school based training, and book studies. The Federal Programs Department offers a variety of staff development opportunities for teachers. All teachers will attend at least one of these trainings during the school year. Several staff members are working towards advanced degrees in 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.
<b>Function B: Teacher Collaboration.</b> 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	Every staff member is a part of a data team. Student achievement is analyzed and discussed to drive instruction for academic success. Benchmarks skill data reviewed to target student need and instructional strategies are shared by teachers. SMART goals are set by grade level data and unified arts teams to establish data driven academic goals for student achievement. Instructional strategies to meet these goals are shared among teachers to strengthen instruction in the classroom. Meetings to discuss topics across the grade levels are held to share strategies for school wide growth.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C:</b>	ACCOMPLISHED	Staff members participate in the Teacher	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.		Evaluation reflection, school-wide culture survey, and provide feedback during meets with the school administrator. Teacher observations and evaluations, and service personnel evaluation meetings are scheduled to reflect and provide feedback between employees and school administration. 10 minute conferences are held between teachers and the principal to discuss and plan long term goals for students and teacher growth. The evaluation process and timelines are reviewed with all staff members at the beginning of the school year.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	The school is kept clean and well maintained. The custodians and other staff members work together to ensure a safe and healthy environment for students. All repairs are requested and made quickly by the school custodian or are recorded as a work request to the county maintainance department. School beautification maintains a friendly and engaging place for our students to learn.	<b>DISTINGUISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than school's self-rating for this function.  <b>Rationale: Evidence found by the OEPA Team substantiated a higher rating through observations of the school site. The Team, through observations and interviews, determined the overall cleanliness of the building was a high priority of the administration and staff, and the custodial staff worked diligently to provide a high quality facility. The staff ensured the facility was safe, secure, and aesthetically pleasing and conducive to the learning process.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain,	ACCOMPLISHED	Financial policies and practices are well established and followed. The principal and finance secretary attend finance training assigned during the school year.	<b>ACCOMPLISHED</b>	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.		All county procedures are followed at the school level. Staff members are provided with a finance guidelines document at the beginning of the school year. This information is discussed in the opening staff meeting and reviewed as needed. School finances are audited annually.		
<b>Function C: Personnel.</b> 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 members have the needed certifications and all teachers have earned a highly qualified status. Staff members are included in the interviewing process to select new teachers. During this process we are always looking for highly qualified candidates with a child centered approach to education that will easily join our staff and work well with colleagues.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	The state WVEIS system is used in all data informational programs. Teachers are improving skills to integrate technology into daily lessons with a high level of student involvement. White Boards, Mimeos, Elmos, computers, laptops, and iPads are used in classrooms for instruction and student use. The STAR Reading and Math assessment is used by students to provide achievement data for individual, grade level, and school wide student data. Additional Whiteboards were purchased this year by Federal Programs for the library and Title 1 classroom.	ACCOMPLISHED	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
<b>Function A: Focused and Coherent Plan.</b> 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 worked collaboratively with input from all staff members to create a school mission and vision that is focused on student achievement. Research based information and data is used to support student learning and evaluate performance. The strategic plan is created with participation from the staff to align with student needs and county goals to focus and maximize student learning and success. The vision, mission, and strategic plan are shared with students and parents through the school newsletter, LSIC, and PTO 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.
<b>Function B: Processes and Structures.</b> 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 the school leadership team meet monthly to review strategic plan goals, current student assessment data, and discuss the needs of staff and students to maximize student learning and monitor a high standard of instructional practices in the classroom. The information from these meetings is shared in data teams, LSIC and PTO meetings. Feedback from all stakeholders is addressed and reviewed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments,	ACCOMPLISHED	The strategic plan goals and action steps are discussed and reviewed during monthly staff meetings, training sessions, and data team meetings. Adjustments to goals and action steps 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.

evaluates the results of student learning, and communicates the progress to all stakeholders.		taken when needed as identified by staff members and student data. Meetings are held with second grade students to review and chart benchmark progress with the principal after each STAR assessment. General student achievement data information will be presented in newsletters for parents and students.		
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## 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.	Additional funding to purchase books for children to keep at home to build a more literature rich environment for them outside of school would support ELA learning goals. Due to the high percentage of our students living in low socioeconomic homes and with our focus on those students performing in the bottom 25% in reading achievement, additional reading materials at home would support reading practice and parental involvement.	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.	An area of staff development that our teachers would like to continue to strengthen is building skills to integrate the curriculum with technology use in the classroom as well as providing support for students to be able to use technology to self-create projects.	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.	T1 Classroom - The Title 1 reading specialist has a Transition to 1st grade class of 8 first grade student who struggled with reading development skills in kindergarten. These students spend 110 minutes per day in this small group. The curriculum and lesson pace is the same as the other first grade classrooms but time is available for more time for the teacher, remediation of	The OEPA Team verified the Transitional First Grade Reading Program, through data, a positive impact on student performance and well-being required for consideration as a best practice.  <a href="http://oeпа.state.wv.us/TransitionalFirstGradeReadingProgram.pdf">http://oeпа.state.wv.us/TransitionalFirstGradeReadingProgram.pdf</a>
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previously taught skills, and SPL lessons. Student progress is closely monitored and all achievement is celebrated.

#### 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	Policy 2322 has been reviewed.
YES	Complete the School Monitoring Report	The school monitoring report was completed by the principal, school leadership team, and input from all staff members.
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	A school plan has been developed to prepare for and on-site review.



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

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### **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.

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### **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)	School leadership team Data teams Curriculum committee
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 for school based accountability as well as that of our feeder school.
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. irection 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.)	The strategic plan is developed by the staff and administration with valuable student data as well as guidance from the central office to unify the vision and mission.

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)	All assessment practices follow state and county policies and procedures.
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)	Classroom instruction is monitored by walk-throughs, observations, IPI data collection, and administrative monitoring. master schedule student report cards
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:	Teacher lesson plans

- 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)

Master Schedule Classroom Observations  
Parent sign in sheets Guidance  
Counselors data and records

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)

Team and committee agendas and notes

- 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

<p>YES</p>	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	<p>Teacher lesson plans  Guidance Counselor  lessons Discipline records</p>
<p>YES</p>	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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.</p> <p>Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19;</p>	<p>Address on case by case  with school SAT team and  county offices.</p>

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

Physical education is provided through direct instruction for the PE teacher and physical activities monitored by the classroom teachers.

	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 do not have 4th grade at this school but this procedure is followed at our feeder school.
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)	Counselors notes, lesson plans, group meeting schedule, parent consent forms, and student progress data.
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	YES	All non-compliances issues	YES



the district accounting audit?		have been addressed.	
<b>B . Policy 2419: Education of Students with Exceptionalities.</b> Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		<b>YES</b>
<b>C . Fire Marshal?</b> Has the school addressed all non-compliances identified during the fire marshal review?	YES		<b>YES</b>
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	YES		<b>YES</b>
<b>E . School Building Authority (if applicable).</b> Has the school addressed all non-compliances during the SBA review?	YES		<b>NOT APPLICABLE</b>
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		<b>YES</b>

## Facility Resource Needs

### 5. Counselor Office(s)

- A. Counselors' offices were not adequate (100-125 ft.<sup>2</sup>) per counselor. (Did not 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-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.<sup>2</sup>). (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.<sup>2</sup>/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

- B. Grade 1 classrooms were not located on the ground floor. (May adversely impact students' health and safety.)

**Education Performance Audit Team**

Team Chair – Allen Brock, OEPA Coordinator,

Team Leader – Larry Werry, OEPA Consultant

Team Member – Don Bower, Principal, Leon Elementary School, Mason County Schools

Team Member – Tammy Leaseburg, Principal, Adamston Elementary School, Harrison County Schools

**Date of School Visit – 02/24/2016**

# SCHOOL PROFILE

## 04-203 BERKELEY HEIGHTS ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	860.0	809.0	794.0	980.0	830.0
Average Class Size	22.6	22.4	20.1	21.7	22.4
Attendance Rate	98.8	98.3	98.2	93.5	not available
Pupil Admin Ratio	420.5	404.5	397.0	490.0	415.0
Pupil Teacher Ratio	19.0	18.3	16.8	21.4	17.7
Participation Rate-Math	99.38	100.00	100.00	100.00	not available
Participation Rate-Reading	98.75	100.00	99.26	100.00	not available
HQT Percentage - Total	94.4	95.2	100.0	95.5	not available
HQT Percentage - Self Contained Classroom	94.4	97.1	subject not present	not available	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	83.3	83.3	100.0	96.6	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	98.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	3.0	2.0	13.0	5.0	4.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

**BERKELEY HEIGHTS ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	At BHE we believe we are all accountable for student achievement, we must achieve with integrity and we must show respect for self, others, and school in order to create a safe environment for learning. These beliefs are demonstrated by: * Pioneer of the Week student is recognition each week * Fill a Bucket program where student are recognized for performing random acts of kindness * Yearly participation in Relay for Life * Yearly participation in Jump Rope for Heart * Effective business partnership with City National Bank * Assemblies each 9 weeks to celebrate students making the Honor Roll, Perfect Attendance, Demonstrating Effort, and receiving the Principal's Award * Leadership Team that focuses efforts 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.

		improvement of our school * Monthly newsletter and website that share the beliefs of BHE with the community and parents * Community volunteers that commit time to our Read Aloud and PASS programs * Attitude of Gratitude program to show gratitude to stakeholders		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Berkeley Heights set high expectations for students and staff * Administrative walk-throughs are conducted throughout the school to ensure that high expectations are evident across the school. * Teachers establish goals via the evaluation system that are rigorous and data driven. These goals are approved by the administration * Data team agendas and minutes reflect conversation regarding exemplary instructional strategies that are effective * The student handbook is available online for parents and students * Respect for students, staff and school is expected * Some teachers have students chart STAR data to see growth and to add motivation.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team found, through staff and student interviews and through observations, all staff had high expectations for self and students. Students stated they believed all staff had their best interests in mind and challenged them to do their best work so they could be successful.</b></p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Maintaining a safe, orderly and engaging school is a top priority. * The school discipline policy has been developed and is followed in order to ensure consistency of behavior. It is available online. * A behavior matrix is utilized by the administration to ensure consistency and follow through with office referrals. * Emergency drills are conducted throughout the school year in order to prepare for a true emergency. * Walkie-	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>talkies are utilized throughout the day to communicate between the BD program, general education teachers with BD students and administration *</p> <p>Instructional Practices Inventory is completed three times per year to gather data on student engagement. * 16 cameras are mounted throughout the school with monitors in the administrative offices. * A key card system is utilized to access the interior of the school * Work orders are placed via an online system when maintenance services are needed</p>		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	<b>ACCOMPLISHED</b>	<p>BH admin exhibits leadership daily * A weekly newsletter, the Hallway Huddle, is created each week by the administration in order to communicate important dates, birthdays, instructional updates, and kudos for staff. *Friday staff meetings are held to share information. * Administration participates in PD that increases their knowledge of best practices so that the most up to date teaching strategies can be implemented in the classroom. * Principal is visible within the school daily. Administration is seen outside and in halls. * Information was presented during the opening faculty meeting that focused on instruction, procedures, policy/ laws. * Leadership Team</p>	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The staff and students were very positive when talking about the administration. The staff felt they had opportunities to work with the administration toward common goals.</b></p>

		meetings are held monthly to discuss key instructional plans that will be implemented school-wide. The agendas and minutes of these meetings reflect collaboration among staff and administration. * LSIC team meets quarterly with community stakeholders * Curriculum team meets monthly to discuss educational opportunitie		
<b>Function B: School Teams and Councils.</b> 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 and councils function effectively to advance the mission and goals of Berkeley Heights * Data teams help drive instruction at BH. The data discussed at these meetings is analyzed and used to create more advanced ways to educate our students * IPI collections are performed multiple times per year to reinforce and enhance student engagement. * SAT team meets every Tuesday and Thursday to provide educational and social strategies for our students who struggle in those areas. * The school's Leadership Team meets monthly to ensure the Strategic Plan goals and action steps are being implemented. * The BHE Curriculum Team meets monthly to ensure instructional focus. * PTA includes parents and the community in decision making to ensure that we are meeting the needs of the children and community. * OLWEUS team meets regularly to plan anti-bullying events .	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Teacher Leadership.</b> Teachers assume	ACCOMPLISHED	Teacher's are provided leadership opportunities and responsibility in a variety of ways * Each grade level K-3	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.		<p>will conduct a math night for parents. At the conclusion of the math night, a parent survey will be completed and will help to plan for future events. *</p> <p>Additionally, we will have a reading night for the entire school that each grade level will attend. Strategies will be provided for each parent with the intent to help them at home with their child. *</p> <p>Teachers are encouraged to pursue higher forms of education and professional development opportunities. *</p> <p>Grade level Data Teams have been established and roles for these teams are selected by each group. They plan their agendas for meetings and submit minutes to the administration. *</p> <p>The Leadership Team and Curriculum Team is comprised of a member of each team. These members are responsible for communicating key information to the remainder of their teams and for contributing items for each agenda.</p>		<p>school's self-rating for this function.</p> <p><b>Comments: Teachers were given opportunities to lead within the school. The teachers were willing to explore activities and programs for the betterment of the school.</b></p>
<p><b>Function D: Student Leadership.</b></p> <p>Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	ACCOMPLISHED	<p>Students are given the opportunity to lead and become peer role models at Berkeley Heights *</p> <p>Various classes "buddy" with another class to read to one another. *</p> <p>Olweus classroom meetings are held each week wherein students can discuss issues that they are having at school or home. *</p> <p>Each week, students are selected to be safety patrols. These students help to clean the cafeteria, monitor the hallways, and help to collect recycling. *</p> <p>Each week a classroom is assigned to help facilitate morning</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>



		<p>announcements. * Administration has lunch with students a minimum of once per month in order to gain student input on ways to improve our school. * In several classrooms, students are elected as president and vice president when learning about elections. These students serve as leaders in the classroom. * Classrooms have various "assignments" for students such as line leader, classroom helper, etc.</p>		
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	<p>Student centered classrooms are a priority * Instructional Practices Inventory is conducted school-wide a minimum of three times per year to gauge student engagement. Data is discussed with entire staff *</p> <p>Administrative walk-throughs are conducted regularly to ensure classrooms are student centered. * Cooperative groups are utilized throughout the school in reading and math instruction to encourage independence and self-direction. * Title I funds were allocated for purchasing robotics equipment that will provide hands-on activities for the students. * A laptop is available for every third grade student in order to incorporate technology</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team found most teachers were working to create an inviting student-centered environment; however, as a school, teachers needed to incorporate additional differentiated instruction and develop flexible grouping to meet the individual needs of students.</b></p>
<b>Function B: Standards-Focused Curriculum.</b>	ACCOMPLISHED	<p>Next Generation Standards are utilized to guide instruction * Lesson plans are reviewed at least once per 9 weeks to</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

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.		ensure that the curriculum being covered is based on the Next Generation Standards. * Grade level teachers are unpacking 3-5 standards that have been identified as weaknesses and instructional strategies to cover these standards are discussed * Grade level teachers are working together to vertically align standards and to make instruction fluid from one grade level to another * During each Data Team meeting, a minimum of one standard is discussed. Instructional strategies for teaching the standard are shared and resources are gathered. * Observations and Evaluations are completed by the administration to ensure that the Next Generation Standards are being taught. * Technology is integrated via the SMARTBOARD, i-Pads and laptops		
<b>Function C: Instructional Planning.</b> 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	BHE teachers complete long and short term planning: * Data Team meetings focus on instructional plans with short and long term goals. Data is analyzed at these meetings so that the best instructional strategies can be shared. * The Vertical Alignment data team works together to ensure that we are working fluidly on a long term basis. * STAR reading and math data is being utilized to group students and to identify individual student needs * Engrade assessments have been created and are administered to third grade students to ensure understanding of the Next Generation Standards * WVGSA data has been	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		analyzed and focus areas determined * Parent Involvement surveys are used to help with future planning.		
<b>Function D: Instructional Delivery.</b> 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 teachers at Berkeley Heights utilize a wide variety of instructional strategies. * Teachers at BHE utilize stations that incorporate a variety of hands-on, engaging activities * Technology is incorporated regularly via the SMARTBOARD, i-Pads, and laptops * Robotics lessons are utilized in second and third grade * Regularly scheduled walking field trips that enhance the curriculum are utilized at all grade levels * Lesson plans are checked a minimum of once per nine weeks to ensure that engaging lessons are included. * Observations are completed by the administration to ensure instructional delivery is engaging and includes a large variety of instructional strategies. * Classroom walkthroughs are completed regularly and are used to monitor engagement * Every third grade student has access to their own laptop to increase technology integration.	EMERGING	<p>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.</p> <p><b>Rationale:</b> The OEPA Team observed some of the aspects of the function were present; however, it was not pervasive throughout the school. Many teachers were over utilizing teacher-directed instruction. When teachers used small group instruction, many of these groups did not vary instruction within the groups. The Team observed many students throughout the day that were not fully engaged in high quality instruction and were not redirected in a timely manner.</p> <p><b>Recommendation:</b> The OEPA Team recommended the school work to develop more engaging instructional experiences and vary instructional strategies. The staff needed to design lessons where the students use the provided digital tools in the classrooms. Strategies needed to be developed to ensure that the small group instruction was not so repetitive.</p>

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger	ACCOMPLISHED	Berkeley Heights builds positive relationships with staff, students, families and stakeholders * Berkeley Heights was the first school in WV to implement the Watch D.O.G.S. program. This program encourages male figures 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.

community.		<p>get involved in their child's education. The program and some of our fathers have been recognized on the Today show. * The WV Extension Office works with our third grade students on nutrition education. * A 5k race was created in the 2014-15 school year to help raise money for playground equipment for our handicapped students. The race, which had over 100 participants raised over \$5,000 for the cause. The staff at BH worked hand and hand with many local businesses and with the city of Martinsburg to make this a success. * Throughout the year, the students and staff at Berkeley Heights work together to raise funds for the American Cancer Society. * BHE and City National Bank work together to provide assistance to students in need throughout the school year .</p>		
<p><b>Function B: Student Personal Development.</b> 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.</p>	ACCOMPLISHED	<p>BH attends to student well being daily. * Second grade students are provided the opportunity to participate in the state Cardiac Kids program. This is designed to identify students that may have high health risk in the future. * Students are provided the opportunity to see a dentist for teeth cleaning and fluoride treatments. * The SAT team meets two times per week to discuss students that may be having issues in the classroom. * Guidance logs are kept and small group counseling is offered to students that have issues with divorce, making friends, managing their anger, etc. *</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team found there were additional programs, such as FLEX (Social Worker) and programs with Department of Health and Human Resources and the Sheriff's Department, in addition to the items listed in the school evidence.</b></p>

		<p>SPED services are offered to students that meet the criteria for each program. *</p> <p>Students are recognized for Random Acts of Kindness throughout the school year when they go above and beyond in the school. *</p> <p>Students are selected by each teacher for Student of the Month based upon the character trait of the month. *</p> <p>Guidance lessons are taught every other week that focus on the pillars of Character</p>		
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	<p>ACCOMPLISHED</p>	<p>Berkeley Heights has built partnerships with community stakeholders to enhance each students education and to meet the needs of all students. *</p> <p>Berkeley Heights is blessed to have many parents and community members that partner with us. *</p> <p>The PTA is very active and helps to work towards school goals and to provide resources and help with various projects. *</p> <p>The LSIC includes employees of City National Bank, the Sheriff's Department, and the Health Department. *</p> <p>Bags of Love program provides meals to over 40 BHE students over the weekends. *</p> <p>Martinsburg High School partners with BHE by providing PASS volunteers for many children. *</p> <p>Read Aloud volunteers visit the school weekly to read to classes. *</p> <p>Attitude of Gratitude program to ensure that all stakeholders feel appreciated.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Professional Development is valued at Berkeley Heights Elementary. * BHE held a 3 day strategic planning retreat during the summer wherein 28 members of the staff worked collaboratively to write our 2015-2016 Strategic Plan. * Data Teams meet a minimum of once per month to analyze data and to discuss sound instructional strategies. * Data Teams meet a minimum of one time per 9 weeks to deconstruct identified standards of weakness in order to improve understanding and implementation. * Cross grade level groups meet at least once per quarter to vertically align standards and instruction. * Book studies are offered to staff in order to focus on areas that need improvement. * A weekly newsletter “In the Loop” is written and distributed by the Academic Coach to share effective strategies and highlight a member of the staff. * BCS has a professional development catalog wherein staff can participate in staff development that will help them to improve their teaching.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional learning communities to collaborate on the	ACCOMPLISHED	Teachers collaborate daily at Berkeley Heights Elementary. * Each Friday the staff gathers together to share important information related to instruction as well as birthdays, Kudos for going above and beyond, a positive quote 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.  <b>Comments: The OEPA Team found, through observation and interviews, the school promoted collaboration schoolwide. Teachers could clearly</b>

improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		upcoming week, and important upcoming dates. * The kindergarten teachers meet together daily during lunch to share instructional strategies, behavior management techniques, and new tools for the job. * Data Teams meet a minimum of once per month in order to collaborate on effective teaching techniques. * Most teachers plan with at least one other member of their team each week. * “Big Meetings” are held every 6 weeks to discuss students that are struggling in the classroom and to determine appropriate interventions for the both the areas of math and reading.		<b>articulate the variety of collaboration and how information was used to benefit students.</b>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Every member of the Berkeley Heights professional staff is evaluated both formally and informally. * All applicable members of the professional staff complete a self-reflection and establish goals at the beginning of the school year. These are both reviewed by the administration and adjusted if needed. * At the end of each school year, administration holds an evaluation conference with each member of the professional staff to discuss how they progressed towards their goals. * Kudos are provided to staff members going above and beyond each week on the written Hallway Huddle and announced during our weekly meeting. * Data Teams give individuals “Shout Outs” when they share an outstanding instructional strategy. * Classroom walk-throughs are completed regularly by 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.



		administration and data is shared in staff meetings. * IPI data is collected three times per year and faculty conversations occur around the data.		
<b>Standard 6: Efficient and Effective Management</b> - 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	BH is clean, safe and well maintained: * BH has a custodial team that works different shifts and has been assigned responsibilities throughout the course of a day. The custodial team works from 6:00 am until 10:00 pm * BH has a garden wherein students plant and grow various vegetables, herbs, and flowers. * Playground mulch is replaced regularly to ensure the area is safe for students. * BHE has 17 security cameras throughout the building to monitor safety. * Safety notebooks are updated as students are added and dropped. * Teachers and staff are provided PD on school safety each August. At this meeting the BCS safety codes, the school evacuation plans are discussed. * BCS safety code cards are distributed to staff for quick reference in an emergency. * Fire drills/safety procedures are practiced throughout the year. *A safety suitcase is kept by administration and 1 teacher in case of an emergency or evacuation. * Safety inspection reports are kept	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comments: The OEPA Team observed, for an older building with "open space", the school was organized and clean. The staff had worked to keep the instructional environment appropriate for the students. Students had ownership and pride in the building as evidenced by the lack of vandalism.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are	ACCOMPLISHED	Berkeley Heights has established policies and processes and applied them to obtain, allocate, and efficiently	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



established and applied to obtain, allocate, and efficiently manage school fiscal resources.		manage school fiscal resources. * The school creates a budget prior to the start of each school year. Resources are managed by the administration to facilitate instructional needs. * Financial records are kept and submitted each year for review by an auditor. * Bank statements and all requisitions are signed by the administration to ensure that proper procedures are followed. * Teachers are provided a handout at the beginning of the school year explaining all financial procedures for placing orders.		
<b>Function C: Personnel.</b> 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	Berkeley Heights selects highly qualified staff according to WV code and assigns them to effectively meet the needs of the students. * Highly Qualified teacher reports are completed and reviewed each year. All teachers that are not highly qualified will have a letter sent home with students in order to inform parents. * Hiring procedures that have been established by the county are followed when hiring new personnel. * A committee was formulated to interview all prospective employees. This committee works together to hire individuals that will be a good fit for our school. * Three National Board Certified teachers currently work at Berkeley Heights 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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b>	ACCOMPLISHED	BHE utilizes data information systems and technology tools to support instruction. * WVEIS is used daily to input attendance and discipline issues. *	ACCOMPLISHED	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 school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		<p>Engrade is used by teachers to manage grades and to communicate with parents. . Each teacher must input 1 grade per subject/per week into their Engrade grade book. * STAR reading and math assessments are available to assess learning and determine goals for students. * Email is used to communicate with staff on a daily basis. * Students utilize the computer lab weekly. In addition, students and staff have access to laptop carts, iPad carts, and their own SMARTboards. * The school's website is maintained and updated weekly. It includes important announcements about upcoming events and links to the school twitter page and various school/classroom related pages. * Berkeley Heights has an official twitter account that updates parents weekly about important classroom activities or upcoming school events at Berkeley Heights</p>		
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**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
<b>Function A: Focused and Coherent Plan.</b> 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 BHE Strategic Plan is the driving force: * 29 members of the Berkeley Heights professional staff worked together over 3 days to create the strategic plan including everything from the mission to the action steps. * LSIC meeting agendas and Leadership Team agendas & minutes reflect the continual review of the strategic plan. * 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.

		Strategic Plan (SP) is available to all stakeholders for review and input. * Key points of the SP are reviewed at each monthly staff meeting. * The BHE mission is read daily over the announcements. * The BHE mission is written on monthly newsletters that go home to parents and guardians. * The BHE motto is displayed in the front showcase.		
<b>Function B: Processes and Structures.</b> 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	BHE is focused on continually improving instruction and culture: * Data Teams meet a minimum of once per month to discuss instructional strategies. * Leadership Team meets a minimum of once per month in order to visit the strategic plan and to determine progress toward goals. * The Curriculum Team meets a minimum of once per month to discuss instructional strategies and important updates on curricular needs. * The staff meets weekly to discuss the Hallway Huddle that includes upcoming school events, kudos for staff, and any other pertinent information. * Parent Teacher Conferences are conducted at least two times each year in order for parents and teachers to discuss individual student strengths and weaknesses. * The LSIC meets a minimum of four times per year to discuss student and school needs. As well as to get key information from stakeholders.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Monitoring for</b>	ACCOMPLISHED	BHE analyzes data to determine effective teaching strategies: * WVGSA	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p><b>Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</p>		<p>results are shared and analyzed within the first 3 days of school. Weaknesses and strengths are identified and a plan to support areas of weakness is developed.</p> <p>* STAR reading and math data is collected and analyzed a minimum of three times per year. Teachers utilize the data to formulate groups, look for standards that require reteaching, and to determine which students need additional support.</p> <p>* STAR reading and math data is shared with parents at Parent Teacher Conferences and is sent home with students.</p> <p>* Surveys are completed following Title I parent nights. Information collected helps to adjust programs to better meet the needs of those attending.</p> <p>* SPL meetings are conducted to review student progress and identify students in need of more assistance.</p> <p>* Data Team meetings provide an opportunity for staff to review data and discuss instructional strategies that are successful.</p>		<p>school's self-rating for this function.</p>
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## SECTION 2: What Support do you need for improvement?

### Needs Analysis, Capacity Building and Efficiencies

<p>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</p>	<p>Our staff would love to have a gymnasium to better meet the needs of our students in both physical education and performances.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>Professional Development on the new state assessment would be beneficial. Not knowing what tools will be available and what the expectation will be is contributing to unease of the staff.</p>	<p>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.</p>

### 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.	45% of Berkeley Heights third grade students were proficient in Reading/Language Arts on the WVGSA. To develop vocabulary, a book study is being conducted and a school-wide vocabulary project is in action. Students are given a vocabulary word each week that they wear on a lanyard around their necks. All adults in the building ask the child what their word is, what it means and to use it in a sentence. If the child can do so, stamps are provided. We had a .6 GE increase from August - December.	The OEPA Team commended this practice: <ul style="list-style-type: none"> <li>School-Wide Vocabulary Project.</li> </ul> However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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### 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	<p>Participate in the on-site review process</p> <p>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</p>
<b>County Board of Education Responsibilities for School Accreditation (Pages 14-15)</b>	
<p>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.</p> <p>Implementation</p> <p>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.</p> <p>Establish Supports and Expectations that Impact Student Performance</p> <p>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.</p>	
<b>Continuous Improvement and Strategic Planning (Pages 24-25)</b>	
<b>(Also referenced in Policy 2510)</b>	

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 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional</li> </ul>



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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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
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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?	YES		YES

## Facility Resource Needs

### 2. School Building

#### B. Interior - General

B-6. Restrooms were not 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.)

### 5. Counselor Office(s)

A. Counselors' offices were not adequate (100-125 ft.<sup>2</sup>) per counselor. (Did not 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.)

### 9. Gymnasiums/Physical Fitness Facilities

B. All physical fitness facilities did not have a ceiling height of at least 20 ft. (May adversely impact program delivery and student performance.)

- C. Locations of physical fitness facilities were not away from quiet areas of the school building or are acoustically treated. (May adversely impact program delivery and student performance.)
  - 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**
- A. Pre-kindergarten and kindergarten classrooms were not of adequate size (50 ft.<sup>2</sup>/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.)
- 14. Remedial Instructional Areas**
- A. Size of remedial instructional area was not adequate (28-30 ft.<sup>2</sup>/student). (May adversely impact program delivery and student performance.)
- 15. Art**
- A. Art facility area was not adequate in size (45-50 ft.<sup>2</sup>/student). (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.<sup>2</sup>/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.)
  - C. Sufficient storage area was not available (350 ft.<sup>2</sup>). (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 – Allen Brock, OEPA Coordinator

Team Leader – David Fincham, OEPA Consultant

Team Member – Rhett Beckman, Principal, Widmyer Elementary School, Morgan County Schools

Team Member – Brandan Caton, Assistant Principal, Page Jackson Elementary School, Jefferson County Schools

Team Member – Scott Donohew, Principal, Franklin Primary School, Brooke County Schools

Team Member – Rick Linaburg, Principal, Franklin Elementary School, Pendleton County Schools

Team Member – Shannon Rayburn, Assistant Principal, Milton Elementary School, Cabell County Schools

Team Member – Terri Smith, Principal, Mullens Middle School, Wyoming County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-204 BUNKER HILL ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	397.0	394.0	419.0	404.0	391.0
Average Class Size	22.4	21.3	21.0	19.9	21.1
Attendance Rate	98.6	98.4	98.3	94.0	not available
Pupil Admin Ratio	397.0	197.0	209.5	202.0	195.5
Pupil Teacher Ratio	15.0	15.7	16.1	15.4	14.8
Participation Rate-Math	100.00	100.00	98.25	98.89	not available
Participation Rate-Reading	100.00	100.00	99.12	98.89	not available
HQT Percentage - Total	99.2	100.0	100.0	82.8	not available
HQT Percentage - Self Contained Classroom	99.1	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	79.3	not available
HQT Percentage - Reading/Language Arts	100.0	subject not present	100.0	80.7	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	83.9	not available
HQT Percentage - Science	subject not present	subject not present	100.0	85.7	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0



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

## **BUNKER HILL ELEMENTARY in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 faculty and Staff of Bunker Hill Elementary discussed and revised our Mission and Vision statements at the start of the school year. This process involved collaboration between all staff members. We also discussed and shared our revisions with our Local School Improvement Council and our Parent Teacher Association. Our vision, mission, and core beliefs are posted on our school webpage as well as in each classroom to help shape our culture and climate. Research based instructional strategies are discussed and shared during Data Team Meetings and Benchmark Meetings.. Collaboration is a large part of our school culture and much time is spent sharing student strengths and weaknesses 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.  <b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team, based upon interviews, recommended the mission and vision be more pervasive among staff so it may be more clearly communicated to students.

		improve our core instruction as well as personalize instruction for all students. Our school SAT (Student Assistance Team) meets weekly to discuss student progress and student needs.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Both students and staff at Bunker Hill Elementary are held to high standards as indicated through our Vision and Mission statements. Teachers communicate this in the classroom by teaching to the top and encouraging others to rise to this level. Students are encouraged to perform to the best of their abilities as well as have good character and are rewarded for both of these at our nine weeks rewards assembly. We recognize that parents are vital to helping their child achieve these high standards and are kept informed through phone calls, emails or notes. STAR data is analyzed and students are placed in fluid reading and math groups based on performance and teacher input. High achieving students are given challenging assignments through guided reading groups. All professional staff at Bunker Hill Elementary use the Educator Evaluation System to reflect on their practices in the classroom. Each teacher also sets student goals to focus instruction on areas of student weakness.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team, based upon observations, recommended that STAR data be further analyzed to determine how instruction should be modified to meet the individual needs of students.</b></p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment	ACCOMPLISHED	A safe and secure learning environment is an important piece of the puzzle at Bunker Hill Elementary. The faculty understands the importance of working	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		together to meet the needs of the whole child. The staff also works closely with parents and community organizations to ensure that this is able to happen. The LSIC team meets each quarter to discuss all facets of school environment. Policy 4373 is discussed with the team as well as with faculty and staff during our opening meeting. Teachers use the OLWEUS bullying prevention program to conduct weekly classroom meetings on topics such as anti-bullying, cyber safety, peer relationships and respecting differences and promoting acceptance. Regular safety and code drills are conducted to ensure students are trained in emergency situations. Our WatchDOGS program is in place and ensures that volunteer male figures are a presence in our building to monitor hallways, the building perimeter, lunchroom, and recess areas.		<b>Commendation: Through observations, the OEPA Team commended the custodial staff on the cleanliness of the facility.</b>
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal works closely with all stakeholders. Communication of school information and student progress is shared and discussed in a multitude of ways, The Local School Improvement Council meets each quarter to share information regarding student progress and the school environment and building safety. The principal meets regularly with Grade Level Teams as well as 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.  <b>Commendation: The OEPA Team commended the first-year principal on her leadership throughout the building. The principal was highly organized and knowledgeable of the needs of the building and students.</b>

		<p>Teams to discuss student progress, effective instructional practices and concerns throughout the school year. The principal is readily available to staff and maintains an open door policy. Any problems or concerns are addressed quickly and effectively. The principal recognizes the value of the staff and includes them in decision making. Communication is fluid between the principal and the school staff. The principal sends a Daily FYI to the staff each day with important information, dates and reminders. Faculty meetings are held once a month to keep the faculty up to date on all necessary information.</p>		
<p><b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	<p>ACCOMPLISHED</p>	<p>Communication among the staff is essential and is fostered through the use of teams and committees. The school's mission, vision, and core beliefs remain a focus throughout the year. The Student Assistance Team, or SAT, meets each week on Wednesday morning at 8:00 in the school library. The SAT meetings are vital to student growth and success. A teacher may refer any student to SAT. All classroom teachers (core and non-core) serve on the curriculum team that supports student learning and fosters student growth. Other teams include the School Leadership Team, and the Technology Team. These teams meet at least four times during the school year to discuss items such as student progress, strengths and</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		weaknesses, and ways to improve best practices. The School Safety team also meets quarterly to ensure that our school is a safe and secure learning environment. Knowing the importance of communication and leadership, the principal is an active member on all of these teams and committe		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Bunker Hill Data Teams are the vehicle that drives classroom instruction. During the data team meetings, teachers discuss instructional practices, student progress, student strengths and weaknesses, and the direction in which deficits in instruction need to be addressed. Agendas are created before each meeting and minutes are kept to assure that meetings are effective and purposeful. The principal is always available to answer any questions that may arise or offer assistance as needed. Teachers seek out professional development in order to improve their best practices. They also look for ideas to share with all members of their grade level teams. Several teachers attended professional development sessions offered through Berkeley County and then shared the information. Faculty and staff are included in the decision making process such as revising mission and vision statements, revising our school-wide responsible student program and how to address the needs 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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the leadership team develop a needs assessment to gain input from all staff on professional development and teacher leadership opportunities.</b>
<b>Function D: Student</b>	ACCOMPLISHED	The OLWEUS program allows students to share ideas and develop a sense of	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<b>Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		self improvement through the weekly classroom meetings. Our third grade students serve as "ambassadors" to our younger aged students. Third grade classrooms are "book buddies" with our first grade classrooms and model good citizenship qualities as they interact with them. A group of third grade students have also been trained as "Bunker Hill Bear Buddies" to work to build positive interactions with our most severe special education students as well as students who may be struggling with peer relationships or self-confidence. A group of students selected by classroom teachers serve as our Welcoming Committee and provide tours of the school building to various school visitors. Students also assist with morning announcements. The guidance counselor has worked with classroom teachers to begin a "Social Skills group" and an "Anger Management group". Teachers also select a Bear of the Week to recognize success.		school's self-rating for this function.
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student	<b>ACCOMPLISHED</b>	Teachers at Bunker Hill Elementary have embraced the NextGeneration standards and are working to build 21st Century learners. They provide opportunities for learning that appeal to all learning styles and promote higher-order thinking skills. Student work	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team, based upon observations, recommended more opportunities be offered for</b>

reflection, intellectual inquiry, and self-direction.		samples are displayed throughout the building to promote student pride in accomplished tasks. Classrooms are arranged/grouped in ways that promote cooperative learning. Our teachers also foster classrooms that are both safe and supportive and meet the needs of the whole child. In each classroom at Bunker Hill Elementary, teachers post classroom rules and expectations for students to follow. Every teacher uses some type of classroom discipline system. Examples of these include a clip system which allows for clips to be moved in positive and negative directions and a coin system which rewards good behavior and reinforces money skills that are being taught in the classroom.		<b>students for self-reflection and intellectual inquiry during whole group and small group instruction.</b>
<b>Function B: Standards-Focused Curriculum.</b> 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	Next Generation standards as well as County Curriculum Maps are used to design and deliver instruction. Standards taught are documented in lesson plan books or checked off on standards check off sheets to ensure the curriculum is being followed. Collaboration is a huge part of successfully implementing the Next Generation standards. To help foster communication, all teachers have fifty minutes of common planning with their grade level team each day. During this common planning time, teachers can meet to share ideas discuss needs and plan activities that meet the needs of the whole child and develop life-long, 21st century learners. Classroom Walk	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



		Thrus are conducted at regular intervals to document technology use, student engagement and standards being taught. Feedback from walk thru's is provided. All classrooms are equipped with Mimio's and projectors. "Techie Tuesdays" are held each week to provide the teachers with relevant ideas to increase technology use in the classroom.		
<b>Function C: Instructional Planning.</b> 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	Lesson planning is critical to successful instruction. Teachers at Bunker Hill Elementary develop weekly lesson plans that provide a clear outline of what is happening in their classroom each day. This includes Objective, Procedures, and Evaluation. The lesson planning process ensures that teachers are covering the necessary standards while planning sequential lessons that meet the needs of all learners. Data Teams meet in order to analyze student data and discuss student progress. Grade Level Common Assessments are developed using student weaknesses (assess, re-teach, practice, assess). STAR Reading and Math benchmarking tests are used to find student weaknesses and place students in small groups for intervention help. IPI visits are conducted 3 times throughout the school year to give insight as to student engagement in all classrooms. Teacher Evaluation System allows teachers to pick two student goals to work on depending on individual classroom needs.	EMERGING	<p>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.</p> <p><b>Rationale:</b> Through observation, the OEPA Team determined there was not adequate evidence or documentation on how teachers were determining student mastery of standards. Only a few teachers could clearly discuss the process in determining student mastery of the various standards.</p> <p><b>Recommendation:</b> The OEPA Team recommended formative assessments be incorporated into daily lessons to drive instruction.</p>



<b>Function D: Instructional Delivery.</b> 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.	<b>ACCOMPLISHED</b>	<p>The teachers at Bunker Hill Elementary are dedicated to creating life-long learners. This includes equipping students with the tools needed to becoming successful citizens in an ever changing world. The teachers do this by including relevant, real-world experiences in their classrooms. We also incorporate field trips and guest speakers into the curriculum to help the students make connections and activate prior knowledge. Marzano and APL strategies are used throughout instruction(non-negotiables) which enhance student engagement. Non-fiction science and social studies topics/stories are used in reading block which heighten student attention. IPI visits are conducted 3 times throughout school year to promote heightened student engagement. New Reading Literacy Model is being used which promotes a more efficient use of ELA block. Formative and summative assessments are used to provide teachers with information to guide instruction/differentiation.</p>	<b>EMERGING</b>	<p>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.</p> <p><b>Rationale:</b> Through observation and interviews, the OEPA Team observed few opportunities for students to utilize available technology and observed minimal APL strategies during instructional delivery. Evidence did not indicate school wide use of the Instructional Practices Inventory (IPI) and APL strategies. Instruction in most classes was mainly teacher directed, and minimal technology was being used. Most students interviewed could not provide verification of wide usage of technology. Teachers expressed, during interviews, the need for more available technology.</p> <p><b>Recommendation:</b> The OEPA Team recommended the principal investigate and implement high quality, research-based professional development in the area of varied instructional strategies and technology usage.</p>
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families,	<b>ACCOMPLISHED</b>	<p>Bunker Hill Elementary encourages parent / community volunteers at our school. A volunteer log is kept documenting all of our volunteers that help our school. Education Elevators</p>	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

and the larger community.		(Base Buddies) are a group of military members that volunteer to work with students who may not have a positive adult influence in their lives. They meet once a week with students for 30 minutes. They also often eat lunch, attend field trips, and volunteer in the classroom. PASS Volunteers meet with students once a week working on positive self esteem for the students and having a good role model. The Parent-Teacher Association is an integral part of our school. The PTA works tirelessly to host several events throughout the school year during and after school. The events require many volunteers and a great deal of collaboration between parents and staff. These events include a Veterans Day Program, Career Day Program, WatchDOGS program, 3rd Grade Luau, School-wide Reading Night, Character Ed Program.		
<b>Function B: Student Personal Development.</b> 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 Bunker Hill Elementary, we recognize the importance of meeting the basic, social, and emotional needs of each child to ensure that they are ready and able to learn. The guidance counselor provides developmental guidance each month to the students. She also keeps counseling logs, lesson plans, and meets with several groups. SAT meets weekly to address any student needs or concerns teacher/parent may have and documentation and logs are kept. Grab N Go Breakfast provides all students the opportunity to eat	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		breakfast and not miss any classroom instruction. Our PASS Program provides adult role models for students. Special education students are embraced throughout and collaboration between general ed teachers and special educators is ongoing. ESL services are offered several times throughout the week. Physical Activity is offered 3 times per week for at least 30 minutes. Classroom teachers offer "brain breaks" throughout the day to allow movement and increase student engagement		
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Community support is essential to our success. The Kidz Power Packs Program provides a bag of food each Friday to identified students. This food helps to prevent hunger over the weekend. We also collect food throughout the year to help this program. St. Leo's Catholic Church works with the guidance counselor to identify students who need holiday help with clothing and gifts. Each holiday, the staff initiates a "Dinner Box Program". Food is donated by the staff and boxes of food are provided to families in need. The Coats for Kids Program provides any student in need with a winter coat, hat and gloves. Food drives are held three times a year to promote awareness. Our School Business Partner, City National Bank, is a huge asset to our school. The bank partners with us to hold Bank days for the students every two weeks. They also participate in school activities and	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendations:</b> The OEPA Team commended the community partnership with City National Bank and the Air National Guard and the opportunities these partnerships offered students. The OEPA Team also commended the staff for their work with the Marshall University Center for Autism for providing support services.</p>

		fundraisers. We also have community members and local business represented on our Local School Improvement Council.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The world of education is constantly changing. The teachers at Bunker Hill recognize that they must be life-long learners. They continually search out ideas and strategies to improve their best practices. The Central Office has offered support and Professional Development opportunities for teachers in each school building. These opportunities include the Teacher Summer Institute which provides a week long Summer Professional Development opportunity for teachers throughout the county. Kindergarten teachers attended the Evidence of Learning training that was offered on the new portfolio system. APL Training is offered twice each summer to teachers in the county. OLWEUS (anti-bullying) training was provided to school teams who in turn provided school based training. All regular and special education teachers were trained on the new reading series that was adopted this school year. We are also working with the Marshall University Center for Autism to provide staff 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.
<b>Function B: Teacher</b>	ACCOMPLISHED	Data Teams provide teachers with	ACCOMPLISHED	The evidence provided by the school and the additional

<p><b>Collaboration.</b> 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.</p>		<p>multiple opportunities during the school year to work collaboratively to meet the needs of their students and improve instruction. During data team meetings, teachers analyze student data, such as common assessments and STAR benchmark results, and share high quality research based instructional practices. Prior to these meetings, agendas are prepared and during the meeting, minutes are kept. Both the agendas and minutes are turned into administration after each meeting. In addition, to data team meetings, grade level teachers share a common planning time to collaborate and discuss issues and student progress. Student engagement is also a priority. IPI visits take place three times a year and data is collected by trained collectors. The collected data is analyzed and shared with teachers. Discussions about ways to improve student engagement take place after each collection. .</p>		<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	<p>ACCOMPLISHED</p>	<p>Bunker Hill Elementary utilizes the Teacher Evaluation System that was put into place by the WV State Board of Education. To begin the process, teachers complete a self reflection at the beginning of school year. Teachers then begin to analyze student data. By the end of October, teachers develop two student learning goals from analyzed data that address the specific needs of each classroom. Beginning, Middle, and end of year summary provides teacher</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		and administrator opportunity to discuss self reflections, student goals, and successes in the classroom. Student progress,best practices, and classroom management is discussed and noted. Observations for teachers in the initial progression, 1 to 3 years, are scheduled for four times a year and observations for the intermediate progressions, 4 - 5 years, are scheduled for two times a year. Teachers with more than five years are observed at the discretion of the administration. Any teacher who changes grade levels is observed.		
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Bunker Hill Elementary strives to create a safe and secure environment that is conducive to learning. Safety Committee Meetings are held each quarter during the school year to evaluate and discuss issues and concerns about school building and grounds. This committee is comprised of administration, custodial staff, classroom and specials teachers. Documentation from these meetings is kept in the form of agendas and minutes. Regular inspections by regulatory agencies are conducted and documentation of visits is kept onsite. Administration and custodial staff do regular walk-throughs of the the building. Maintenance requests are	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all custodial and electrical closets be locked and secured at all times.</b></p>

		submitted as needs arise. Documentation of requests are on MySchoolBuilding.com. End of the year maintenance requests are sent to the Central Office. Security cameras are mounted in several interior and exterior points for added safety. With the exception of the front doors, all exterior doors remain locked. Visitors must be buzzed into the office		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All staff members are provided with the Bunker Hill Elementary Financial Procedures Guidelines each school year. All forms are kept in the office and are readily accessible to the staff. The financial secretary is also readily available to answer any questions the staff may have. School Auditing is performed yearly and surrendered for approval to the Central Office. School Financial Records are monitored by the principal as well as financial department at the Board of Education. Both the County and State Financial procedure guidelines and policies manual is in building to be used as a resource. Updates or changes to any financial procedures is communicated to building principal via email and documentation is kept for reference. Fundraising is used to offset the cost of some school activities such as field trips, guest speakers, or technology. The PTA also works closely with the school to help offset the cost of various activities such as the West Virginia Agricultural Lab.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



<p><b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.</p>	<p>ACCOMPLISHED</p>	<p>Hiring procedures are in place per Policy 5000 (Procedures for Designated Hiring and Transfer of School Personnel). As voted upon by the Faculty Senate, a committee of trained teachers serves as a part of the hiring process. During the interview process, the team adheres to set of stringent questions for each candidate. The candidate responses are then scored using a rubric. This process is vital to ensure that we hire the most suitable staff for each job opening we may have. We have been fortunate to hire several outstanding Special Education teachers from a small college in Pennsylvania. I continue to explore that avenue when looking for special education teachers. Any new staff members are offered a strong support system. The Teacher Evaluation program is used which allows professionals to self reflect, set student goals and take part in a discussion of the school year with principal. Service Personnel Evaluations are conducted yearly and provide feedback on job performance</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology</p>	<p>ACCOMPLISHED</p>	<p>Utilizing technology in the classroom is of the utmost importance to develop 21st century learners. Currently, each classroom has at least four computers that can be used by students throughout school day. Students have weekly classes in technology in the computer lab. We have also established a "Computer Cafe" to provide additional</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating and determined the school did have the necessary hardware and technology infrastructure, to strengthen the function, the Team recommended the use of technology by students be documented and incorporated in lesson</p>



tools to support management, instructional delivery, and student learning.		opportunities for teachers to integrate technology into their instruction. Use of the cafe is scheduled through a sign-up sheet on a first come, first served basis. Any technology usage is documented in lesson plans. We have implemented "Techie Tuesday". A time that school faculty may attend mini lessons on technology to gather new ideas or better understand current programs . STAR Math and Reading Benchmark assessments are provided to students three times each school year. STAR is also used to progress monitor and results are used to aide in differentiating instruction. Inventory sheets are kept to monitor and account for all equipment in building.		plans.
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**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
<b>Function A: Focused and Coherent Plan.</b> 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 at Bunker Hill Elementary worked closely with administration to develop a vision and mission that represents our school. The Local School Improvement Council which meets quarterly during the school year to discuss the state of our school and any needs that may be present also had a voice in this process. The Strategic Plan is also a tool that drives our school. The Plan is developed and discussed as a cohesive group. This helps the teachers to become active stakeholders in this process as we work to develop SMART	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		goals on pressing curriculum and professional development needs. These goals are developed using data from various sources such as STAR Reports, West Virginia General Summative Assessment results, and teacher input on best practices. Time is also spent focusing on our current reality as a school and how to improve this reality. This helps to ensure that the contents of this plan are ingrained into our daily activities at school throughout the school year.		
<b>Function B: Processes and Structures.</b> 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	Administration has worked to develop a schedule that provides teachers with common planning times each day. This time allows teachers time to collaborate to develop lesson plans, share best practices and ideas for differentiation to better meet the needs of all learners. The Local School Improvement Council provides an outlet for multiple stakeholders to attend meetings and receive information that is critical for school and student improvement. Members of this council include teachers, parents, business partners, administrators, and service personnel. Teachers are provided with several professional development opportunities during the school year. Examples of professional development sessions include Literacy Model, Writing Techniques, Getting Boys to Read, and Improving Math Instruction. Although the number of participants that we can	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		send may be limited, the teachers who attend these sessions share what is learned with the rest of the appropriate staff when they return.		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Grade Level Data Teams meet multiple times throughout the school year to analyze student data. They develop, implement and discuss common assessments, monitor student progress, and differentiate instruction based on student needs. Documentation in the form of agendas and minutes are kept and shared with administration. Benchmark and IIT meetings are held throughout the school year to discuss student benchmark results, core instruction, guided reading instruction, student needs, and student progress. Through these meetings, we are able to establish a course of action for students who do not make adequate progress, may need extra support, or may need more challenging learning activities. Through the Teacher Evaluation System, teachers analyze student progress and develop student goals. These goals are developed at the beginning of the year and progress towards goals are documented and analyzed. This information is also discussed during evaluation conferences with administration.	ACCOMPLISHED	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	Due to the fact that Bunker Hill does not receive Title I	Based upon observations, interviews, and general review of
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staff believes are substantially impacting student performance.	services, our students would benefit from a full time interventionist. This would allow us to provide struggling students with additional support in both reading and math. Research has shown that providing early intervention is vital to improving student achievement. A full time Learning Disabilities teacher would also positively impact the achievement of our Learning Disabled students as we work to keep them on grade level.	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.	Bunker Hill Elementary has a large special education population. We currently house programs for Learning Disabled and Mentally Impaired students as well as two programs for Autistic students. Our staff and students would benefit from sustained and continuing professional development in the area of special education. Most importantly, working with Autistic students in the general education environment.	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.	Student achievement is reflective of the best practice of our Data Teams. Our Data Teams focus on student achievement, analyze data, discuss best practices and develop and implement common assessments. STAR Benchmarking data is used to monitor the growth of all students in the areas of Reading and Math. STAR data for the 2014-2015 school year showed an average Scaled Score gain of 101 points in Reading and 105 points in Math. This data is analyzed and used to help us better meet student needs	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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### 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	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> <li>prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> </ul> <p>Participate in the review</p> <p>Participate in the Exit Conference</p> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> <li>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</li> <li>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</li> </ul>

#### **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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes standards-focused curriculum</li> <li>• Provides physical education, physical activity and health/wellness education</li> <li>• Develops global competence</li> <li>• Utilizes technology integration</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes personalized career portfolios to develop career awareness</li> <li>• Offers visual arts, choral, and instrumental music courses</li> <li>• Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes Standards-Focused Curriculum</li> <li>• Provides opportunities for world languages</li> <li>• Provides the 18 specified graduation requirements</li> <li>• Provides access to career technical education (CTE)</li> <li>• Develops student success and career readiness</li> </ul>



- 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	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p>
YES	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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.</p> <p>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)</p> <p>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.)</p>

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

**PARTIAL COMPLIANCE**  
Not all classes were receiving the required amount of physical education time, and the Team could not verify a waiver was being followed.

## 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)

N/A

YES	Results are shared with students and parents. (S7, FC)	N/A
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
<b>A . Policy 1224.1: Accounting Procedures Manual for Schools.</b> Has the school addressed all non-compliances identified during the district accounting audit?	YES	All findings from the accounting audit have been addressed through a corrective action plan. All staff was reminded to get pre-approval for any purchase. Bill payments will be made over the summer.	YES

<b>B . Policy 2419: Education of Students with Exceptionalities.</b> Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		<b>YES</b>
<b>C . Fire Marshal?</b> Has the school addressed all non-compliances identified during the fire marshal review?	YES	All findings from the Fire Marshall have been addressed. Emergency lights in various locations that were not working have been replaced. Storage in the pantry and gym has been rearranged.	<b>YES</b>
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	YES	All findings from the Health Department have been addressed. Food service staff was reminded of the proper times to change gloves and wash hands. Temperature of milk cooler was adjusted.	<b>YES</b>
<b>E . School Building Authority (if applicable).</b> Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		<b>NOT APPLICABLE</b>
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		<b>YES</b>

## Facility Resource Needs

### 12. Pre-kindergarten/Kindergarten Classrooms

- A. Pre-kindergarten and kindergarten classrooms were not of adequate size (50 ft.<sup>2</sup>/child). (May adversely impact program delivery and student performance.)

## **Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Della Houck, OEPA Consultant

Team Member – JoDee Decker, Principal, Nutter Fort Intermediate School, Harrison County Schools

Team Member – Kristen Martin, Principal, T.A. Lowery Elementary School, Jefferson County Schools

Team Member – Cameron Moffett, Director of Maintenance, Central Office, Mason County Schools

Team Member – Susan Ray, Director of Curriculum and Instruction, Central Office, Mineral County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-205 BURKE STREET ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	111.0	127.0	117.0	106.0	188.0
Average Class Size	13.4	16.1	14.7	19.8	17.1
Attendance Rate	98.4	97.9	97.6	91.2	not available
Pupil Admin Ratio	111.0	127.0	117.0	106.0	188.0
Pupil Teacher Ratio	10.0	9.7	9.5	10.4	12.9
Participation Rate-Math	0.00	0.00	100.00	100.00	not available
Participation Rate-Reading	0.00	0.00	100.00	100.00	not available
HQT Percentage - Total	100.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## BURKE STREET ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Burke Street Elementary has adopted Berkeley Counties Core Beliefs of Accountability, Integrity and respect. Our mission was revisited in August of 2015 by all staff members and changed to "Students enter to Learn Exit with success no exceptions no excuses!! All staff, 2nd and 3rd grade students and parents that were willing, took a climate survey and the results will be reviewed to make improvements to Burke Street. The school counselor uses character education to promote the seven pillars of Character...we focus on one pillar each 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.
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self	ACCOMPLISHED	Classroom walk throughs that are completed by the admin reflect teachers implementation of APL, Marzano and IPI techniques. Teachers are using 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.



and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		scaffolding pyramid of three different TPT techniques throughout the year. By the time a student enters 3rd grade there will be 12 TPT techniques acquired. Our core beliefs drive our celebrations for those that are achieving high expectations. We are currently educating parents on our core beliefs so they to can understand the high expectations we set at Burke Street School.		
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Burke Street has established a responsible student program, SMILE Program.. Students Making Improvements by Learning Expectations. Teachers are required to have a behavior management system in their classrooms that promotes positive student behavior for enhanced learning. Their is also a school-wide behavior system that is in place if classroom systems are not effective. (Burke Street Essentials for Success), OLWEUS bullying prevention program, our core beliefs of accountability, integrity, and respect and proper manners are reinforced in the classroom setting and during guidance 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 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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions	ACCOMPLISHED	The Principal provides effective leadership in supporting unique scheduling to maximize each teacher's time with students and time to collaborate with colleagues. Classroom	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

that reflect strong leadership and effective management.		visits of 30-45 minutes, per classroom, at least 3 times per month have aided in the administration establishing that high quality teaching and learning is expected in Burke Street Elementary School. These visits and shared learning between administrator, teachers and students have bridged a joint accountability system for the achievement of all students. Data is used to support decisions made on the students' behalf both educationally and behaviorally. During the 2015-16 school year the principal will establish a schedule for teachers observing teachers which will be beneficial in sharing best practices. The Principal also attends the Principals Leadership Academy each summer.		
<b>Function B: School Teams and Councils.</b> 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 at Burke Street meets every month from 12:00 - 3:30 with a focus on increasing student achievement through the monitoring of the 5 year strategic plan, teacher identified staff development and highly effective strategies. Data Teams and Data Review Committee monitors benchmark assessments, formative and summative assessments and places students accordingly to meet their instructional needs. Instructional Interventions Teams meet to review the progress monitoring of students in targeted and intensive programs and select strategies program options accordingly. The Title I committee collaborates on Federal Monitoring	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		issues to include budgeting, parent involvement, extended day, and professional development. The administrator leads the LSIC team and chairs the SAT Team. BSE also utilizes a Vertical Planning/Curriculum team that meets every other Friday from 2:30-3:10 with the goal of discussing common threads of each grade and grade levels before and after.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	All grade level teachers participate in Title I parent involvement nights in order to help the parents become better educators in the home. Many teachers offer their own grade level parent days or evenings in order to provide extended learning for both parents and students. Teachers readily take part in PLC's chosen to enhance student achievement. The administration confers with staff on school wide decisions where all voices can be heard and leadership is established throughout the school. Teachers on the Leadership Team have control of the agenda items, so that the focus remains on increasing student achievement. All teachers take part in reviewing WV General Summative Assessment Data and find common needs throughout this analysis. All BSE teachers also attended the Priority Schools Conference held twice per 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.  <b>Rationale: The OEPA Team determined additional evidence supported a higher rating. Teachers were provided embedded training in implementation of the new reading series and the Everyday Math series. Teachers facilitated vertical team planning and iPad training. Teachers were trained as Instructional Practices Inventory (IPI) coders and in Total Participation Techniques (TPT). When teachers saw a need, they made an effort to find a solution.</b>
<b>Function D: Student Leadership.</b> Students are	EMERGING	Burke Street has the opportunity for female students to participate in a Girl Scout Troop for grades k-3 which	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		continues to create leaders in students. Teachers have weekly classroom meetings focusing on OLWEUS, the anti-bully program, and guides students in finding their voices to enhance positive leadership. Students are celebrated regularly for exhibiting qualities of AIR, as well as great character in our school-wide Character Counts program. Teachers maintain classroom jobs and foster leadership through classroom helpers and with student led conferences. A students council for 3rd grade students promotes student leadership. The student council meets with the administration once a month for lunch and discussion on important school issues.		school's self-rating for this function.
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Classrooms and hallways at Burke Street School are colorful, warm and full of anchor charts and resources for learning as well as samples of excellent student work. It is easy to see that students are the center of learning with materials labeled, stations established, and expectations posted. There is evidence of high quality questioning and thinking with number talks, text dependent questions and written responses. Instructional Practices Inventory (IPI) has led teachers to plan more student collaborative conversations and higher	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		level thinking. All teachers have established classroom management systems to provide safe and productive learning environments.		
<b>Function B: Standards-Focused Curriculum.</b> 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	The BSE teachers implement the- WV NXG standards that are reflected in their Lesson Plans and instruction. Classroom walk-throughs are used to ensure that these standards are in place and being utilized. All teachers are provided the Berkeley County curriculum map that is divided into 9-week intervals with standards to be taught. Objectives/outcomes are posted in each class as part of Berkeley Count's APL Non-Negotiables. All BSE students are afforded the opportunity to participate in The Reading counts program. BSE students use technology on a daily basis through IPADS, laptops,computer lab and each classroom is equipped with a smart board and ELMO.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Instructional Planning.</b> 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	-BSE teachers use Data Teams to analyze results of formative and summative assements, STAR results, benchmark testing and WV General Summative Assessment results to drive instruction and create instructional goals. The teachers utilize daily assessment to formulate long and short term plans for student mastery. Teachers are currently using total participation techniques to ensure all students participate and that we have high levels of student engagement. We also collect Instructional Practices Inventory data 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.

		measure student engagement 4 times per school year. Students that are struggling in the classroom are provided SPL services, teachers utilize IIT and DRC meetings to determine placement for all students in the SPL setting. The teachers utilize the Berkeley County Reading literacy model to provide whole group instruction, Literacy stations, guided reading groups and independent reading. BSE utilizes the vertical planning/Curriculum team for instructional planning/assessmennts		
<b>Function D: Instructional Delivery.</b> 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	We believe that all students will be successful with the curriculum. Our teachers facilitate engaging instructional strategies that enhance each individual. By utilizing benchmark and formative assessments to guide instruction, we implement APL and Marzano strategies in our classrooms. Students are actively involved in multi-sensory instruction through hands on activities, inquiry based learning, technology, guided reading techniques, Everyday Math curriculum, writing across the curriculum, and differentiated instruction. WV College and Career Readiness Standards guide our planning and we focus on the instructional targets of each child. IPAS are utilized to enhance the learning experience for the BSE students. BSE is a 1 to 1 IPAD school.	<b>DISTINGUISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating for this function.</p> <p><b>Rationale: The OEPA Team determined that the evidence provided, in combination with general summative assessment results from 2015, demonstrated appropriate instructional delivery to affect improved student results.</b></p>

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	BSE believes good communication is essential to building positive relations with the parents and our community. We utilize a monitor in the front hallway to provide information to visitors and parents. We also provide a monthly school newsletter to all parents of upcoming monthly events as well as a BSE Facebook page, BSE Twitter account, and a REMIND account to promote school community relations. Many teachers also provide parents a weekly classroom newsletter. Student planners are also used by 2nd and 3rd grade students. The BSE Title 1 program utilizes parent involvement activities to involve and inform parents. BSE provides activities that involve the community throughout the school year such as; Read-a-Loud volunteers, PASS program, working with our business partners to make Christmas cards and ornaments for clients, the firehouse on wheels, Dr. Seuss Day, an annual trip to the pumpkin patch, fire station and many visits to the Martinsburg public library.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Student Personal Development.</b> The school staff attends to student physical, social-emotional and academic well-being through coordinated student	ACCOMPLISHED	The Burke Street Elementary school counseling and guidance program focuses on strengthening the students personal, social and academic growth. It builds positive self awareness and life skills that will allow them to succeed	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		<p>throughout their school experience. These skills are taught through classroom lessons, individual meetings and during the school day. These meetings and lessons are noted in the counselors daily log. Students that are struggling academically, emotionally or behaviorally are often referred to the Student Assistance Team for evaluation and possible placement in a special education program or alternate setting. BSE provides many after school tutoring programs and clubs to assist students in need of additional instruction. .The Burke Street Wellness Committee promotes staff and school wellness by providing programs that get our staff and students excited about staying active and healthy. The wellness committee provides a healthy newsletter, and a Dental Program.</p>		
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	<p>Burke Street Elementary has two business partners that are very involved with our school. They have donated funds, provided materials and resources and asked that our students develop Christmas cards and ornaments for their clients. Destiny Baptist church has adopted our school and often volunteer and assist with school functions and student assistance. Several church members have developed the Burke Street Promise neighborhood initiative with a goal of seeing our students are successful from cradle to career. Burke Street School is also involved with the</p>	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating for this function.</p> <p><b>Rationale: The OEPA Team determined that the evidence supported a distinguished rating. Everyone spoke highly of the strong partnerships between school, parents, and the community.</b></p>



		bags of love program that provides food to our needy students for weekend and after school meals. The school counseling program adopts needy families during the holidays and pairs them with local churches that provide gifts and food to the parents and children. Our PASS program pairs at risk students with community volunteers to build positive relationships and provide support for self-esteem.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Burke Street School utilizes professional development to attain our goal of increased student achievement in Math and reading. Staff members have participated in the following professional development sessions: Berkeley County Literacy Model, Total Participation Techniques, Donna Beagle - Awareness of Family Poverty, Guided Reading, Number talks, Common Core Math, Test analysis and data teams, OLWEUS training, word nerds and daily five training, safe schools training, suicide prevention, Evidence of learning for Kindergarten and IPI training. We have also worked with a consultant from everyday math to provide specialized classroom training and a Literacy model consultant to strengthen our understanding of the model and process. The staff participates in book studies	<b>DISTINGUISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating for this function.</p> <p><b>Rationale: The OEPA Team determined that the evidence supported a distinguished rating. When teachers saw a need, they made an effort to find a solution. Professional development was embedded and included teachers modeling strategies to enhance the use of reading and math instructional materials and technology.</b></p>

		with our most recent being "The Energy Bus".		
<b>Function B: Teacher Collaboration.</b> 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	BSE utilizes various collaborative teams to develop strategies and assessments that will increase student achievement. Data teams are used to analyze assessments and develop smart goals that drive student instruction. Grade level and vertical planning is utilized to allow time for teachers to plan and collaborate with other grade level teachers. The leadership team meets monthly and strives to achieve its main goal of increasing student achievement as well as monitoring the effectiveness of the 5 year strategic plan. SPL, IIT and DRC meetings focus on struggling learners and placement in the SPL Process.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The teacher evaluation system allows teachers to reflect on their professional performance and growth. Teachers develop student and professional goals that they will monitor and reflect on during the school year, at that point the teacher and administration will discuss the results of their professional plan. Sharing Classroom Walk-Through Data is another method used for self evaluation and continuous professional improvement. A school climate survey was completed by all staff, 2nd and 3rd grade students and parents that choose to participate. Results were analyzed and found to be positive and encouraging. The academic coach recorded teacher instruction via IPAD and allowed 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.

		teachers to self-analyze their teaching strategies, classroom management and over-all effectiveness in the classroom.		
<b>Standard 6: Efficient and Effective Management</b> - 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	School Appearance is critical to an effective school and BSE works diligently to maintain a clean, warm loving environment for staff, students and parents to enjoy! The front vestibule is decorated with flowers and the custodial staff ensures that we have a clean environment to be proud of. The school office projects a friendly home atmosphere with a friendly,accommodating secretary to assist in any manner she can. The administration and custodial staff conduct monthly assessments of the school facility for cleanliness and safety issues. All staff and students strive to maintain a clean and inviting atmosphere that is evident when you enter the building by the calm, relaxing nature of the building. All visitors to the building must enter through security doors and the Martinsburg City Police visits us each day and signs a security book.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage	ACCOMPLISHED	Teachers are allocated funds for instructional materials on a yearly basis, as well as funds through Faculty senate. The financial secretary reviews policies and procedures relevant to fiscal responsibility with the BSE staff. 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.

school fiscal resources.		requisition order is required for all purchases. A purchase order is then created for the purchase and approved by the administration before an order is placed. Once purchased items are received, a packing slip is checked for accuracy, signed and dated by the receiving staff member. The packing slip is then submitted to the financial secretary. Once the invoice is received by the vendor, the purchase order is verified that all items have been received and the financial secretary generates a check to be signed by the administration for payment to the vendor. Materials secured with federal funds are maintained at the office of Federal Programs in the central office.		
<b>Function C: Personnel.</b> 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	Burke Street School strives to retain highly qualified staff members. In the event that a position is vacant and we must hire a new staff member, the Faculty Senate/hiring Team seeks to hire the most qualified applicant for the position. Strenuous interviews are provided for interested applicants so that the committee can make an informed decision that is best for BSE and our students. Berkeley county is also instrumental in offering incentives to retain qualified employees.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has	ACCOMPLISHED	Our classrooms are equipped with a variety of technology equipment that helps strengthen our students learning experience. All classrooms are equipped with computers, IPADS, elmos,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		smartboards, LCD projectors and a mobile computer lab that is available for use as needed. These tools are used to elevate and reinforce student performance. A recent upgrade to our computer lab also serves as an important tool for teaching students skills necessary for computer proficiency, introducing the web based program "CODE.ORG" gives the students the opportunity to learn the basic concept of computer science. The essential skills program is beneficial for students in increasing reading fluency by using sight words. We also utilize the Scholastic Reading Counts Program with a wide variety of leveled literature with a focus on creating lifelong readers. Our schools website is a valuable resource for communicating helpful information related to BSE for parents, students and staff. BSE utilizes a TIS!		
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**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
<b>Function A: Focused and Coherent Plan.</b> 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 5 year strategic plan is revisited during our leadership meetings to ensure that all action steps and objectives are being completed. If this is not happening, we collaborate to determine what barriers are keeping us from achieving our goals. The strategic plan was developed during a professional development session that lasted 2 days and had complete staff cooperation	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		giving grade level staff members, title 1 teacher, academic coach and administration ownership of the goals and objectives. The BSE staff has decided to make guided reading a focus for professional development in implementing the reading model. Discussions including number talks, IPI conversations, text dependent questions, building higher level thinking skills and total participation techniques are consistent agenda items of our leadership team.		
<b>Function B: Processes and Structures.</b> 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 Leadership Team, PLC Data Teams, Grade Level Teams, and Vertical Alignment teams meet regularly with a variety of stakeholders to focus on student achievement. We keep the lines of communication open through faculty meetings and In the Loop meetings. We strive to always do what is best for each and every child. Through discussions, data analysis, and observations, we reflect on best practices and share effective strategies. We not only review end of the year data to address our strengths and weaknesses, we collaborate to find ways to improve instruction. Guidance and Title One workshops are held throughout the year to assist parents with homework studies, instructional practices, and strategies to assist the learning of their children. Our Strategic Plan evolves as we reflect on progress and monitor the achievement of our students. We believe 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.

		enter to learn, and exit with success, no exceptions, no excuses!		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	All monitoring of practices is completed during the leadership team meetings, collaborative work days and strategic plan development. We strive to determine which practices and techniques are effective and which are ineffective to maximize effective student learning. We believe that collaboration with teachers in general, not only BSE teachers, is an effective method to determine and learn best practices. Teachers are encouraged to search for best practices in many different areas. DRC and IIT meetings, Data Days, formative assessments, immediate assessment-right here, right now, immediate student feedback, accepting responsibility and showing accountability, Leadership meetings, SAT Meetings, LSIC meetings are all ways in which we monitor for positive results. We communicate progress to parents via report cards, interim reports, STAR reports, Parent Teacher conferences, student planners, weekly news letters from individual teachers and take home Tuesday bags.	ACCOMPLISHED	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.	-None at this time	Neither the school nor the OEPA Team identified resource or facility needs.
Please identify professional development and other capacity	None at this time	Neither the school nor the OEPA Team identified



building needs that are significantly impacting staff's ability to improve student performance.

professional development 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.

-BSE utilizes Instructional Practices Inventory(IPI) to gather data on student engagement. Data collections are conducted 3 times per year and faculty conversations follow to discuss the results and determine if improvements are needed. The data collected from 11/5/15 - 11/9/15 Shows BSE to be within the norms developed by Dr. Jerry Valentine and Bryan Painter. BSE also utilizes the Bekeley County Schools Literacy model to improve ELA instruction. STAR Scores show a minimum of 1/2 year growth.

The OEPA Team commended this practice:

- The use of the Instructional Practices Inventory (IPI) to gather data concerning student engagement

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	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> <li>prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> </ul> <p>Participate in the review</p> <p>Participate in the Exit Conference</p> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>

### **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.
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	(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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> </ul>

- 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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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

### 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
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
<b>C .</b> 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		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

- 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.)
- 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) (May adversely impact program delivery and student performance.)
- K. Playground/recreational areas were not separated from streets and parking. (May adversely impact students' health and safety.)

### 2. School Building

- B. Interior - General
- B-5. Restrooms were not 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.)

### 3. Administrative Office Area

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

### 4. Teacher Workroom(s)

- A. Teachers' work areas were not adequate. (150-250 ft.<sup>2</sup>) (Did not adversely impact program delivery and student performance.)
- B. Teachers' work areas did not provide access to communication technology. (Did not adversely impact program delivery and student performance.)

### 5. Counselor Office(s)

- C. Counselor's office did not have access to student records. (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-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

**7. Cafeteria/Food Service Area**

- L. Dining area seating was not adequate (8-14 ft.<sup>2</sup> per student served). (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-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-7. First aid kit(s). (May adversely impact students' health and safety.)
  - A-8. Lockable medication box. (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.)
- B. Clinic/health service area was not adequate in size (250-400 ft.<sup>2</sup>). (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.)

**9. Gymnasiums/Physical Fitness Facilities**

- A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
  - A-1. Elementary Schools - 65 ft.<sup>2</sup>/student. (May adversely impact program delivery and student performance.)
- B. All physical fitness facilities did not have a ceiling height of at least 20 ft. (May adversely impact program delivery and student performance.)
- C. Locations of physical fitness facilities were not away from quiet areas of the school building or are acoustically treated. (May adversely impact program delivery and student performance.)
- 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.)
  - E-3. Two or more teaching stations. (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.<sup>2</sup>/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.)
  - C-2. Appropriate floor covering (combination of carpeting and resilient material). (May adversely impact program delivery and student performance.)
  - 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**

- B. Grade 1 classrooms were not located on the ground floor. (May adversely impact students' health and safety.)

**14. Remedial Instructional Areas**

- A. Size of remedial instructional area was not adequate (28-30 ft.<sup>2</sup>/student). (May adversely impact program delivery and student performance.)

**16. Band/Music**

- A. Band/music facilities were not adequate (30-40 ft.<sup>2</sup>/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.)
- D. Equipment and materials were not adequate and did not include at least the following:
  - D-1. Instructional boards and bulletin boards. (May adversely impact program delivery and student performance.)
  - D-2. Acoustical treatment capable of sufficient sound dampening. (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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Suzette Cook, OEPA Consultant

Team Member – Stephanie Blundon, Principal, Wellsburg Primary School, Brooke County Schools

Team Member – Cynthia Schilling, Principal, Marmet Elementary School, Kanawha County Schools

**Date of School Visit – 02/25/2016**

# SCHOOL PROFILE

## 04-206 GERRARDSTOWN ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	261.0	251.0	250.0	261.0	280.0
Average Class Size	21.7	19.9	22.3	23.0	21.4
Attendance Rate	98.7	98.5	98.3	93.3	not available
Pupil Admin Ratio	225.0	251.0	250.0	261.0	280.0
Pupil Teacher Ratio	13.7	15.4	16.6	16.2	16.2
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	100.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## GERRARDSTOWN ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Gerrardstown Elementary's Belief's and Values are shared within our school community: > We are accountable, have integrity, and respect all>The county core belief of Excellence is in the AIR is being used throughout instruction, discipline, and communication with the community.>The focus of our Data Teams//PLC is to analyze what students are learning and work on ways to ensure that we meet all students needs by varying instructional activities tailored to our students.(i.e. Basic Sight Words, Writing Program, Math Fact Fluency)>The activities of our Title-1 to support student learning by providing additional support and working with parents to ensure student success.(i.e. PTO, Parent Involvement 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.

		PASS Program)>A safe learning environment is our goal using our OLWEUS and Character Education Programs.>Students are rewarded for reaching goals/standards, Student of the Week, Perfect and Faithful Attendance, & Honor Roll.> Have a strong Business Partnership 1st United Bank.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Gerrardstown Elementary School has a strong belief by all members of the school that we can meet academic, social, and behavioral expectations >Our academic standards are high with the full implementation of the Next Gen Standards and students are supported through Support for Personalized Learning, as well as Math and Guided Reading center time with both student and teacher directed activities to remediate and enrich student achievement. >Our Guidance program focuses on the pillars of character and our students use manners and work well together. Our school-wide behavior plan is utilized to ensure a safe learning environment for our school community. These are monitored through Walk-Throughs, Student Goals in the Teacher Evaluation System, and 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.
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to	ACCOMPLISHED	Gerrardstown Elementary School learning environment is dedicated to student achievement. >Our custodial staff takes pride in keeping our building clean and free of hazards. >Our students are also encouraged to help 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.

an engaging and inclusive atmosphere for learning.		building clean. > We provide an orderly environment with our OLWEUS program and character education in guidance class. . >A safe environment is provided by keeping all doors locked. > We also conduct regular fire drills, emergency code drills, evacuation drills, and have utilized the local fire department to teach about fire safety.		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Gerrardstown Elementary staff works collaboratively with the Principal to initiate school-wide improvement. > The opening meeting is a mixture of information to start the school year and collaborative discussions about student achievement and the school in general. . With the uniqueness and pride of a small staff, the Strategic Plan and the School Monitoring Report is developed with the entire staff. >The Principal-Mr. McBee has a good work ethic that is working with the School Data Teams/PLC, LSIC, PTO, 1st United Bank-Business Partner, and the community in general to continue the strong educational values at Gerrardstown 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.  <b>Comment: The principal was extremely well-respected by the students, staff, and community. He provided encouragement and support to the staff while holding them accountable for implementation of strong instructional practices.</b>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals	ACCOMPLISHED	The Principal works diligently with the Gerrardstown Elementary Staff to focus on the whole student. > The school Data Teams focus on achieving student growth as measured by day-to- day assessments , Star Reading & Star 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.

of the school through leadership, planning, and problem-solving.		and the Strategic Plan. >The Local School Improvement Council meets four times a year to monitor the Strategic Plan, Safety, and other areas of concern. They recommend improvements to all facets of the school community. >The School leadership works in conjunction with Title-1 to ensure academic activities are student-centered and working towards mastery of the Next Gen. Standards.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Gerrardstown Elementary values Teacher Leadership within the school and county. >We are fortunate to have teachers participate in leadership roles at the county level: Reading Focus Committee, Staff Development Council, and Evidence of Learning County Teams. At the school level, Teachers & Title-1 lead the Parent Nights with activities to assist parents in helping their child, Data teams, and IPI 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.
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	At Gerrardstown Elementary School, we begin to lay the foundation for our young students to understand how to be student leaders. >Students are given classroom job: Line Leader, Morning Announcements, > Responsibility is taught by the use of take home folders in grades K, 1st, and 2nd and student planners in second grade. > Students actively participate in OLWEUS weekly throughout the 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.

**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Gerrardstown Elementary we strive to provide inviting and student-centered learning environments > We use guided reading to provide differentiated learning activities for our students. Students are taught responsibility for their learning as they work independently at literacy/math centers while the teacher is working with small group. >Classroom have class rules, writing rules. and other helpful reminders about completing tasks to keep them focused on learning. >Students complete open-ended, project-based activities. > Classrooms are arranged to promote use of centers and cooperative 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.
<b>Function B: Standards-Focused Curriculum.</b> 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	Gerrardstown Elementary utilizes the Next Gen Standards:>Teachers work together during common planning and Data Teams to align curriculum with instructional materials and assessments working towards the goals of our Strategic Plan. >Kindergarten staff is working together to ensure a positive implementation of the Evidence of Learning. >Mimeos, Computers, and Ipads are utilized to deliver instruction. >Objectives are posted and reviewed daily in classrooms to keep everyone focused on 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.  <b>Comments: The OEPA Team could not verify all teachers tracked standards taught or those standards mastered by students. Some teachers mentioned pacing guides developed by the county. While digital tools were readily available, students were not the main users of the technology. Most tools were used by teachers for the delivery of instruction.</b>  <b>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers develop a method for tracking standards taught and mastered. In addition, the Team recommended teachers actively engage students using digital tools in the learning</b>



				<b>process.</b>
<b>Function C: Instructional Planning.</b> 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.	<b>ACCOMPLISHED</b>	We plan instruction for students based on the Next Gen Standards and work towards more differentiation. >Daily observations and weekly classroom assessments are used to guide instruction. >Kindergarton has implemented the Evidence of Learning which fosters more choice, differentiation, and individual student responsibility for instruction. >All grades implement the Guided Reading Model which fosters more choice, differentiation, and individual student responsibility for instruction. > The staff works & reviews student Star Reading , Star Math , IPI data throughout the school year with integrity to be accountable for student learning & success.	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: Teachers developed short term instructional plans based on quarterly STAR Reading and STAR Math assessments. Differentiation was provided through small group instruction and the guided reading model.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers develop grade-level common assessments aligned to State standards to meet the individual needs of students.</b></p>
<b>Function D: Instructional Delivery.</b> 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.	<b>ACCOMPLISHED</b>	Gerrardstown Elementary teachers work towards creating an engaging instructional delivery.> Teachers & students utilize technology, including mimeos, computers, and Ipads. > Independence and remediation is fostered through center time and guided reading. > Objectives are communicated to students. We use Star Reading, Star Math, IPI data for our assessment tool to enhance student progress in mastery of the curriculum.	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended increased group activity, as opposed to individual student assignments, to enhance student engagement.</b></p>

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Gerrardstown Elem. staff promotes positive relationships, student personal development, and strong parent/community partnerships which we take pride in cultivating: > The school participates each year in Relay for Life-students, staff, and parents raise money throughout the school year. >The LSIC and PTO meet regularly with the objective of helping our students. > We send home bi-weekly school newsletters and Title-1 newsletters with activities to help students and parents work together for success. > Second grade students utilize a student planner to promote two way communication.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Student Personal Development.</b> 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	We are always looking for more ways to assist the development of our students. We currently offer Vision screening for all K-2 students, Math Club, Cardiac Kids for 2nd grade , and Dental screening for students. >Character Education in Classrooms and Developmental Guidance Lessons. > A PASS program to work with struggling students in need of academic and/or self-esteem support. >SAT 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.
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with	ACCOMPLISHED	Gerrardstown Elementary is in a small rural community that takes pride in their school! We have strong partnerships	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

various community agencies and organizations to enhance the ability to meet the needs of all students.		with:Our Business Partners-1st United Bank gives food, school supplies and toys to families in need during the school year and holidays. > Participation in the Backpack Program for the benefit of our students and also collecting items for distribution. . Title-1 Parent Involvement Activities and provide students with free books. >Rotary Club donates a small American Flag to all 1st grade students. > Read Aloud-parents and grandparents read to students throughout the school year.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Gerrardstown Elementary staff is constantly looking for opportunities to develop professionally to engages in Professional Development to improve classroom practice. This year, the entire staff has participated in the following trainings:> Reading Model Training>Jason Flatt Prevetion Training>Bloodborne Pathogen Exposure Training>OLWEUS>Data Teams> Effective Writing Strategies K-2, Harcourt Technology Intergration, New ELA materials Training, Safe School Training, Test Analysis, Strategic Plan, Data Team training ,SPL training and various Professional Development sessions offered by Federal Programs designed to improve classroom practice.	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.  <b>Rationale: The OEPA Team determined the county provided an array of professional development from which to choose. Teachers attended training and shared new knowledge.</b>
<b>Function B: Teacher</b>	ACCOMPLISHED	At Gerrardstown Elementary , the	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Collaboration.</b> 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.		schedule allows for collaboration among our K-2 grade level teams. Teachers have been working collaboratively through: > Professional Learning Communities>Data Teams> Local School Improvement Council, Title -1 Team, Leadership Team, Strategic Plan Team , SPL Support for Personalized Learning and Grade level monthly Team meetings The staff reviews the Star Reading & Math assessments to see how students are doing to develop strategies to help struggling students be successful and to improve instructional practices.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	At Gerrardstown Elementary , we utilize the State On Line Evaluation System to reflect and working towards student learning goals. We are working towards improving feedback and support through>IPI Data,> Climate Surveys>Classroom Walk -Throughs, >Team Meetings >LSIC Meetings that will help to improve professional growth.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Gerrardstown Elementary is a unique school that started in 1927 has added four additions. This unique building is very clean with student work displayed. The building is secure with all doors being locked and security cameras in place.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team reviewed evidence of increased student enrollment. Many classrooms, while very well-organized, were also very crowded. Students traveled to various buildings for instruction</b>

				throughout the day.
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	We work on efficiently managing our fiscal resources:>The Faculty Senate votes on spending their funds with the treasurer maintaining accurate records.>The The school-Wide Title-1 Budget is managed by the Title-1 Team/School Leadership Team.>Purchasing procedures are clearly defined and communicated with the staff.> Maintenance needs are addressed by our Central Office. >. The Secretary & Principal follow policies and efficiently manage school fiscal resources.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> 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	We have a fantastic staff at Gerrardstown Elementary that has been established & maintained by:>Following the advertising and hiring procedures outlines in state and county policy>Utilizing the state evaluation system, following guidelines established by the state and county.>We have one National Board Certified Teacher>Welcoming new staff and making them a member of our small energetic family.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data	ACCOMPLISHED	At Gerrardstown Elementary, we use Technology to Report Daily Attendance, Evidence of Learning, Interim Reports for students and Report Cards. >Enter Students and Personnel Data in WVEIS . >Utilize the computer lab, classroom computers, mimeos, I-pads to enhance instruction, and 21st Century	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

information systems and technology tools to support management, instructional delivery, and student learning.		Technology. We utilize our Star Reading & Star Math data to enhance student learning.		
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**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Gerrardstown Elem. has a strong focus and coherent plan to improve student growth, At the beginning of the year , the entire staff met to review the 2014-2015 Strategic Plan. We then looked at the progress of last year's students to plan our school-wide goals for the 2015-2016 school year. For our Reading/ELA and Math goals increase the percentage of students to be proficient in both areas. We will use the Star Math & Star Reading assessments to check student performance & make sure we our meeting our goals. Students will receive high quality instruction that is rigorous and effective to ensure one year's growth in Reading/ELA 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.
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in	ACCOMPLISHED	At Gerrardstown Elementary, the schedule allows K-2 teachers to meet monthly to discuss student learning. We are fortunate to have a small staff that is dedicated to student success and work together to ensure that every student is learning. All stakeholders collaborate through Data Teams ,IPI data, Star Math data, Star Reading data,and SPL data throughout the school year to develop	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended developing common assessments to better determine individual student needs.</b>



actions to increase student learning.		actions to increase student learning.		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Through Team Meeting, Data Teams, and SPL, the school Strategic Plan is reviewed and discussed. Gerrardstown Elementary School's staff is able to identify goals, discuss strategies they are using to help students meet the goals, and share the Star Reading & Star Math assessments that are utilized in measuring the goals for the 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.

## 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.	Accountability for Absences- Parents & students need to understand the importance of being at school everyday. Our staff will create an atmosphere that develops the desire to learn and excited to come to school.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.  The school did not identify specific resource 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 in Writing Across the Curriculum and the new Literacy Model-Guided Reading	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.	Gerrardstown Elementary is proud of the following best practice : Math Club from September-March for 1st & 2nd grade students.. First semester data: students in grade 1 & 2 given 100 problems to complete in "5' minutes on basic addition & subtraction facts fluency. In grade 1 starting in Sept. 0-25 problems-50%, 26-50 problems-40%, 51-75 problems-10%, In Nov. 0-25-14%, 51-75-24% & 76-100-62%. 2nd grade -Sept. 0-25-22%, 26-50-27% , 51-75-19%, 76-100-32%. In Nov. 26-50-7%, 51-	The OEPA Team verified, through data, a positive impact on student performance and well-being required for consideration as a best practice.  Math Club – through students' participation in after-school Math Club, students increased math fluency significantly over a four-month period. Number of problems students correctly completed in five minutes:
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	75-15%, 76-100-78%	Grade 1	% students completing 0-25 Problems	% students completing 26-50 Problems	% students completing 51-75 Problems	% students completing 76-100 Problems
		September	50	40	10	0
		November	14	0	24	62
		Grade 2				
		September	22	27	19	32
		November	0	7	15	78

#### 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
	<p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> <li>prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> </ul> <p>Participate in the review</p> <p>Participate in the Exit Conference</p> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>

### **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.
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	(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
<p style="text-align: center;"><b>COMPLIANCE CHECKLIST: POLICY 2510</b></p> <p style="text-align: center;"><b>Assuring the Quality of Education: Regulations for Education Programs</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Full Compliance = Compliant with <b>all</b> items listed below.</li> <li>• Partial Compliance = Compliant with <b>more than half</b> the items listed below.</li> <li>• Non-Compliant = Compliant with <b>half or less</b> of the items below.</li> </ul> <p>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.</p> <p><b>(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).</b></p> <p><b>Compliance Core Areas of Policy/Code</b></p>		
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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> </ul>	

- 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**

<b>YES</b>	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)
<b>YES</b>	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:**

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

**Facility Resource Needs****B. Interior - General**

- B-5. Restrooms were not appropriately located for use throughout the building and properly maintained, including cleanliness and supplies. (May adversely impact students' health and safety.)
- B-6. Restrooms were not 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.)

**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.)

**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.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Suzette Cook, OEPA Consultant

Team Member – Stephanie Blundon, Principal, Wellsburg Primary School, Brooke County Schools

Team Member – Cynthia Schilling, Principal, Marmet Elementary School, Kanawha County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-207 HEDGESVILLE ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	600.0	659.0	652.0	635.0	610.0
Average Class Size	23.3	22.0	22.6	23.1	23.3
Attendance Rate	98.7	98.7	98.4	93.9	not available
Pupil Admin Ratio	300.0	329.5	326.0	317.5	305.0
Pupil Teacher Ratio	18.7	18.8	18.1	17.9	18.0
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	100.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## HEDGESVILLE ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 strength of Hedgesville Elementary is the wonderful blend of students, parents, staff, local businesses, local library and the general public into a "village" that supports the process for educational excellence. Our staff has a shared vision for our students wanting them all to be academically successful and emotionally/physically healthy. The beginning of the school year we review our Five Year Strategic Plan, Mission and Core Beliefs as a faculty. Our PLC and our Leadership Team help to analyze data, share instructional techniques, and help to choose professional development. This helps guide the instruction of our school. The guidance staff leads our school with a positive character education program as	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.  <b>Rationale: Through teacher interviews, the OEPA Team found all staff could articulate the school's shared beliefs and values. It was evident the school's beliefs and values were aiding in guiding the curricular and non-curricular decisions buildingwide. The staff reportedly had input in developing and revising the beliefs and values.</b>

		well as, the Olweus Anti-bullying program. Our school diversity team inspires us to appreciate everyone's unique qualities. Our school reflects our county's Core Beliefs of Excellence in the Air by being Accountable, having Integrity, and Respect.		
<b>Function B: High Expectations for All.</b> 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 works together in Data Teams to develop academic and personal SMART Goals to enhance their instructional course of action and implementation. As they work in their PLC groups, they are analyzing data and best practices, developing common assessments, and sharing strategies for higher student achievement. Our Five Year Strategic Plan is developed and implemented in an effort to improve student achievement. It is a data-driven document that is assembled through a collaborative process involving various stakeholders. Each student is provided standard-based curriculum instruction, including interventions and enrichment, to promote academic success as it relates to 21st century learning. Using the WVDE Teacher Evaluation System, our staff does self-reflections and writes individual professional goals in perpetual transformation as a successful educator. All students are expected to learn as teachers set rigorous goals in all content areas following BCS curriculum maps.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: It was evident to the OEPA Team through the interview process that most staff had high expectations for students and self. Students reportedly were challenged to complete their best work. Students reported the staff were supportive and expected them to give their best effort on all that they do.</b></p>
<b>Function C: Safe, Orderly and</b>	ACCOMPLISHED	The philosophy of Hedgesville Elementary is to provide a safe and	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<b>Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		caring environment which encourages all students to perform at their highest level of academic ability. Safety is of utmost importance to our students, staff, and parents. Berkeley County Schools has been proactive in establishing the parameters and guidelines for school safety. We have a keyless entry system for our staff, visitors are electronically admitted to the building and are required to sign in at the office and receive a visitor's pass, a security-camera system has been installed and an emergency code system is in place with periodic drills for practice. To ensure our students have a safe, child-oriented, and caring environment we have implemented a school-wide behavior plan, school-wide emergency plan, school-wide rule system called "Track Rules", and a Responsible Student Positive Reminder Program. We also have weekly Olweus Anti-Bullying classroom meetings. The atmosphere is child-centered.		school's self-rating for this function.  <b>Comments: The OEPA Team found the environment to be safe, well-managed, and conducive to the learning process. It was evident the staff and students had a great deal of pride in their building as evidenced by a lack of vandalism.</b>
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective	<b>ACCOMPLISHED</b>	The primary responsibility as the school administrator is to serve as the instructional leader. The education of our children is the focal point around which all other activities must center. As the instructional leader, the principal is active in working with data teams,	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comments: The OEPA Team found the principal to be knowledgeable of the needs of the school and to have a clear vision for the direction of the school. Staff reported they had confidence in the principal and her</b>

management.		PLC groups, IPI, SPL, SAT, IIT, LSIC, PTO and school safety. Communication is vital to a school our size, so the principal conveys this through weekly staff newsletters, bi-weekly parent/community newsletters, faculty staff meeting agendas, curriculum team meeting agendas, and daily announcements. The principal participates in professional development, professional book studies, and works closely with the Title 1 staff to help provide opportunities for teachers in their continuing growth as successful educators. The principal serves as a role model with her enthusiasm for learning, setting the tone with positive motivation, and continual recognition of students, parents, staff, and community.		leadership.
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The Strategic Plan is written by all school stakeholders using collaborative data and discussion from LSIC, Leadership Team, Title 1, Guidance, IPI, data teams, PLC teams, SPL teams, SAT, Diversity Team, Olweus Team, Wellness Committee, and Technology Team. Through having these teams, our Core Beliefs are carried out. Staff works collectively on these teams in an effort to meet and strengthen our school's mission of providing a safe and effective learning environment for all students. Grade level data teams center their discussions on data, current goals, and instructional techniques.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>These meetings drive their instruction towards student improvement. The SPL team meets with individual teachers on IIT Days to discuss improved instructional practices and intervention strategies for Targeted and Intensive students. Goals are also set for progress monitoring. Our SAT team addresses the needs of our students with academic and behavior needs. All teams are vital for school success.</p>		
<p><b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>Hedgesville Elementary teachers endeavor to lead our school in academic excellence by participating on school-based and county committees/teams and through professional development. Their investment in these educational collaborations helps to strengthen and propel our students into the 21st Century Next Gen CSOs. The teams that our teachers participate in are SAT, LLT, Berkeley County Reading Model, Evaluation Team and Goal Setting, County Staff Development, SPL, IIT, Reading Council, IPI, Wellness Committee, Textbook Committee, Summer Library, LSIC, Leadership Team, Diversity Team, Technology Team, Olweus Team, County Math Committee and the Curriculum Team. We have several teachers who write grants to enhance their classroom curriculum activities. All staff participates in various professional development and learning opportunities throughout the school year such as</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		Guided Reading, Math Literacy Centers, Technology Workshops, and Hands-On Science Lab.		
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Our students at Hedgesville Elementary demonstrate leadership ability every day through our Core Essentials Character Program by showing they are good citizens at our school. They also participate in Book Buddies which is when the older children read to the younger children. This gives them the opportunity to be a positive role model in the learning environment. They participate in weekly Olweus meetings, sharing thoughts and ideas about student relationships and interactions. These discussions lead to positive self-monitoring and self-direction. They lead announcements each day by reading stories/poems, weather reports, lunch menus, reciting rhymes or singing a song, and leading the Pledge of Allegiance. Each classroom has a variety of student helpers that are assigned various tasks for the day such as calendar helper, morning news reporter, line leader and caboose, and door person.	ACCOMPLISHED	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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an	ACCOMPLISHED	The teachers at Hedgesville Elementary spend extra time at the beginning of the school year preparing the classroom for a new year. Evidence is seen 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.



<p>inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>		<p>the use of educational posters, colorful bulletin boards, desk/furniture arrangements, and the teacher's personal touch. Daily, teachers provide wonderful learning experiences and opportunities through the use of Literacy and Math Centers, hands-on activities, as well as, Science /Social Studies Exploration. Students have access to beautiful classroom libraries that include both fiction books and non-fiction books in the form of Informational Texts. Students are familiar with and use computers and iPads for learning games and programs. Creative and Informational writing is often on display in the hallways. Positive student behavior is encouraged through each classroom management plan which allows students to move up for good behavior choices. Students also enjoy participating in school-wide themes, including the Book Fair.</p>		
<p><b>Function B: Standards-Focused Curriculum.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>Hedgesville Elementary teachers implement the Next Gen Standards and these are reflected in their lesson plans and instruction. Every teacher is given the Berkeley County Curriculum Map that is aligned with the Next Gen Standards and they use this to ensure that all skills are instructed. They also implement the Everyday Math curriculum and follow the pacing guide. The Daily Objectives and Agenda are posted according to the county's APL non-negotiables. Students utilize</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		technology on a daily basis in their classroom or in the computer lab. They participate in the Accelerated Reader Program, BrainPopJr., Starfall, National Geographic for Kids, designated online learning websites, and interactive Mimio learning activities in the classroom. Our teachers utilize time-on-task instructional practices, guided reading, DOK questioning and problem-solving, differentiated instruction, and hands-on scientific inquiry. These practices can be observed through classroom walk-throughs.		
<b>Function C: Instructional Planning.</b> 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.	<b>ACCOMPLISHED</b>	Hedgesville Elementary teachers work together in their data teams to develop SMART Goals based on STAR data and formative and summative classroom assessments. The teachers use daily informal observation, writing samples, math notebooks, rubrics, progress monitoring, and student conversation to guide their short-term instructional plans. Data team meetings help teachers to focus on individual student achievement while also focusing on the achievement of the whole group. We provide a variety of services for struggling learners through Support for Personalized Learning to enrichment in order to meet and enhance the students academic skills. Throughout the year, students are assessed using STAR and chapter assessments. Our Data Review Team	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		meets a minimum of three times a year to track all students progress and make any necessary adjustments to instruction.		
<b>Function D: Instructional Delivery.</b> 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	We believe in meeting students at their level for learning. Hedgesville Elementary teachers implement Marzano and APL strategies and vocabulary development across all subject areas. We believe these will make students better readers and learners. Our students do a lot of comparing and contrasting across subject areas to promote deeper understanding of stories and concepts. We teach our students to summarize what they have read rather than just recalling facts or story events. We use many cues, questions, and graphic organizers in our instruction. Students will predict what happens next in the story or what might happen next as a result of a science experiment. Student effort is recognized and specific praise given to encourage continued positive behavior. Teachers utilize multisensory instruction such as hands-on, technology, writing across the curriculum, chants and rhymes, guided reading techniques, whole group/small group instruction, and a print-rich 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 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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The Hedgesville Elementary PTO is active and highly visible while sponsoring numerous school functions such as "Pop into Reading Night", Talent Show, Family Harvest Evening, Winter and Spring Celebrations, and Carnival Days. They also help with Kindergarten registration. Our Title 1 does Parent Evening Workshops for math and reading. Our P.E. teacher organizes several activities throughout the year which include Field Day, Jump Rope for Heart, Movement Monday, Twinkle Toes Tuesday, Wellness Wednesdays and Fitness Fridays. Our school sponsors numerous activities and celebrations that blend our staff, students, and community all year long. They include Career Day, House On Wheels for Fire Safety, Dr. Seuss Day, Kindergarten Registration, WV Week, 100th Day of School, Book Fair, Bags of Love, United Way, Relay for Life, Red Cross Blood Drive, and Superhero Coin Collection. PASS volunteers from the high school visit on a weekly basis as well as several Read Aloud volunteers.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Student Personal Development.</b> The school staff attends to student physical, social-emotional	ACCOMPLISHED	Our wellness committee sponsors programs such as Wellness Wednesdays, Fitness Fridays, Jump Rope for Heart, Dental Health	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.  <b>Rationale: The OEPA Team found the school to have a</b>

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.		Screenings, Cardiac for Kids, and Vision Screenings. Our guidance team teaches lessons that are relevant to all of the ASCA domains. They utilize the Core Essentials Character Education Program which encourages students to make good choices. They work with small groups focusing on divorce, grief, incarcerated parents, anger issues, and self-control. They sponsor Coats for Kids, Christmas Santa Program, Back Pack Program, Book Buddies, S.W.A.T., Grandparents as Parents, and a STAR Student Recognition Program. We will be implementing a Parents as Partners Group which helps parents develop parenting skills. SAT Logs and Counselor Logs document student concerns academically and behaviorally. Our small population of ESL students meets weekly with an ESL teacher. Students with identified disabilities are included in every aspect of the school's programs.		clear, thorough procedure to address all areas of student need. All staff were aware of these procedures and could give examples of student physical, social-economic, emotional, and/or academic needs, and how these needs were addressed promptly and thoroughly.
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	The Hedgesville Library has adopted our school and donates books for our kindergartners, provides library card sign-up time, presents weekly literature lessons and provides access to media materials. The Waste Management Company is our school business partner. They have donated funds to our school for teacher resources, kindergarten registration, and bicycles for perfect attendance and good behavior. The community of churches	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.  <b>Rationale:</b> Through principal and teacher interviews, the OEPA Team found the school had a wide variety of parent and community partnerships. These partnerships were mutually beneficial to the school and the community. The school was receiving assistance in a variety of ways through these partnerships.

		in the Hedgesville area donates school supplies each year to HES. The 9-West Beauty Salon donated school supplies as well as the Hedgesville Volunteer Fire Department. We have donated to the local humane society, Ronald McDonald House, Relay for Life, Jump Rope for Heart, Salvation Army, and we sponsor a Red Cross Blood Drive twice a year. Our staff donates to families in need throughout the school year. HES participates in the local food distribution program, Backpack Program.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Our professional development vision is to focus on instructional strategies in all content areas. Three specific areas are increased achievement in reading, writing, and math. These are targeted through our Strategic Plan and selected by our Leadership Team. We have had a rich variety of professional development. We have had speakers on vocabulary, number sense, differentiated instruction, apps in education, reading fluency, creative writing, hands-on math, math literacy centers, reading literacy centers, diversity, and numerous book studies on a variety of academic topics. In addition, teachers have opportunities through our county staff 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.

		to attend workshops on areas of individual, professional interests. All staff participates in any county-provided staff development such as Summer Institute, Guided Reading Model, Everyday Math, technology, Next Gen CSOs, Evidence of Learning for Kindergarten, and Oweus Anti-bullying.		
<b>Function B: Teacher Collaboration.</b> 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	HES works together in a variety of professional teams for student improvement. Teachers collaborate in their PLC teams to discuss instructional strategies and develop common assessments. In their data teams, they observe student assessments and target areas of strength and weakness. SPL and IIT teams observe individual student data and determine the next course of action for student improvement. The IPI team observes student engagement and compiles data to be discussed on team data days. The SAT team works collaboratively to assess student academic/behavioral needs and works together to come up with the best educational plan of action for that individual student. The Curriculum team disseminates information about best instructional practices and develops school-wide activities for learning. The Leadership team guides student improvement through evaluating the data, current best practices, and professional development. The Strategic 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.

		team sets goals based on the data.		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The WVDE Professional Teacher Evaluation Process allows teachers to be reflective on their instruction based on data and overall student improvement. Teachers develop professional and personal goals to augment classroom instruction. The classroom walk-through and teacher observation done by administrators is information that is shared to boost the teacher's confidence, as well as help identify areas that may need to be strengthened. School-wide climate surveys are done by parents and students. They provide valuable insight into the staff so that they may see positive feedback and areas for improvement. These evaluative processes enable the teacher to constantly be scrutinizing their professional 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.

**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Everyday, students are greeted warmly by staff as they enter the building. The front entryway is often decorated to celebrate the season. Our administration strives to learn the names of each student enrolled at HES. Visitors are kindly acknowledged as they sign-in and put on a Visitor's Badge. Our School Safety Team meets twice a year and reviews the security of our building	ACCOMPLISHED	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 playground area. They have arranged for the local police department to daily drive-by and do random friendly walk-throughs. Teachers have an Emergency Plan Folder which includes the BCS Emergency Code Procedures and site specific information. Due to our school size, we require the children to have a buddy when they are traveling throughout the building without their class, i.e. office, nurse. Our custodial staff works cooperatively to ensure that our building is well-maintained, clean, and inviting. Administration does periodic walk-throughs to ensure that the facilities are up to par.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	<b>ACCOMPLISHED</b>	All orders must be approved by the principal before processing. Every order then gets a purchase order assigned, printed and signed by the bookkeeper and principal before faxing. Teachers are given monies from PTO, also allocated are funds through Faculty Senate. They are allocated instructional funds throughout the school year. Monies are double checked before deposits are made into our accounts. Bank reconciliation are completed on a monthly bases. We pay invoice once it has been verified that all items have been received. Financial secretary audits the PTO records and Berkeley County Finance department does the school audit. All teachers have been given and instructed on the purchasing	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		guidelines by the Accounting Procedures Manual for the Public School in the State of West Virginia.		
<b>Function C: Personnel.</b> 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	Currently, 97% of the staff is Highly Qualified in the field in which he/she teaches. Several staff members hold multiple certifications in other areas such as Special Education and Reading. We have three NBC Teachers on staff and others who are working on their certification. Staff stays abreast of all new educational information by attending state-wide, county, and national workshops and conferences. Many are active members of various school and county committees for reading and math. Several of our staff members have been county and state presenters for staff development sessions, including two who have been past presenters for TLI. Faculty Senate and Administration help to select and retain high-quality staff. Our county gives a housing allowance bonus, an attendance incentive, and has a tuition reimbursement program through the state. We have had several teachers win awards and grants.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and	ACCOMPLISHED	Classrooms are equipped with a variety of technology devices to enhance individual student learning. Computers, Ipads, laptops, Elmos, LCD projectors, Mimios, and a laptop lab are utilized in classrooms throughout the school and daily instruction to help students achieve at high levels. The Accelerated	ACCOMPLISHED	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.		Reader Program allows students to practice reading and obtain comprehension skills at their individual levels. We use the AR Program as an after-school program to promote parent involvement and student achievement as well as for enrichment in the classroom environment. We have a collection of Lakeshore Interactive Mimio learning games available for use in the classroom. We also have a Quizdom system used in some classes. The school website is set up as a learning resource and communication site for students, parents, and staff. Visitors can take virtual field trips, practice reading/math, find out about school events, and find other useful information pertaining to our school.		
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**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
<b>Function A: Focused and Coherent Plan.</b> 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 focus for teaching and learning at HES is driven by the Strategic Plan and our data review days of STAR Reading and STAR Math. Administration, Title 1, and our excellent staff cultivate an environment of continuous, professional growth.. Our reading goal is improvement in comprehension, vocabulary, and fluency. We strive to achieve this by guided reading groups, differentiated instruction methods, informational texts, technology, and literacy centers. Our math goal 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.

		<p>number sense. Students are instructed in problem-solving, mental math, Everyday Math curriculum, and basic facts. They utilize a variety of hands-on activities and math literacy stations. Our behavioral goal is improving attendance by making our school an inviting and safe place to learn. We do this through student awards, positive behavior programs, and a school-wide safety plan. The staff is always striving to enhance instructional techniques through workshops, technology, conferences, and book studies.</p>		
<p><b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</p>	<p>ACCOMPLISHED</p>	<p>The Strategic Planning Team, the Leadership Team, and PLC data teams are made up of a variety of stakeholders. Some teams include parents and community members. We craft our school improvement with all stakeholders involved. We analyze STAR Math and Reading scores. We review end-of-the-year data that is broken down into subcategories of skills to discover areas of strength, as well as weakness. We collaborate with our feeder school, Tomahawk Intermediate, on WESTest results. Guidance and Title 1 set up workshops to assist parents with homework studies, best home instructional practices, and coping strategies to implement while they help their students achieve academic success. All of these activities come together to improve student skills. Our data reflects</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		how hard our team labors to make improvements. The Strategic Plan is always evolving as we review and analyze data each year. Our mission states that we want to encourage all students to perform at their highest level.		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Teachers collaborate on standard-based instruction, small-group instruction, SPL, data analysis, differentiated instruction, IPI, and the four-square writing method. We utilize our PLC collaboration days to allow teachers time to reflect and discuss how to strengthen and promote better strategies for classroom instruction. Grade level teams meet together and discuss different focus topics. Through Title 1 funding, we've had national speakers for professional development focusing on targeted areas of improvement. We feel strongly that data analysis, small-group instruction, and differentiated instruction have been the catalyst and increase of our students' achievement. Title 1 has provided opportunities for parent involvement workshops. Parents are provided with learning games, literature books, and activities to do at home with their students. Our teachers communicate student learning progress through parent-teacher conferences, weekly newsletters, emails, notes and 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.

**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.	Full Time Nurse Our staff would benefit from additional interventionists for reading and math.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.  There were only four students in the reading and mathematics groups.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.		Neither the school nor the OEPA Team identified professional development and other capacity building needs that were significantly impacting staff's ability to improve 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.	S.W.A.T. (Students Working on Attendance and Tardies) Title I Tutoring	The OEPA Team commended this practice. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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**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**

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**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:

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YES                      Develop Knowledge of Policy 2322

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YES                      Complete the School Monitoring Report

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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

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**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	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>
YES	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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.</p> <p>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)</p> <p>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.</p>
E . Physical Education W. Va. Code §18-2-7a	<div>FULL COMPLIANCE</div> <div>FULL COMPLIANCE</div>

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

**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.)

**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 – Allen Brock, OEPA Coordinator

Team Leader – Tom Sanders, OEPA Consultant

Team Member – Paula Athey, Principal, Wiley Ford Primary School, Mineral County Schools

Team Member – Kristin Giles, Principal, Cox Landing Elementary School, Cabell County Schools

Team Member – Julie Mancini, Principal, Big Elm Elementary School, Harrison County Schools

Team Member – Natalie Webb, Principal, North Elementary School, Monongalia County Schools

**Date of School Visit – 02/24/2015**

# SCHOOL PROFILE

## 04-208 INWOOD PRIMARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	160.0	189.0	183.0	174.0	168.0
Average Class Size	20.0	19.9	22.2	19.3	21.1
Attendance Rate	98.6	98.0	98.0	94.0	not available
Pupil Admin Ratio	160.0	189.0	183.0	174.0	168.0
Pupil Teacher Ratio	15.4	18.8	17.3	15.7	16.8
Participation Rate-Math	100.00	97.44	98.00	100.00	not available
Participation Rate-Reading	100.00	97.44	98.00	100.00	not available
HQT Percentage - Total	100.0	91.5	100.0	94.5	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	87.5	not available
HQT Percentage - Reading/Language Arts	subject not present	not available	100.0	95.7	not available
HQT Percentage - Mathematics	subject not present	not available	100.0	87.5	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0



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

## INWOOD PRIMARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Inwood Primary's Mission, Vision, and Core Beliefs are shared with stakeholders in our school community. Our Responsible Student Program rewards students who do well through our classroom Rocking Behavior clip system and helps redirect students who are not making good choices. Teachers work together to implement and monitor this program. Grade levels have Joint Planning daily to ensure that collaborative opportunity exists among teachers. Data Teams are used to analyze student needs and to ensure all student needs are met by varying instructional activities to meet these needs. We have shared community beliefs that the school rallies behind like Relay for Life and other community events and initiatives.	ACCOMPLISHED	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 were a Silver Team for Relay for Life during the 2014 and a Sapphire Team during the 2015 event. Our leadership team has representation from each grade level and meets once a month to discuss all topics that effect our school.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Walk Throughs are conducted on a semester basis along with lesson plan checks every 9 weeks to monitor that educators continually have high expectations for themselves and their students. APL (Objectives Posted) and Marzano Strategies are evident and promoted in every classroom in our building. Accelerated Reader is an expectation for our students that they reach their fullest reading capability through our learning incentive program. Data Teams are used to analyze student needs and to ensure all student needs are met by varying instructional activities to meet the needs of all students. Goals are created by each educator along with a Self Reflection that are discussed with the principal and monitored. Next Generation standards are fully implemented along with Support for Standardized Learning which establishes high expectations for all students at our school. Our guidance program focuses on the pillars of character along with our anti-bullying 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.
<b>Function C: Safe, Orderly and Engaging Environment.</b> The	ACCOMPLISHED	Our custodians maintain a physically clean learning environment and expectations are conveyed to the students	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		that they are to do their part to keep our school clean. A safe environment is provided by keeping all doors locked on the outside of the building, fire drills, and teaching students safety through our local fire department. School Rules are taught to students along with clear classroom consequences. Leadership Team meetings also focus on maintaining this safe, orderly, and engaging environment by discussing and problem solving any issues that may occur that effect this school's learning environment. LSIC Meetings take place quarterly to update the members on our environment and any issues that may be occurring. Rocking Behavior Charts and student incentives through our positive support system creates an engaging environment for all students. These are all monitored through walk throughs and "safety checks" during the day		<p>school's self-rating for this function.</p> <p><b>Comment: The OEPA Team observed dust and cobwebs in the boy's restroom and clutter in many parts of the building.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating and determined most of the function was in place, to strengthen the function, the Team recommended the principal develop a schedule for the custodial staff pertaining to cleaning and review the results regularly, as this issue had the potential to greatly detract from the learning environment.</b></p>
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal demonstrates Instructional Leadership, professional knowledge, and effective management as evident by interactions with stakeholders, daily operations of the school, and academic success. A Weekly E-Mail Communication (Star Points) is sent to each school member to help maintain a smooth running school and to relay information to our staff. A beginning	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team found, through interviews, the principal fostered positive communication and rapport with the staff, community, and students. The principal was organized, knowledgeable of the needs of students and the school, and had evident dedication to school and</b></p>

		year meeting and monthly staff meetings are conducted to communicate information to the faculty and staff. Our Leadership Team Meetings focus on a shared decision making on all aspects of our school, including but not limited to, instruction, data teams, social, and student achievement. Inwood's third year principal works with the LSIC, Data Teams, PTO, Business Partners, and the community to continue a tradition of achievement at Inwood Primary.		<b>community.</b>
<b>Function B: School Teams and Councils.</b> 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 facilitates our Leadership Teams, which also acts as our Curriculum Team, to continually promote and establish high expectations for all students. Our Leadership Teams create and monitor our 5-Year Strategic Plan and monitors all school initiatives. The LSIC meets and champions our school initiatives. Faculty Meetings are utilized to relay information along with reiterating our goals and expectations. Data Teams are used to monitor our mission of learning for all by allowing us to collect data on 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.
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence	ACCOMPLISHED	The leadership Team structure implemented this year at Inwood Primary gives opportunity for all professional staff members to serve on a leadership team. Teachers serve on various committees through leadership teams. The social committee and relay for life committee organize various events throughout the year. Teachers also serve on Data Teams to increase 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.

professional practice.		achievement in needed areas.		
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Olweus Weekly Meetings engage students to take on leadership roles when a bullying issues occurs anywhere in the school environment. Also at Inwood, students are assigned classroom helper jobs that make students responsible for aspects of their classroom environment. Book Buddies is a program where older students buddy up with a younger student and read to them. Students are given opportunities during morning announcements to lead the pledge, weather, and a fact 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.

**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Student Work is displayed in classrooms and throughout the building. Classrooms are arranged in a student-centered manner that creates an optimal learning experience for each student. Class Rules and expectations are posted in classrooms. Classroom arrangements and best practices that promote cooperative and/or center-based learning are evident at Inwood Primary.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Standards-Focused Curriculum.</b> Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and	ACCOMPLISHED	Teachers work together during common planning and Data Teams which assist in aligning curriculum to drive student achievement. Standards are evident in Lesson Plans and current daily objectives are posted in the classroom. Kindergarten teachers are working on the continual	ACCOMPLISHED	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 for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		implementation of Evidence of Learning. Technology usage is documented in lesson plans and observed during walk-throughs. We utilize "free" times in the computer lab to schedule classes for additional technology time.		
<b>Function C: Instructional Planning.</b> 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	Inwood Primary plans instruction based on the Next Generation Standards and curriculum maps. We also utilize Everyday Mathematics and its lesson mapping to drive instruction. Kindergarten's Evidence of Learning fosters more choice, individual responsibility, and differentiated instruction and assessment for kindergarten students. Data Teams help monitor student needs along with making instructional adjustments. The Berkeley County Schools Literacy Model is fully implemented this school year that embraces best practices in our reading 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.
<b>Function D: Instructional Delivery.</b> 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	Differentiated Instruction is evident across the school to help instruction be effective to students in our school. Literacy and Math Stations, Guided Reading, Everyday Math Games, and Non-Fiction Readers are some of the resources and strategies that we use to deliver effective instruction. IPads, Computers, Mimios, and Document Cameras are some of the digital resources we have to deliver instruction. Instruction is hands-on and does include "brain breaks" that include movement.	ACCOMPLISHED	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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Inwood Primary has a long-standing positive relationship with the community. We have a yearly successful Career Day that local businesses and community members participate in by donating their time. Our Fire Safety program utilizes the local fire department. Bank Day is scheduled monthly by our Business Partner (BB&T) along with them being members of the LSIC. Local Support includes local churches, Dairy Queen, Rite Aide, Sheetz, Inwood Florists, Pizza Oven, Domino's, South Berkeley Pharmacy, and Food Lion. We communicate with our community through our website, message board, e-mail, and our newsletter. Our PTO helps maintain communication with our stakeholders and organizes our very successful End of Year Picnic.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Student Personal Development.</b> 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,	ACCOMPLISHED	Inwood Primary helps families who are in need. We feed students in need on the weekends through a support program. We have dental clinics for students who may need dental care. A church donates clothing and school supplies to students in need. Guidance Development is important to students at this age and those activities are documented in the Counselor's Log. Students are fed a balanced meal in the cafeteria and have	ACCOMPLISHED	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 English as a Second Language.		the opportunity to be served both breakfast and lunch. We have After School Tutoring for students who need extra academic support. We utilize our Pass Program to also work with those students who need companionship and extra support.		
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Inwood Primary is a small community school that welcomes its community into the school. The PTO is a partnership between the school and parents that help in various aspects of our school, which include 9 Weeks Awards, Field Day, End of the Year Picnic, Bingo, Sock Hops, Art Show, and Fall Festival. Business Partnerships and local entities help students who are in need, everything from food, school supplies, and clothing. A new business partner, OWPR Architects and Associates, linked up with our school this year (they have brought treats in for the staff). Helping Families in need is important to the stakeholders of this school and 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.  <b>Comments: The OEPA Team found, through interviews, there was a strong school and community relationship. All staff could discuss the variety of individuals and community organizations with whom the school had connections and the benefits from these relationships.</b>

**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	As educators we continually better our skills and implement best practices through staff development. This year the staff has participated in the following trainings, Jason Flatt Suicide Prevention, Bloodborne Pathogen Exposure, Test Analysis, Specific Safe Schools, and Culturally Responsive Training. Some	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



		teachers have been trained previously in Evidence of Learning, APL Training, Orton Gillingham, CPI, 1st Aid, and Staff Sessions with our Math County Contact.		
<b>Function B: Teacher Collaboration.</b> 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 work together through Data Teams. Each Grade Level has Joint Planning Once a Day that creates opportunity for successful collaboration. Our Leadership Teams meet to work together on topics related to our school and student achievement. IIT Meetings are held as a collaborate effort that will help us make important decision about students and student achievement.	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.  <b>Rationale: The OEPA Team found, through observations and interviews, evidence of school wide collaboration. Joint planning, data teams, and leadership team meetings focused on student achievement. The professional leadership communities were well organized and high functioning.</b>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Inwood Primary utilizes the state online evaluation system to reflect and work towards student goals. IPI Data is collected and shared with all teachers. The principal meets with professional staff once a semester and reviews their reflection, goals, and walk-through data. Lesson Plan Checks are completed on a 9 weeks basis and teachers are given feedback in their plan books.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Standard 6: Efficient and Effective Management</b> - 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.				
<b>STANDARDS AND FUNCTIONS</b>	<b>SELF-RATING</b>	<b>SCHOOL EVIDENCE</b> Please cite key examples of processes or practices.	<b>TEAM RATING</b>	<b>TEAM EVIDENCE</b>
<b>Function A: Facilities.</b> Facilities are clean, well	ACCOMPLISHED	Our custodians maintain a physically clean learning environment. Maintenance	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not

maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.		Work Orders are kept on file electronically and the principal receives e-mail notifications as items become fixed and/or corrected. Safety Checks and Inspections are ongoing throughout the school year. Student work is displayed throughout the building and all bulletin boards are being used for displays. A safe environment is maintained by keeping all doors locked on the outside of the building, fire drills, and teaching students safety through our local fire department.		substantiate the school's self-rating; the Team determined a lower rating for this function.  <b>Rationale: The OEPA Team found, through numerous observations, the boy's restroom needed additional cleaning. Cobwebs in corners and accumulating dust along the walls in the stairwell coming from the cafeteria were observed. Excessive clutter and empty boxes were observed throughout the school. These items detracted from the school learning environment.</b>  <b>Recommendation: The OEPA Team recommended the principal create a routine cleaning schedule for bathrooms, hallways, and general clutter.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	A School Budget is created at the beginning of the year and adjusted responsibly if needed throughout the year. All state and county financial policies are followed by our school. A Financial Procedures Handout is given to each staff at the beginning of the school year. The Faculty Senate votes on their budget and how the faculty members are going to best spend their finances.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> 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	We have National Board Certified Teachers at our school along with teachers with advanced degrees. All teachers at our school are Highly Qualified. We follow Policy 5000 Hiring Policies along with county established guidelines and procedures within the 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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b>	ACCOMPLISHED	We have updated software and computer systems to help run all vital programs for our school. Each regular classroom has	ACCOMPLISHED	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 school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		an at least 3 computers, LCD projector, and mimio to help deliver instruction. Teachers have access to websites that help them with planning and instruction. We have the necessary technology to complete daily school activities like Point of Service, attendance, and finance.		
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**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
<b>Function A: Focused and Coherent Plan.</b> 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 school Leadership Teams meet to create and discuss our 5-Year Strategic Plan. These results were shared with all members and a draft and final draft were created of our 5-Year Strategic Plan. We then discuss our plan throughout the year at Leadership Team and Staff Meetings. Each instructional area displays a poster with our 5-Year Strategic Plan Goals on it. The LSIC also shared in the process of developing the plan and the final draft shared with them during a meeting.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Processes and Structures.</b> 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	Inwood Primary is lucky to have a staff that is dedicated to student success and work together to ensure that all students are learning, This is evident through our SPL, tutoring, and other programs that support individual student needs. Opportunities exist for all professional staff to serve on a 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.

<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	<b>ACCOMPLISHED</b>	Through team meetings, data teams, LSIC, and Leadership Team Meetings, the goals of our 5-Year Strategic plan are monitored. We monitor our students instructional needs through data teams and our SPL process and adjust instruction as needed. We utilize IIT Meetings to review academic needs of our students and make adjustments to their instruction to improve student achievement.	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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## 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 students of Inwood Primary would benefit from a full-time Reading Specialist who would also serve as an interventionist. We had this support last year and we scored above Berkeley County and the State of West Virginia in the WVSGSA with a 50% proficiency rate in Reading/English Language Arts. We also scored above Berkeley County and the State of West Virginia in the WVSGSA with a 47% proficiency rate in Math and we would benefit from a part-time Math interventionist.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.  The OEPA Team could not confirm the school's identified facility needs due to the 2015-2016 data were not complete. Reading scores were above that of Berkeley County and the State.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.		Neither the school nor the OEPA Team identified professional development and other capacity building needs that were significantly impacting staff's ability to improve 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.	Student achievement in Reading at Inwood Primary School is reflective of best practices, specifically the Berkeley County Schools Literacy Model, Accelerated Reading Program (Grades 2-3), and Book Buddies. 2015 showed 50% of students at Inwood Primary were proficient in Reading. By following the Berkeley County Schools Literacy Model with integrity, teachers recognize the value	The OEPA Team commended these 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. These practices were not specific to Inwood Primary School.
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of guided reading instruction and work toward all students reading on grade level.

### 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

We are preparing as a school for the on-site review process by reviewing OEPA materials through our leadership team and as a school. We are reviewing this report and collecting evidence that supports OEPA standards.

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

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### **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.

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### **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 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
<p style="text-align: center;"><b>COMPLIANCE CHECKLIST: POLICY 2510</b></p> <p style="text-align: center;"><b>Assuring the Quality of Education: Regulations for Education Programs</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Full Compliance = Compliant with <b>all</b> items listed below.</li> <li>• Partial Compliance = Compliant with <b>more than half</b> the items listed below.</li> <li>• Non-Compliant = Compliant with <b>half or less</b> of the items below.</li> </ul> <p>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.</p> <p><b>(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).</b></p> <p><b>Compliance Core Areas of Policy/Code</b></p>		
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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> </ul>	



- 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

Blue Leadership Team is responsible for Technology, Safety, and Curriculum.

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	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	
YES	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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.</p> <p>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)</p> <p>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.</p>	
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

<b>YES</b>	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<b>YES</b>	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	We are only grades K-3
<b>YES</b>	Results are shared with students and parents. (S7, FC)	We are only grades K-3

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**

<b>YES</b>	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)
<b>YES</b>	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:**

	<b>School Response</b>	<b>School Comments</b>	<b>OEPA Team Comments</b>
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	<b>YES</b>	We had 2 outstanding errors that are addressed and corrected.	<b>YES</b>
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	<b>YES</b>	We had no compliance issues last year.	<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	<b>YES</b>	Corrections made immediately.	<b>YES</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	<b>YES</b>	Corrections made immediately.	<b>YES</b>
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	<b>YES</b>	No non-compliance issues.	<b>NOT APPLICABLE</b>
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	<b>YES</b>	No Corrections.	<b>YES</b>

## **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.)

### **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-5. Desk and chair for health care provider, with telephone and communication line to the office; (May adversely impact students' health and safety.)

B. Clinic/health service area was not adequate in size (250-400 ft.<sup>2</sup>). (May adversely impact students' health and safety.)

### **9. Gymnasiums/Physical Fitness Facilities**

B. All physical fitness facilities did not have a ceiling height of at least 20 ft. (May adversely impact program delivery and student performance.)

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

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.)

E-3. Two or more teaching stations. (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**

B. Pre-kindergarten and kindergarten classes were not located on ground floor. (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.)

C-2. Appropriate floor covering (combination of carpeting and resilient material); (May adversely impact program delivery and student performance.)

**13. General Classrooms**

B. Grade 1 classrooms were not located on the ground floor. (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-1. Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)

D-5. Mechanical ventilation or exhaust fan. (May adversely impact students' health and safety.)

**Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Larry Werry, OEPA Consultant

Team Member – Don Bower, Principal, Leon Elementary School, Mason County Schools

Team Member – Tammy Leaseburg, Principal, Adamston Elementary School, Harrison County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-209 MARLOWE ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	259.0	266.0	296.0	323.0	303.0
Average Class Size	19.3	19.7	19.7	21.3	22.8
Attendance Rate	99.3	98.3	96.9	93.8	not available
Pupil Admin Ratio	259.0	266.0	296.0	323.0	303.0
Pupil Teacher Ratio	17.2	17.7	18.4	20.1	18.9
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	100.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	1.0	2.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0



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

## MARLOWE ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Marlowe teachers meet monthly as grade level teams to discuss goals set, progress, and changes in instruction that need to occur to meet the goals. All teams meet as a school to discuss where each grade level is and where we want to move towards. We also set progressions for specific tasks; for example, writing goals are set with each grade level building on the previous grade level. A large percentage of the decisions made at Marlowe are made by the faculty and staff as a whole. The Strategic Plan is discussed and updated as a whole school in August. Each month the data teams then review the goals set on the plan and discuss whether or not we need to make adjustments. This year our focus is on establishing a new set of core beliefs and	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.  <b>Rationale: The OEPA Team determined the depth of ownership of the shared beliefs and values of the school were exhibited by all.</b>

		building a common knowledge about them among faculty, staff, students, and our parents.		
<b>Function B: High Expectations for All.</b> 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 faculty and staff of Marlowe participated in activities in August to establish the core beliefs of the school. Parents were included as well, and the final product was Marlowe PRIDE is in the AIR. The statement is included in the daily morning announcements. Students discussed the core beliefs in their weekly class meetings, and each week the announcements included student examples of what each belief meant. As students participate in daily work at Marlowe, they are reminded of the core beliefs and when they are or are not exhibiting those beliefs. In addition, a graphic was created and is now included on the weekly newsletter to faculty and staff and monthly newsletters to parents. It was also included on the school website. Faculty and staff are also expected to demonstrate the core beliefs as the example for the students. Meetings include discussions about concerns that arise, and decisions about how to handle them include the faculty and staff.	DISTINGUISHED	<p>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.</p> <p><b>Rationale: The OEPA Team determined high expectations for students and staff were pervasive throughout all aspects of the school.</b></p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and	ACCOMPLISHED	The expected behaviors of the students, faculty, and staff are decided upon by all members of the faculty and staff. These are articulated in the student and faculty/staff handbooks. A school wide behavior ladder is in use throughout the building with each grade level	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

inclusive atmosphere for learning.		differentiated based on the age-appropriateness. The Chick-fil-A Core Essentials program is used in guidance classes and emphasized throughout the school with Students of the Month chosen based on the character trait of that month. In addition, teachers are given incentive cards to hand out as student demonstrate the same trait. Students participate in weekly class meetings emphasizing the topics of the OLWEUS Anti-Bullying program, and the meetings are adjusted based on class needs and reviewed yearly by the OLWEUS team at school. In addition students participate in emergency drills on a regular basis, and all faculty and staff are given yearly training on the emergency plan.		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	As the instructional leader, the principal is actively involved in our Marlowe data team discussions and provides valuable feedback on the key points that each grade level focuses on. The Week at a Glance is uploaded to One Drive on a weekly basis where she communicates schedules, meetings, successes, strategies, and motivational quotes. One Drive has been beneficial due to the sharing of important data, documents, and other instructional strategies which makes the information readily available	<b>DISTINGUISHED</b>	<p>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.</p> <p><b>Rationale: The OEPA Team determined the principal exhibited strong leadership qualities. All staff praised her abilities and efforts. She demonstrated professional knowledge and excellent data management skills. The smooth operation of the school was reflective of her leadership and effective management.</b></p>

		to all staff members. When creating Marlowe's Strategic Plan, the principal met regularly with the Leadership Team where the team provided feedback, input, and communicated information to grade level team members who were not present. Effective parental communication is evident with our website and the Marlowe Musketeer that is written by the principal. The principal works diligently so that student achievement is the top priority.		
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	All Marlowe teachers participate in data teams, and there is a representative from each grade level on the school leadership team. The leadership team serves as the guidance committee for decision making, and they represent the wishes of the group. In addition, all service members are also on committees to assist throughout the building -- Relay for Life, Sportsfest, Book Fair, etc. Every faculty and staff member is represented in the decision-making of 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.
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Each grade level team has a representative on the school leadership team, and a large percentage of the decisions made at Marlowe are made by the faculty and staff. Individual teachers also hold extra duty positions such as referral agent, SAT chair, OLWEUS coordinator, etc. These teachers are asked to be the trainers for the various programs they represent. These positions are voluntary and are rotated as necessary based on the strengths of 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.

		<p>teachers and their workload. In addition, we have multiple teachers serving on county committees, including the Superintendent's Advisory Committee, County Reading Committee, and Textbook Adoption Committees. Teachers are also given the opportunity to pilot various county programs such as Bring Your Own Device and the Lucy Calkins Writing Model.</p>		
<p><b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	ACCOMPLISHED	<p>Students present the morning announcements as well as hold jobs within their classrooms. The school garden club came about at the request of a 2nd grade class, and they planned what was to go in it as well as where to buy supplies and raise the funds. Each fall and spring, they assist with clean up, planting, and harvesting as well as offer suggestions for additional plantings and gardens around the school. Each month second grade teachers nominate students to be Magnificent Musketeers, and these students enjoy lunch with the principal. During these lunches, students discuss what they like and what they would change about school. Every Friday afternoon students present facts about the ZooZingo animal of the week to promote attendance.</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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.</p>				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning	ACCOMPLISHED	<p>The building master schedule is set by the building administrator with input</p>	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a</p>

<p><b>Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>		<p>from key teacher leaders. Grade level schedules are built around the master schedule and take into consideration the need to use our faculty and staff most efficiently. The positive behavior ladder system used throughout the school allows students to start in the middle and move up and down based on their choices. Even if a student moves down for a negative choice, he/she has the opportunity to learn from that choice and move back up the ladder before the day is over. Classroom activities invite student choice through Pre-K and kindergarten free-choice centers. 1st and 2nd grade classes include multiple spelling lists based on student ability, options for the weekly spelling contracts, and choice of independent reading books. Students in the 2nd grade enriched reading group are given the opportunity to chose the topics they wish to read about for their supplemental reading.</p>		<p>higher rating than the school's self-rating for this function.</p> <p><b>Rationale: The OEPA Team observed inviting, student-centered classrooms and determined the school's evidence supported a distinguished rating.</b></p>
<p><b>Function B: Standards-Focused Curriculum.</b> 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</p>	<p>ACCOMPLISHED</p>	<p>Discussions in the building revolve around instruction. Data teams, leadership committee, and impromptu discussions throughout the day are based on the on the needs of the students and how best to meet those needs. Classroom walk-throughs have a monthly focus of Reading or Math. Monthly lesson plans checks have a focus (i.e. March = interactive read aloud) based on the county reading model or the use of Everyday Math. Teachers with expertise</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

Technology Tools.		in specific strategies in ELA or Math are used as trainers within the building, and monthly meetings are focused on instructional goals. 1st and 2nd grade teachers tag the standards they teach in alignment with the report cards, and Pre-K and kindergarten teachers use the ELRS assessment to guide their assessments within the classrooms. The Everyday Math and Journeys reading curriculum includes digital versions which are shared with students and parents via the website.		
<b>Function C: Instructional Planning.</b> 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	Every teacher utilizes the standards for their grade level. They are used to set short term goals for monthly data team meetings as well as lesson planning. Each teacher is expected to tag standards in the online gradebook (Engrade), and they use the language of the standards when explaining progress to parents. Conversations at Marlowe are based on instruction and the specific standards to be taught. In addition, teachers work together to plot out what is graded in each unit for ELA and Math, how many points it is worth, and what standards each assignment covers. This information is then used to reassess lesson planning as well as reteach and intervention. Checklists are created for use in the Pre-K and kindergarten classes to assess progress on IEPs and ELRS assessments. Pre-K teachers utilize student IEPs to monitor progress and adjust lessons accordingly. 2nd grade	DISTINGUISHED	<p>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.</p> <p><b>Rationale: The OEPA Team determined the school's evidence was strong and pervasive. The staff's vertical teaming efforts in planning to meet the needs of students and reaching instructional goals was inclusive of all staff and all subjects.</b></p>



		classes utilize spreadsheets to keep track of math and writing units for review of student progress.		
<b>Function D: Instructional Delivery.</b> 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 provide skill-based instruction through guided reading groups as well as math stations. Multiple formative and summative assessments are given to document progress, and they are modified when necessary for individual children to get the best read on academic progress. IPI is also used to determine what areas of student engagement need to be adjusted within the school as a whole. Classroom walk-throughs and observations are used as discussion points for improvement of instruction for individual teachers and individual students. The school counselor, psychologist, and support staff are also involved in planning individual behavior plans and instructional techniques to accommodate specific student needs. Digital resources used in the classrooms include Moby Max, Brain Pop Jr., ABC Mouse, Spelling City, Starfall, Storia, Raz-Kidz, and many iPad apps for speech and Pre-K special needs students. The Everyday Math and Journeys reading programs also include digital 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.

**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
<b>Function A: Positive Relationships.</b>	ACCOMPLISHED	Marlowe has an open-door policy where parental and community involvement is	ACCOMPLISHED	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.		welcomed. Students perform their music programs for the Marlowe Ruritan as well as showcase their talents in art class. Marlowe has a very active PTA that meets regularly with the administration and teacher representative to discuss what needs they can assist with. Marlowe's business partner provides weekly banking days as well as awards for yearly attendance goals. In addition, the administration serves on the bank's advisory board. Volunteers for Read Aloud, PASS, and library helpers are also frequently seen within the building. Students, faculty, and staff participate in the Relay for Life, Jump Rope for Heart, and the Salvation Army Canned Food Drive. The school's LSIC includes parent volunteers as well the school business partner.		school's self-rating for this function.
<b>Function B: Student Personal Development.</b> 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	Marlowe students participate in the Chick-fil-A Core Essentials character program as well as attend weekly developmental guidance classes. Small groups are established for attendance as well as individualized needs: impulsivity, new students group, etc., and they meet with the counselor on a weekly basis. Our OLWEUS anti-bullying program emphasizes a class meeting each week, and students work with the teachers to address problems they see within their school environment. The school nurse works closely with classrooms and the administration to make sure students with dietary and	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended the efforts of the guidance counselor in the area of attendance. Data tracking indicated positive movement in the areas of attendance, fewer students tardy, and fewer students picked up early.</b></p> <p><b>Comment: The ZooZingo project also taught students about other countries and the wildlife of each country.</b></p>

		<p>medical needs are identified and procedures are in place to meet those needs. Student health is promoted through vision and hearing screenings, physical education lessons focused on healthy lifestyles, walking club, and the CARDIAC Too program. Students are also included in community support for holidays, clothing donations, and the Kidz Power Packs program.</p>		
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	<p>ACCOMPLISHED</p>	<p>Marlowe has an active LSIC committee that meets quarterly and includes faculty, staff, community members, and parents as well as the school nurse and counselor. Our PTA is also actively involved in the school, and they have a yearly schedule of events in place for 2015-2016. The counselor utilizes the resources available through the Project AWARE program when necessary, and she makes use of her contacts in the mental health field for additional resources for families. 2nd grade students participate in Career Lunches each week based on personal career assessments. Community volunteers come in to have lunch with students who have shown an interest in their careers. Students also participate in Vehicle Day in the spring where they are exposed to the different careers through the vehicles that people use.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	During the development of the strategic plan as well as during monthly data team meetings, faculty members explore the areas of need for professional development. The administration and Faculty Senate work together to provide the necessary resources needed to meet instructional needs. In addition, we use in-house experts to provide demonstrations of county initiatives as well as act as the go-to person for problem-solving. Data teams also play a huge part in this process as it provides time for each team to work together, discuss instructional strategies, and help each other find the balance they need. Staff members are provided with multiple opportunities to participate in staff development through the county and outside sources. In addition, grade specific opportunities for staff development were provided through county staff: Journeys training, Everyday Math training, and website 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.
<b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning	ACCOMPLISHED	Data teams are essential to the running of Marlowe. The monthly meetings are planned ahead of time with set agendas and talking points. Teachers use them to not only discuss instructional strategies but to also decide what exactly they will grade in each unit, how they will grade it, and how many points it is worth. The	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 on this function.  <b>Rationale: The OEPA Team determined the level of teacher collaboration was pervasive among all staff.</b>

through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		data teams have also added to the implementation of the standards as it promotes a true understanding of what teachers are to be teaching. Examples of grade specific collaboration include: Pre-K and kindergarten work on ELRS checklists, kindergarten math exit slips, discussion of STAR scores and other school-specific data across grade levels, kindergarten unit checklists for Journeys and quarterly goals, discussion of progress monitoring and diagnostic assessments, and student transition from one grade level to the next.		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Grade level teams work together to discuss student data and individual teacher goals. While each teacher sets his/her own goals, the team concept provides them with feedback on how to work towards meeting the goals. The administration reviews the self-reflection and goals set, providing feedback. Observations and evaluations involve conversations about what is occurring and take on a more reflective role.	ACCOMPLISHED	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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Each faculty and staff member has a handbook which details out procedures and protocols for safety and security within the building. Each classroom is provided with a "recess" bag and emergency folder which is carried everywhere the students go. Extensive	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		training is done at the beginning of the year on the emergency plan as well practice drills are held regularly throughout the year. A debriefing is conducted with the on-site emergency team as well as with the leadership team to discuss what needs to be corrected. Additional walkie-talkies have been purchased so as to have an additional communication tool available for day-to-day as well as during emergencies.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Marlowe participates in the online financial system prescribed by the county, and the administration is actively involved in the finances. In addition, the general funds budget as well as the after school activities budget is shared with all faculty and staff members via OneDrive.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> 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	Marlowe's Faculty Senate is actively involved in the hiring process. The procedures as prescribed by WV Code are followed, and we keep in constant contact with the HR Department to make sure we are following 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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems	ACCOMPLISHED	Classrooms utilize the technology available at the level appropriate for their grade. K-2 classes have Elmos, mimios, and overhead projectors as well as laptops to use in the classroom everyday. Every homeroom has an iPad to use as well. In addition, faculty and staff make use of Office 365 to share documents	ACCOMPLISHED	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 technology tools to support management, instructional delivery, and student learning.		and data for collaboration purposes.		
<b>Standard 7: Continuous Improvement</b> - 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
<b>Function A: Focused and Coherent Plan.</b> 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 administration provides up-to-date information for all grade level teams to use in their monthly data team discussions. As the team works through their discussions, they request and/or suggest strategies for improvement. The strategic plan is reassessed each monthly at these meetings to see if we are working towards our goals.	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.  <b>Rationale: The OEPA Team determined the work of the staff in this area was strong and pervasive. All staff had input in developing the strategic plan. Progress toward meeting the goals was reviewed monthly. All staff were familiar with the goals and their role in achieving school goals.</b>
<b>Function B: Processes and Structures.</b> 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 leadership team provides the base for our collaboration and instructional discussions. They are the connection between the administration and the grade level teams. A large percentage of the decisions made are through this 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.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the	ACCOMPLISHED	Committee agendas and minutes as well as documents created during data team meetings are shared through OneDrive to all faculty and staff. The administration reviews this information and participates in data team discussions. Walk 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.

results of student learning, and communicates the progress to all stakeholders.		discipline, IPI, and benchmarking assessments are shared with all members as well.		
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## 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.	An intervention teacher would be beneficial to the students of Marlowe Elementary. As a school without any supplementary resources, the interventions required for students to meet their grade-level expectations are provided by the individual classroom teachers. Research suggests, when implemented appropriately, an intervention teacher would provide additional services to high need students while freeing up the classroom teachers to provide more services to the other students in the classes.	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.	NA	Neither the school nor the OEPA Team identified professional development 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.	At Marlowe, teachers are responsible for all levels of intervention for their students. In order to meet the needs of the students, 2nd grade ability groups for math utilizing STAR for initial placement and unit assessments for movement between groups. Intervention is also scheduled four days a week for the lowest performing students. The winter STAR math assessment showed a 9% overall increase in students making benchmark with one class increasing by 18%.	The OEPA Team commended the identified 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.
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## 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"><li>• 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:</li><li>• 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)</li><li>• Utilizes standards-focused curriculum</li><li>• Develops physical health and wellness</li><li>• Develops global competence</li><li>• Utilizes formative assessment processes</li><li>• Utilizes technology integration</li><li>• Develops student success and career readiness</li><li>• 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)</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Utilizes standards-focused curriculum</li><li>• Provides physical education, physical activity and health/wellness education</li><li>• Develops global competence</li><li>• Utilizes technology integration</li><li>• Utilizes formative assessment processes</li><li>• Utilizes personalized career portfolios to develop career awareness</li><li>• Offers visual arts, choral, and instrumental music courses</li><li>• Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Utilizes Standards-Focused Curriculum</li></ul>

- 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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
YES	<p>tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</p>

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
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
<b>E .</b> 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
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## 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.)

### 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.)

### 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.)

### 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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Suzette Cook, OEPA Consultant

Team Member – Stephanie Blundon, Principal, Wellsburg Primary School, Brooke County Schools

Team Member – Cynthia Schilling, Principal, Marmet Elementary School, Kanawha County Schools

**Date of School Visit – 02/24/16**



# SCHOOL PROFILE

## 04-210 OPEQUON ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	487.0	462.0	474.0	461.0	424.0
Average Class Size	22.6	21.3	22.2	21.1	21.3
Attendance Rate	98.8	98.3	98.3	92.6	not available
Pupil Admin Ratio	243.5	231.0	237.0	230.5	212.0
Pupil Teacher Ratio	16.2	14.7	15.1	14.7	13.9
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	97.0	100.0	96.8	100.0	not available
HQT Percentage - Self Contained Classroom	98.3	100.0	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	96.2	100.0	not available
HQT Percentage - Reading/Language Arts	60.0	100.0	96.8	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	96.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	2.0	1.0	8.0	4.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## OPEQUON ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	In a collaborative effort, the Opequon Elementary School administration and staff developed and sustained the mission statement and the core beliefs that drive the philosophy of educational practices and the culture of our school. The school's mission statement and core beliefs are evidenced by the instructional practices, programs, and processes that are utilized within our school. Opequon Elementary School Educates and Motivates Every Student Every Day by creating the optimal learning environment for all students to achieve educational success. This can be evidenced by daily teaching practices, with an emphasis on the BCS Literacy	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comments: The OEPA Team found, through teacher and administrator interviews, the staff exhibited great pride in the development and implementation of the school's mission, goals, and vision. The staff was knowledgeable and applied this vision throughout all operations of the school day.</b>

		Model. Best practices include using positive award programs such as recognizing students quarterly for academic success and outstanding character, positive behavior reinforcement, and anti-bullying program. We also have a Positive Behavior Support system in place. The OLWEUS anti-bullying program and school climate survey also help define culture.		
<b>Function B: High Expectations for All.</b> 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 and administration have developed core beliefs and have established high expectations that are communicated daily by all staff. Accountability, Integrity and Respect is the county mission that is supported and is reflected at Opequon Elementary. Best instructional practices include guided reading, differentiated instruction, depth of knowledge, SMARTBOARD lessons, use of anchor charts and focus walls, math stations, math journals, and math games. Scientific based research strategies including APL and Marzano are utilized. Informal observations are observed during walk-throughs. Teachers and staff consistently review class and school expectations with students. School rules, classroom rules and procedures are clearly defined, posted and documented. The master schedule has been created to enhance collaboration among team members providing opportunities for grade level	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team observed well-established routines based on high expectations throughout the school day. Teacher and administrator actions demonstrated high expectations for students, co-workers, and self prevalently.</b></p>

		team meetings and PLC's. Objective posters are displayed in classrooms.		
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	At Opequon Elementary, we strive to create an environment that is centered on the learner so conditions are optimal for teaching and learning. Classroom rules are posted and followed by the students. The expectations in our school environment hold all staff members accountable for the academic and social success of all students. The school has established a Positive Behavior Support System, a Character Education program, and an OLWEUS anti-bullying program. Opequon has an emergency plan in place, school safety drills, a school safety team that is part of our LSIC, and school safety walks. Staff was trained on gun fire sound. The administration has been trained on evacuation procedures and active shooter response.	ACCOMPLISHED	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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The administration creates a unity of purpose and a sense of team work through collaboration with students, staff, parents, and the community. There is a collaborative process among the principal and the assistant principal regarding SPL, Special Education, discipline, and evaluation of personnel. Hump Day Huddle, grade level 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.  <b>Commendation: The OEPA Team acknowledged the support identified in teacher interviews as a strength of the administration. Through teacher interviews, it was determined the administrators were available through their open door policy and distributed leadership to all stakeholders based on their</b>

		meetings, staff development opportunities, a master schedule that reflects collaboration and open communication with the school community is established through the school web site, newsletters, N-touch and e-mails.		<b>individual strengths.</b>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The administration provides guidance and support and monitoring of the school committees and councils in the school to guide the focus and goals of the strategic plan. Faculty Senate meets on days scheduled in the calendar by the county. The LSIC/School Safety Team, Leadership/Title 1/Curriculum Team, Data teams and the Technology Team are in place with agendas and actively involve the staff and stakeholders in the decision making process for the school. Staff are encouraged to add agenda items as they are involved in the collaborative process.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Opequon Elementary is a Title 1 School that affords teachers opportunities and resources to provide best practice learning opportunities for students. Activities include decision making with curriculum and Title 1 through Faculty Senate and the Leadership/Title 1/Curriculum Team and the Technology Team. Through Title 1, teachers are extended professional development opportunities and opportunities to train their colleagues. Teachers are given	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		leadership opportunities and put their staff development into practice through leading book studies, training staff on curriculum through county trainings, peer to peer observations, and peer modeling of guided reading/running records. Donuts for Dads and Muffins for Moms are coordinated by staff to promote parent involvement and academics. Staff coordinates a grade level technology night. Teachers also volunteer to coordinate staff development and the PASS Program.		
<b>Function D: Student Leadership.</b> 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 leadership opportunities through morning announcements, classroom helpers, students collaborating and reading to each other across grade levels, using iPads for virtual field trips across grade levels, being recognized as an upstander, and in 2nd grade we have student ambassadors.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student	ACCOMPLISHED	An interactive learning environment has been created using STAR data and running records to meet the instructional needs of students. This leads to ongoing assessments in the classroom. Feedback is given through student work sent home, student work displayed throughout the school, 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.

reflection, intellectual inquiry, and self-direction.		through Engrade. Teachers have implemented a Positive Behavior Support System which defines clear expectations . Students have opportunities to be recognized on a daily basis for appropriate behavior. A behavior clip chart is used in every classroom which allows students to make mistakes but still have an opportunity to improve. Every 9 weeks, students are rewarded by the team for positive behavior. Classroom libraries are visible, as well as evidence of station/center learning, manipulatives, technology, grade level themes, portfolios, educational bulletin boards and data walls. Objective posters are visible to students in the classroom.		
<b>Function B: Standards-Focused Curriculum.</b> 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	The teachers have implemented the Next Generation Standards and their progress is documented through the county curriculum maps. Teachers have implemented the Berkeley County Schools Literacy Model, and utilize technology to enhance instruction. Technology programs include: Reading Eggs, E-Suites, IXL math and Tumble Books, and numerous web sites that are documented in lesson plans. Lesson Plans are checked quarterly and the administration performs walk-throughs. Interventionist collaborate with teachers to closely monitor all student learning opportunities 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.



		provide feedback and extra support for desired learning goals to ensure content mastery through the SPL process. Teachers were trained by Sharon Dove on how to tag the standards in Engrade and how to utilize Engrade. Standards are tagged and dated.		
<b>Function C: Instructional Planning.</b> 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	The teachers have clearly defined weekly lesson plans based on the Next Generation Standards with aligned units of instruction and specific learning targets based on student need. Special education teachers, ELL and interventionist have opportunities to plan with teachers and create opportunities for differentiated instruction based on formative assessments, summative assessments and STAR testing. This can be evidenced through Data Team 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.
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital	ACCOMPLISHED	Evidence of Learning, APL strategies, Guided Reading, Literacy and Math stations, evidence of non-fiction reading materials such as Scholastic and Time, project based learning, scientifically based learning strategies and use of iPads, SMART boards, ELMOs, computer stations, iPad cart and the computer lab are tools used to engage teachers to provide mastery for students. Student data through STAR and running records target achievement and progress of students. Science and social studies 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.  <b>Commendation: The OEPA Team observed data-driven instruction that assisted the teacher in facilitating effective small group instruction. The Team also observed multiple teaching strategies, such as small group, individualized instruction, student learning centers, hands-on learning activities, and choice activities based on student performance needs. Digital learning tools such as iPads and Smart Boards provided authentic opportunities for students to use technology to enhance their learning. The students also had access to desktop computers that had a</b>



tools, and processes aligned with instructional targets.		integrated in the reading block. Cross curricular assignments in reading, math and writing are demonstrated in music, art, library and physical education. The use of technology is documented in the lesson plans. The teachers work together with interventionist and special education teachers to support student success and increase student knowledge. STEM activities are also incorporated.		variety of programs available to students.
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Communication with the school community takes place with monthly newsletters, the school web site, N-touch, the media and various school wide community activities such as our OLWEUS Program, Veterans Day program, Muffins for Moms, Donuts for Dads, school handbook, open house, holiday music programs, student recognition, guest readers through the Rotary & Lions Club, read aloud, Career Day, and parent involvement activities that are school wide as well as team or teacher based. Other examples include administration teaching lessons, community members teaching lessons and parent volunteers in the classroom. PTA provides parent informational meetings on 911 and Parent and School Safety. PTA and the school sponsor a Valentine's Dance 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.  <b>Comment: The OEPA Team recognized the collaboration between the school counselor and outside agencies to meet the diverse needs of the students at Opequon.</b>

		Dads and Daughters and a date night for Mothers and Sons. The school business partnership works in unity with our canned food drive and our coats for kids project.		
<b>Function B: Student Personal Development.</b> 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	Student needs are addressed through our SAT team and documented. We have developed student and staff health goals coordinated by our Wellness Coach. We have a county dental program, Cardiac Kids, Jump Rope For Heart,, Relay For Life, guidance lessons on character, health lessons, and the House on Wheels Fire Safety program. The ELL teacher coordinates with teachers and students to communicate and correspond with the families. The Kids Powerback program called Community Combined Ministries Inc. provides food for needy students over the weekend.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Various community agencies have been identified to provide students and families a variety of resources and services to meet the needs of our students. MVB Bank is the School Business Partner. We have coordinated activities with the Lions Club for Flag Day presentations, the Rotary Club reads to our students, the Kids Power Pac program provides weekend food for needy children, the Audubon Society provides educational opportunities and field trips. Local businesses have provided instructional	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comments: Through classroom observations, the OEPA Team noted the large amount of parent involvement in the school to support individualized learning. Teachers discussed the importance and value of the assistance provided by parents and the community.</b>

		supplies for our students. We also have a Read Aloud program. Ecolab grants have been awarded to teachers for student instruction. The PTA is very active and works with the school and business community to provide for our students and teachers as needed. Community businesses provide supplies and gift certificates for our PTA spaghetti dinner. Shoe vouchers are provided to the students as needed, as well as clothing through the clothing room. A Technology night takes place in the spring.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The staff at Opequon is provided on-going staff development to support instructional improvement through structured opportunities about instructional practices and scientifically based research strategies, safety, and overall school improvement. The staff at Opequon has had the following opportunities for professional development: County Title 1 training, BCS Reading Model training for new teachers, APL Summer Training, Teacher Institute in the summer, Jason Flatt Suicide Training, Blood Borne Pathogen Training, Autism Training, Emergency Plan Training and other opportunities provide by Title 1 for individual	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Commendation: The OEPA Team commended the staff on their participation in a variety of professional development opportunities and on modeling and sharing these experiences to promote best practices school wide.</b>

		teachers. The county provides a professional development catalog for staff development throughout the school year. Ongoing embedded staff development is provided through the Department of Instruction Newsletter which is emailed to the staff.		
<b>Function B: Teacher Collaboration.</b> 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	The teachers at Opequon are provided the time to collaborate and have team meetings and data team meetings. Teams have created agendas and are driven by the data from STAR, STAR Early Literacy, running records, and formative and summative assessments. Teachers focus on instructional and student growth. Interventions are provided by the classroom teacher and intervention teacher through the SPL process for core, target and intensive students. ITT meetings are held with the teachers, administration and the school psychologist to define the needs and level of instruction to meet the needs of the learners. IPI data is also reviewed at staff meetings and team meetings and followed up by the Leadership/Title 1/Curriculum 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.
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional	ACCOMPLISHED	The staff is provided data through IPI, walk-throughs, school climate survey, lesson plan feedback, and formal and informal observations and evaluations. The administration guides the teachers to complete their online self reflections and completion personal goals for evaluative purpose. The staff is given a staff development survey which 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.

growth.		used to help meet the educators' needs for professional development.		
<b>Standard 6: Efficient and Effective Management</b> - 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Opequon Elementary provides an environment that is safe and secure by implementing the following: Emergency Drills, LSIC/Safety Meetings and walks, Custodial Referrals, Security Cameras, Access Security Doors, PA System, Pest Control Inspection, Asbestos Inspections and fire extinguisher checks. Walkie talkies are also used when students are on the playground or involved in outside activities. State and federal inspections are also completed through the 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.  <b>Commendation: The OEPA Team commended custodial staff on the excellent job maintaining the building and ensuring it is aesthetically pleasing to the school community.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The administration and the financial secretary follow the state financial policy. County Finance Officers are available to assist with financial issues as they arise. The audit was completed for Opequon with minor findings. A corrective action plan is in place. A school budget has been created. Faculty Senate procedures are followed and Financial Practice Guidelines have been given and reviewed with the 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.
<b>Function C: Personnel.</b> High quality personnel are selected according to West	ACCOMPLISHED	The administration at Opequon Elementary, with support from the central office, ensures that personnel are appropriately licensed and highly	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.		qualified. The staff is hired using the county rubric. The Faculty Senate voted to have a committee in place for the interviewing and hiring of new teachers. The goal is to hire highly qualified teachers. Due to a teacher shortage of certified Special Education teachers in Berkeley County, 2 teachers are not highly qualified. However they have been trained and supervised to provide high quality instruction. The county continues to post these positions in order to find qualified teachers.		
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Opequon Elementary has excellent technology tools to enhance student learning. The administration ensures that WVEIS and WOW is utilized to update student and personnel data. Technology support is provided by the county IT specialist when needed. TSSI, My Learning Plan and Office 365 are utilized by the staff. The staff and students have access to ELMOs, E-responders, SMART boards, IPAD's, computer stations in the classroom, mobile iPad lab and the computer lab.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Standard 7: Continuous Improvement</b> - 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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a	ACCOMPLISHED	The staff at Opequon has worked collaboratively to develop continuous improvement through data analysis and working to identify other stakeholders	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		to continue improvement for all students by developing school goals and core beliefs to promote student growth and achievement. This is accomplished through PLC's, and the active involvement of the LSIC/Safety Team, Leadership/Title 1/Curriculum Team, and the Faculty Senate. Staff also meet for IIT meetings to look at the SPL framework with the school psychologist and administration to review data and student achievement to make changes as necessary to meet the needs of individual students. RTI is the process. SAT meets every week to implement new strategies to help support student achievement.		
<b>Function B: Processes and Structures.</b> 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	Opequon Elementary has established continuous opportunities to educate and motivate every child every day with accountability, integrity and respect. The following activities/processes provide collaborative opportunities among staff and stakeholders: The collaborative development of the strategic plan, Title 1 support, PLC's/Data Teams, LSIC, Leadership Team/Title 1 Team/Curriculum Team, parent and community involvement, county continuing education days and professional development for staff. This facilitates staff and stakeholders to consistently improve student growth and achievement 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.



<p><b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</p>	<p>ACCOMPLISHED</p>	<p>The staff has embraced Support for Personalized Learning. The staff utilizes data from STAR benchmark assessments and progress monitoring as well as running records and formative and summative assessments. Collaboration takes place between interventionist, ELL teacher, special education teachers, speech clinicians and the school psychologist to monitor student growth and achievement. The strategic plan will be monitored through data teams and the Leadership/Title 1/Curriculum Team throughout the school year. Student progress is communicated through interim reports, IEP's, Engrade, report cards, parent letters for SPL and Parent teacher conferences. Teachers and administration and the school psychologist meet throughout the school year to discuss student progress and discuss instructional strategies to implement to help student progress. Communication letters are mailed to parents/stakeholders after these IIT meetings to update parents on student progress.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: Through classroom observation, the OEPA Team commended the staff on their use of data and inclusion of all staff to promote the individual learning needs of the diverse student population. Opportunities for both intervention and enrichment were noted as well.</b></p>
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**SECTION 2: What Support do you need for improvement?  
Needs Analysis, Capacity Building and Efficiencies**

<p>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</p>	<p>Our students who receive special education services would benefit from adaptive playground equipment. This would enable them to participate more fully with their peers at recess and develop appropriate social and motor skills.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
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Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The leadership team and staff believe that staff development in STEM in relation to content standards would have a positive impact and improve the achievement and performance 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 supported this program; however, through the interview process, the Team found the school was currently working on professional development in order to maintain this initiative at the school level.
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### 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 best practice identified and implemented by Opequon Elementary School Staff is the effective use of Data Teams/Data Walls. Due to our data teams and their effectiveness, students in grade 1 on the Star Early Literacy Test who were in the bottom 25%, have decreased from 45% in the fall of 2015 to 17% in the winter of 2015/16. In 2nd grade, students who took the STAR Reading test who were in the bottom 25% decreased from 23% in the fall of 2015 to 10% in the winter of 2015/16. (See Data Walls)	<p>The OEPA Team commended this practice:</p> <ul style="list-style-type: none"> <li>• Data-driven instruction using STAR assessment.</li> </ul> <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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### 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
	<p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> <li>prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> <li>Participate in the review</li> <li>Participate in the Exit Conference</li> </ul> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> <li>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</li> <li>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</li> </ul>

**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: <ul style="list-style-type: none"> <li>• Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate</li> </ul>

- 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	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>
YES	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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.</p> <p>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)</p> <p>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.</p>
E . Physical Education W. Va. Code §18-2-7a	<div>FULL COMPLIANCE</div> <div>FULL COMPLIANCE</div>

## **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

<b>YES</b>	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>YES</b>	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
<b>YES</b>	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**

<b>YES</b>	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)
<b>YES</b>	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:**

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

**Facility Resource Needs**

**2. School Building**

**B. Interior - General**

B-6. Restrooms were not 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.)

**5. Counselor Office(s)**

- A. Counselors' offices were not adequate (100-125 ft.<sup>2</sup>) per counselor. (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-3. Work counter with sink. (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.)

**9. Gymnasiums/Physical Fitness Facilities**

- B. All physical fitness facilities did not have a ceiling height of at least 20 ft. (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.)

**15. Art**

- A. Art facility area was not adequate in size (45-50 ft.<sup>2</sup>/student). (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.)

**Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Susan Collins, OEPA Consultant

Team Member – Wade Armentrout, Principal, Moorefield Elementary School, Hardy County Schools

Team Member—Davene Burks, Principal, Brookhaven Elementary School, Monongalia County Schools

Team Member—Travis Heavener, Principal, Brandywine Elementary School, Pendleton County Schools  
Team Member – Jeff Pancione, Principal, Augusta Elementary School, Hampshire County Schools  
Team Member—Nicole Shaffer, Principal, Blue Ridge Primary School, Jefferson County Schools

**Date of School Visit – 02/25/2016**

# SCHOOL PROFILE

## 04-211 ROSEMONT ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	428.0	459.0	465.0	462.0	423.0
Average Class Size	21.8	22.2	21.8	23.0	21.0
Attendance Rate	99.1	98.9	98.7	94.6	not available
Pupil Admin Ratio	214.0	229.5	232.5	231.0	211.5
Pupil Teacher Ratio	16.9	16.2	15.3	16.0	15.5
Participation Rate-Math	100.00	100.00	99.10	100.00	not available
Participation Rate-Reading	100.00	100.00	99.10	100.00	not available
HQT Percentage - Total	100.0	96.1	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	95.5	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	not available	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	not available	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## ROSEMONT ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 of Rosemont Elementary School believes that we are accountable for the learning and achievement of every student, in achieving with integrity, and that respect for self, others, and school creates a safe environment for learning. Staff collaborated to create our core beliefs and the beliefs are displayed in all classrooms and shared with parents and the community. Each day, we begin with reciting our Rosemont Elementary School Motto (Mission Statement) - Rosemont Rockets will always strive to be responsible and respectful, enthusiastic about learning, successful in all we do. Students are encouraged to exhibit positive behaviors, effort, and good character through our responsible student program. The OLWEUS	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Bullying Prevention program is utilized throughout our school to prevent bullying. Climate surveys are completed by students and offered to staff and parents. Academic and effort achievements are recognized each nine weeks of school by staff and administration.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Teachers and administration set high expectations for learning and communicate these to students daily. Teachers write clear student learning goals. Administration reviews the goals and confers with teachers periodically to assess progress being made. Learning goals are also set collaboratively by teachers on grade level Data Teams and serve as learning targets for our students. Teachers use varied instructional strategies and techniques to continually keep expectations high for all students. APL non-negotiable strategies and Marzano strategies that affect student achievement are utilized in classrooms. Administration ensures that high expectations are in place through classroom walk-throughs, observations, and lesson plan checks. Classroom walk-throughs are documented on eWalk and e-mailed to teachers and a lesson plan checklist label is documented in lesson plans providing immediate feedback to 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.
<b>Function C: Safe, Orderly and Engaging Environment.</b> The	ACCOMPLISHED	A school wide discipline plan was established and is followed in every classroom. Positive behavior supports are	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		utilized with students. Staff closely monitor all students to ensure a safe and orderly learning environment. Each year, our school emergency plan is updated and discussed. Additionally, our Student Safety, Behavior, and Wellness Committee and LSIC meet quarterly to discuss any safety or wellness issues and how to continuously work to improve the learning environment. Our staff strives to provide our students with an engaging learning environment at all times. Classrooms are beautifully decorated and child-centered. Differentiated instruction supports personalized learning for all. Student data is reviewed to ensure proper learning support for all students is in place. Student engagement with the curriculum is a top priority with varied instructional strategies used including inquiry-based learning, whole/small group instruction, and technology integration.		school's self-rating for this function.
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Communication is a top priority in every area of leading the staff, students, and school overall. Staff members are given a weekly newsletter, the Rosemont News, from the principal of upcoming events and important information. An "open door" policy is in place and encourages stakeholders to share ideas and ask questions. Staff meetings are held at least	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment:</b> The OEPA Team found, through the observation and interview process, the administration exhibited strong communication skills, as evident by weekly newsletters, OneNote, walkthroughs, and an "open door" office policy.</p>

		<p>once a month and agendas are available for each meeting. All relevant information is distributed as quickly and efficiently as possible. The administration works closely with Data Teams and monitors student progress. The LSIC and School leadership Teams are solicited often to gather input on various issues or tasks. Professional development at the administrative level is a focus. The administration attends various sessions relating to general leadership as well as professional development sessions for instructional information. The administration assists staff members with any instructional issues or student concerns.</p>		<p><b>Recommendation:</b> The OEPA Team recommended the principal immediately address the issue of teachers not being able to show a strong connection between standards based instruction and lesson plan development.</p>
<p><b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	<p>ACCOMPLISHED</p>	<p>To advance the overall mission and goals of our school, the following teams and councils are in place at Rosemont Elementary: Data Teams; Local School Improvement Council (LSIC); School Leadership Team/Title 1 Team; Student Safety, Behavior, and Wellness Committee (SSBWC); Instructional Innovation Committee (Diversity, Instruction, and Technology); Faculty Senate; PTA. All teams and councils meet on a regular basis and meeting agendas and minutes are maintained. A grade level representative is on each team or council and shares information at biweekly grade level team meetings. Input on various topics is given by the appropriate team to administration. Decisions are made</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>



		collectively and collaboratively. Parents and community members are also members of the LSIC and their opinions and ideas are valued and utilized. Our PTA is very active with both staff and parent participation. The PTA supports our students and plans enriching activities for our students and their families.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	<b>ACCOMPLISHED</b>	Every teacher at Rosemont Elementary is part of a Data Team. Student learning, overall achievement, and strong classroom instruction are the focuses for these teams. Teachers take an active role on the School Leadership Team and work with Data Teams to make school improvement decisions. The staff provides input on the Strategic Plan. A team of teachers conducts the Instructional Practices Inventory (IPI) process by collecting student engagement data and leading faculty conversations concerning this data. Teachers often serve as building level trainers for school and county level instructional initiatives. In addition, teachers are given the opportunity to serve on school committees and county committees such as Staff Development Council, revision committees for report cards, curriculum mapping teams, etc. A variety of professional development is available through our school improvement funding and attended by many teachers. These teachers then share the information received.	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team found, through the observation and interview process, teachers assumed leadership roles through committee membership and active roles in the development and presentation of professional development. Most teachers provided students with excellent examples of positive leaders.</b></p>

<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	<b>ACCOMPLISHED</b>	Students take an active role in leading our morning announcements including saying the Pledge of Allegiance, reporting the daily weather, and reciting the school mission. Older students often serve as classroom readers for our younger students. Students play an active part in the weekly classroom OLWEUS Bullying Prevention program meetings. Topics of concern or interest to them are discussed. The administration meets with a third grade Student Advisory Group as needed. Library Club is also an option for third grade students who complete an application of interest, are recommended by their teachers, and are then selected by the librarian. These students collect library books each morning and help with our annual S'Mores Reading Night in the spring. Daily classroom jobs are assigned to students as well. Students participate in outreach activities such as fundraising for Relay for Life, the AHA, and the Salvation Army. Students serve as leaders for special events as they arise.	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student	<b>ACCOMPLISHED</b>	Teachers create inviting and stimulating learning environments for our students. We try to instill a positive attitude and sense of pride in our students regarding their efforts and academic accomplishments. Student work samples are posted in the classrooms and	<b>ACCOMPLISHED</b>	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, intellectual inquiry, and self-direction.		hallways. Classrooms are primarily arranged to promote cooperative learning. Student engagement with the curriculum is a priority. Total Participation Techniques are utilized to engage all learners. Student work stations are evident. Choice time with various learning centers can be observed. The BCS Literacy Model is in place for Kindergarten - 3rd Grade. Teachers work with small groups of students for guided reading to enrich or remediate student reading skills. Students work together in reading partnerships. Technology is readily used to further practice skills and differentiate for reading and math. Math instruction is hands-on and inquiry based. Formative and summative assessments are utilized.		
<b>Function B: Standards-Focused Curriculum.</b> 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	WV Next Generation Standards and Objectives are clearly reflected in lesson plans and evident during classroom walk-throughs and observations. Our staff has been trained on the standards. In addition, teachers discuss the standards and share instructional resources and practices during grade level Data Team time. Our teachers have printed copies of the Next Generation Standards and Objectives (Curriculum Maps) to serve as a guide and checklist to use when planning instruction. Our curriculum materials are aligned with the WV Next Generation Standards. Daily/weekly objectives are posted in classrooms to serve as learning targets for 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.

		Technology utilized is documented in lesson plans. A master list of available purchased software programs is given to teachers. The use of technology in our classrooms is visible during classroom walk-throughs and observations.		
<b>Function C: Instructional Planning.</b> 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	Teacher lesson planning is thorough and complete. All lesson plans should include an objective, procedure, and evaluation component. Teachers work to develop long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives collaboratively with grade level Data Teams. BCS Curriculum Maps are utilized by our teachers. Analysis of benchmark assessment data and common formative assessment data are used to drive instruction. Student work samples are compiled and analyzed as well. Anecdotal notes are maintained on students to track progress. Instructional Practice Inventory, IPI, data is analyzed and discussed to assess student engagement with the curriculum. Staff development is focused on relevant topics aligned with instructional goals and embedded in our Strategic Plan. Students are looked at as individuals and personalized learning plans are in place.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in	ACCOMPLISHED	Individual student data showing progress and achievement is used to plan instruction. Support for personalized learning is in place throughout the school day. Students' unique learning needs are met through guided reading, literacy, 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.

mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		math stations. In addition to the classroom teachers, Title 1, Special Education, and Unified Arts staff remediates and enriches student learning. Social studies and science curriculum is integrated through reading, language arts, and math instruction. Evidence of the use of non-fiction reading materials can be seen. Flexible grouping and partner pairings are deliberate. Lesson plans reflect various instructional strategies and necessary sensory breaks utilized during the day. Technology resources further support instruction. Various website information is also given to parents for use at home.		
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Positive relationships are evident between the school staff, students, families, and the community. Parents are welcome to volunteer in the library, in general at our school, and in our active PTA. Parents and other family members are also welcome to have lunch with their children at any time and are especially invited when their child is one of our Super Stars. Families have the opportunity to participate in monthly PTA events and Title I special parent involvement activities. Through our LSIC, parents are invited to see a portion of their child's school day through "Learn with Me" Day during National 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.

		<p>Week. Parents are kept informed of school information through our monthly school newsletter, individual communication with teachers through the use of student planners, our school website, and NTouch e-mail and text messages. Various community organizations and members take part in special events like our Veteran's Day Celebration, Career Fair, Fire House on Wheels, etc.</p>		
<p><b>Function B: Student Personal Development.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>Students come to us daily with a variety of needs. First and foremost, we try to always keep in mind that "students who are loved at home come to school to learn, and students who aren't, come to school to be loved." We work to create a positive, caring learning environment for our students. Students receive guidance lessons biweekly and individual/group counseling as needed. A character trait is also taught each month and reinforced with our students. Various wellness programs are in place for students including Cardiac Kids, the dental program, and vision screening. Student Assistance Team meetings are held for concerns such as academic needs, attendance problems, or social-emotional concerns. Tutoring for remediation purposes and after school clubs for enrichment are available to students. Wellness opportunities including Let's Move Night and an after school walking club are held. Students take brain breaks throughout the school day.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	<b>ACCOMPLISHED</b>	Rosemont Elementary is fortunate to have strong partnerships with parents and the community. The Bank of Charles Town serves as the main business partnership for our school. BCT provides volunteers for various school events, contributes monetary donations for student activities, and offers a banking program at school for our students. In addition, employees of BCT along with our school staff adopt families in need during the holidays. Our PTA is very active and helpful. The officers and members of PTA volunteer their time during the school day and monthly for special evening events. Through our school improvement funding, parenting classes, workshops, and special assemblies are offered to our families. Community members serve as volunteers for our PASS program and WV Read Aloud in classrooms. A community organization also provides food for the weekend for students in need on a weekly basis. Community grant opportunities exist for teachers to seek out additional funding.	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth	<b>ACCOMPLISHED</b>	The staff at Rosemont Elementary buys into the fact that we are all lifelong learners. Staff is provided several opportunities throughout the school year to add to their "Teachers' Tool Boxes"	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

designed to improve school and classroom practice.		many strategies and teaching skills that will enhance their effectiveness in their daily instruction. Many of these skills and practices are presented through various workshops and school based staff development sessions. On the county level, some of our teachers choose to attend the summer Teacher Institute and APL training. Many of our staff members serve on county committees and share information with our staff in order to keep our school updated on issues and policies that effect instruction. Our staff has had many training sessions throughout the year conducted by either outside experts or knowledgeable staff members including BCS Literacy Model, Safe Schools, Test Analysis, Data Teams, OLWEUS, Evidence of Learning, Classroom Writing for Smarter Balanced Assessment, Everyday Math, etc.		
<b>Function B: Teacher Collaboration.</b> 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	Teacher collaboration is a very important part of our educational community here at Rosemont Elementary. The fact that we work as a team is evident. Common planning among grade levels is part of our school's daily schedule. Teachers use this opportunity to plan and share ideas which make them more effective at their respective grade levels. Our teachers are part of a Data Team. During scheduled Data Team time, teachers are able to analyze student data, plan instruction, and share best practices as a group. This time is extremely valuable 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.



practice.		beneficial. In addition, our grade level teachers meet with our Title 1 staff and school psychologist to conduct student data review sessions in order to target instruction to the needs of specific students. Periodically during scheduled staff meetings and school leadership team meetings, "what is working and what is not working" is part of the discussion to make necessary adjustments in instruction to become a more effective school.		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The staff at Rosemont Elementary adheres to all established policies pertaining to the educator evaluation system. Our teachers complete a self-reflection. The administrative staff jointly discusses with teachers their professional progressions and student learning goals via teacher evaluation conferences. Classroom walk-throughs are done routinely during the school year and the data is shared with the staff. Classroom observations are also done and teacher conferences are held to discuss these observations. The IPI process is done three times a year and teachers analyze and discuss student engagement with the curriculum and ways to increase this engagement. Students, parents, and staff are asked to complete a school climate survey and express their thoughts and concerns pertaining to the school. This data is analyzed and shared with the staff and discussions are held on ways 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.

		continuously improve the general overall school climate.		
<b>Standard 6: Efficient and Effective Management</b> - 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	For the age of our school, the building is well maintained. Every space is utilized to the fullest extent. The school map is clearly labeled. While our facilities are safe and secure, improvements and additions to our school are needed. Inspections from outside agencies on the cleanliness and safety of the building are completed and maintained. If concerns are raised through various inspections, maintenance work orders are submitted and documented. End of year maintenance requests are also available for review. Outside doors are locked while school is in session. In addition, the main hallway doors are locked and the only path to classrooms and the cafeteria is through the main office. Visitors to our school are required to sign in at the front office and to wear a red visitor sticker. Security cameras are installed in and around the outside of the school building as well. Emergency code drills and fire drills are practiced throughout the 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.  <b>Comments: The OEPA Team found, through the observation and interview process, an area near the modular classroom flooded and pooling water existed due to holes in down spouts. The principal had submitted a request for repair to the maintenance department.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and	ACCOMPLISHED	Each year, a school budget is completed and submitted to the Central Office for review. School financial records including Faculty Senate are audited annually. The PTA financial records 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.

efficiently manage school fiscal resources.		separate from the general school funding and the PTA officers are in charge of these funds. Financial procedures are reviewed with all staff members at the beginning of the school year and throughout. A handout is provided to the staff detailing specific financial procedures for our school. As a Title 1 school, we also receive school improvement funding. Decisions on how to spend these resources are made by the School Leadership Team and every staff member provides input toward instructional priorities. These funds provide additional staff development opportunities, parental involvement activities, and student resources (technology - hardware and software). Staff members also have successfully written grants to aid in funding special classroom projects.		
<b>Function C: Personnel.</b> 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 at Rosemont Elementary are highly qualified and certified. (Currently, our Behavior Disorder teacher, hired 12/15, is working on his Master's degree and certification for this area of special education.) We have two Nationally Board Certified teachers on staff and another teacher working towards this certification. Hiring procedures are firmly in place and the Faculty Senate chooses to be involved with hiring in accordance with Policy 5000. Interviews are held for any available positions and documentation from interviews is maintained. New staff members 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.

		assigned a mentor form the Central Office and the mentor works closely with the new employee and the administration. Staff members are evaluated annually based on student achievement, general classroom performance, and professionalism. Teacher schedules are available for review. Walk-throughs are completed and documented and lesson plans are checked quarterly. Feedback is consistently provided to the teachers.		
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Classrooms are equipped with computers, a SMART Board, a document camera, and mini iPads. In addition, teachers have access to a Microsoft Surface and an iPad for instructional usage. iPods, iPads, and Microsoft Surfaces are available to be checked out and used with students. There are currently two computer labs - one lab has desktop computers and the other lab has laptops. We are constantly continuing to try to add to our technology infrastructure and update older computers through school improvement funds, and general school and county funds. Training is continually offered to teachers to better utilize technology in the classroom. A variety of software programs has been purchased through school improvement funding, grants, and general school funding. Teachers document the use of technology in lesson plans. Review of WESTEST information, Renaissance 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.

		information, Engrade information, WVEIS reports, etc. is ongoing and used to guide student learning and instruction.		
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**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Staff members continually review our Strategic Plan. We ensure that our mission is clear and representative of our overall school purpose in helping students to achieve at a high level. As a staff, we believe that we are accountable for the learning and achievement of every student. We believe the cooperation and communication between parents, community members, teachers, and students is critical to a child's academic success. We look at our progress towards the attainment of the SMART Goals set forth in the plan. Analysis of student performance is ongoing during Data Team meetings. The goals are adjusted at the beginning of each school year to reflect our current reality and student achievement data. The goals are focused on student achievement and student well-being in all developmental areas. Professional development is aligned with the goals and is focused on quality instruction and improving overall student 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.
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building	ACCOMPLISHED	We strive to communicate and collaborate with stakeholders to optimize student learning for all. Staff members have an online staff notebook in One	ACCOMPLISHED	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.		Drive that has all necessary information including weekly memos, meeting agendas, school-wide planning documents, etc. Parents can stay informed through our school website. One of Rosemont Elementary School's strengths is how well the staff works professionally and collaboratively for the achievement of our students and to increase student learning. Action steps to attain the SMART Goals in our Strategic Plan are well thought out and implemented. Staff members know each others' areas of expertise and seek out assistance when needed. Student data from common formative assessments and/or benchmark assessments is reviewed by grade level Data Teams and instructional decisions and ideas are made together. Special education staff and Title I reading specialists are also consulted and their skill base is utilized.		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Student achievement data and progress is constantly analyzed. We work to ensure that students at all grade levels are making sufficient progress and are prepared for the next level of education. The Kindergarten Early Learning Reporting System is in place to monitor the development of our kindergarten students with various skill attainment. In first and second grades, the following data is collected and used to guide instruction: common formative assessments; skill based checklists, grades, and STAR Early Literacy, STAR	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>Reading, and STAR Math assessments. In third grade, the following data is collected and used to guide instruction: common formative assessments, grades, STAR Reading and STAR Math assessments, interim benchmark assessments, and the WV Smarter Balanced Assessment. Student achievement information is communicated to students and parents. Staff members continually use this data to guide instruction and to attain the established goals.</p>		
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**SECTION 2: What Support do you need for improvement?  
Needs Analysis, Capacity Building and Efficiencies**

<p>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</p>	<p>Additional special education staff in the area of learning disability and interventionist support for kindergarten is needed to meet the unique learning needs of some of our students. Our school is in need of a separate gym. Currently, our cafeteria is also our gym which means that no PE classes may take place while children are eating. This circumstance makes it challenging to schedule around all breakfast and lunch times thus affecting other parts of the instructional schedule.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>More time is always needed to plan and set up learning activities. All staff members work above and beyond their contracted work schedules. Data Team time is very precious and our teachers always want more time together. Continual training with technology is extremely valuable. Unified Arts teachers need more staff development that is relevant for their programmatic level.</p>	<p>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.</p>

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

<p>Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the</p>	<p>Our 3rd Grade Data Team focused on reading instruction utilizing the Berkeley County Schools Literacy Model.</p>	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> <li>• Use of BCS Literacy Model; and</li> </ul>
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accreditation process and communicated to other schools.

Professional Development sessions, both county and school level, have been provided regarding the Literacy Model and various components. Our 3rd grade students made significant gains concerning their reading proficiency as measured by the STAR Reading Assessment. The average reading level increased from 3.3 to 4.0 from 08/15 - 12/15. 76% of students are reading at or above benchmark.

- STAR data analysis.

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) 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 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

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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul> <p>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:</p>

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

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

### 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-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.<sup>2</sup>). (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-2. Counter space. (May adversely impact program delivery and student performance.)

**Education Performance Audit Team**

Team Chair – Allen Brock, OEPA Coordinator

Team Leader – Vickie Lambert, OEPA Consultant

Team Member – Kristina Benedum, Principal, Roanoke Elementary School, Lewis County Schools

Team Member – David Decker, Principal, Salem Elementary School, Harrison County Schools

Team Member – Scott Donohew, Principal, Franklin Primary School, Brooke County Schools

Team Member – Donna Michelle Robey, Principal, Doddridge County Elementary School, Doddridge County Schools

**Date of School Visit – 2/25/2016**

# SCHOOL PROFILE

## 04-212 TUSCARORA ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	356.0	384.0	351.0	341.0	362.0
Average Class Size	21.8	21.7	21.2	20.9	22.9
Attendance Rate	98.4	98.2	97.7	92.1	not available
Pupil Admin Ratio	336.0	384.0	351.0	341.0	362.0
Pupil Teacher Ratio	11.4	12.9	12.4	12.2	14.3
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	97.1	100.0	98.4	99.1	not available
HQT Percentage - Self Contained Classroom	96.6	100.0	100.0	50.0	not available
HQT Percentage - English	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	96.3	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	3.0	0.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## TUSCARORA ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 and Vision Statements - Written and reviewed regularly County Belief Statements - written and reviewed Character Education Olweus Program Responsible Student Program Awards and Recognitions	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.  <b>Rationale:</b> During interviews, the OEPA Team noted teachers quickly articulated shared beliefs and values, along with a strong emphasis on relationships with students. Teachers could discuss how the school's beliefs and values were aiding in guiding the school.
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and	EMERGING	Teams meet weekly in Strategic Planning Sessions: Monthly, data is reviewed and discussed. DATA Teams - Achievement data is reviewed and plans are written to address deficits and areas of growth Walk-throughs...APL and Marzano Non-Negotiables I CAN statements posted Instructional Techniques Evaluation System/ Student	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.  <b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended common expectations be communicated to all staff and students to build school wide consistency in areas such as the cafeteria, hallways, and discipline.

personal behavior.		Goals		
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	EMERGING	Custodial Needs Sheet - Available for individuals to communicate any cleaning or building need Monthly Walk-throughs with the building administrator and the lead custodian School Rules, School Discipline Plan Olweus Program School Safety Team Emergency Plan Staff Development, Emergency Drills Student Work Displays Community Police Officer Walk-throughs Gun fire sound training Fire drill/ evacuation drills LSIC meetings Leadership 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.

**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	Strategic Planning Meetings - Principal meets with each team for 30 minutes bi-weekly Leadership Team - Meets monthly with staff LSIC - Local School Improvement Council PTA - Strong partnership with parents and community	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.  <b>Rationale: The OEPA Team found, through teacher, principal, and student interviews, the principal was highly organized and knowledgeable of the needs of the school and students. While there were areas of weakness, the principal had a clear vision of the solutions to the weaknesses and was implementing these solutions.</b>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership,	EMERGING	Weekly Strategic Planning Sessions: School works collaborative in teams Variety of School Committees - ex. Leadership, Curriculum, Technology Collaborative Planning 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.

planning, and problem-solving.				
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	DATA Teams - Meet monthly Leadership Teams - Monthly Faculty Senate 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.  <b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team, based on interviews, recommended more authentic opportunities be given to share out professional practices to entire faculty, not just grade level teams.
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	OLWEUS Student of the Month Class Jobs 2nd Grade Ambassadors Art Camp Music 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 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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection,	EMERGING	Student work Samples Visible IPI Process monitors student engagement Walk- Throughs by administration Coaching IPI Results Literacy Model 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.  <b>Rationale:</b> Through observations and student interviews, the OEPA Team noted teachers were using the standards and had ample technology to implement standards-focused instruction. The OEPA Team

intellectual inquiry, and self-direction.				<b>observed student use of technology in creating projects, project-based learning, and high-quality questioning.</b>
<b>Function B: Standards-Focused Curriculum.</b> 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.	NOT EVALUATED	Lesson Plans monitored Strategic Planning - PD provided on Next Generation Standards and other identified areas Classroom/Teacher Evaluations IPI Coding Walkthroughs Curriculum Maps Computer Lab STEM lessons	ACCOMPLISHED	The school had not evaluated this function, however, the evidence provided by the school and the additional evidence collected by the OEPA Team substantiated an accomplished rating for this function.  <b>Rationale: Through observations, the OEPA Team noted analysis of data sources occurred which led to data-driven instruction and grouping aligned with Next Generation Standards.</b>
<b>Function C: Instructional Planning.</b> 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 - monitored and on informal walk-throughs Strategic Planning Monthly Long Term Planning Sheets Curriculum Maps	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.  <b>Comment: While most teachers had complete and thorough short-term plans, long-term plans were weak.</b>  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended long term collaborative planning to guide instruction.</b>
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using	EMERGING	Principal Walk throughs IPI process Academic Coach and Early Literacy Coach TPT Techniques Data Teams Technology Training County Literacy Model Training County PD Catalog	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.  <b>Rationale: Through observations, the OEPA Team noted use of multiple strategies, digital tools, and appropriate assessments happening across all grade</b>

multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.				levels.
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Strong PTA LSIC - including community members Community Readers Business Partnership Title I Family Nights - ex. - Polar Express, Snuggle and Read School Website, Newsletter, Engrade and N-Touch	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.  <b>Rationale: 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.</b>
<b>Function B: Student Personal Development.</b> 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	Student Assistance Team Meetings Nutritional Goals set with county Nutrition Program ESL specialist School counselor School Nurse Walking Club Rock Climbing Wall Project AWARE - identified students WVU Dental Visits Olweus	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.  <b>Rationale: Based upon interviews with teachers, students, and counselors, the OEPA Team noted there was evidence of support for student physical, emotional, and counseling needs. The Team found this to be a strong, pervasive characteristic of the school.</b>
<b>Function C: Parent and Community Partnerships.</b> The school staff forms	ACCOMPLISHED	Business Partnership with Kelly All State Insurance Rotary Club Readers Read Aloud Volunteers Participates 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.

partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		Main Street Martinsburg Snowman Design Contest Relay for Life Jump Rope for Heart The Giving Tree - Christmas gifts Spring Fun Fair		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Weekly Strategic Planning Sessions - Embedded Professional Development Book Study County PD Catalog Sessions Offered County PD - Literacy Model, Guided Math, Technology Academic Coach and Early Literacy Coach Modeling, Conversations and Reflections	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Teacher Collaboration.</b> 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	Data Teams Collaborative Planning Strategic Planning with Administration Grade Level Collaboration Days Summer Planning Days	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Evaluation, Feedback, and Support.</b> The staff	EMERGING	Teacher Evaluation System - Self- Reflection Evaluation occurs through Strategic Planning Lesson Plan Reviews	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the



participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.		Long Term Planning Walkthroughs		school's self-rating for this function.
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	Custodial Needs Sheet Weekly Walk-Throughs with administration and lead custodian Custodians Meetings Safety Committee	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.  <b>Comments: The OEPA Team noted water stains on ceiling tiles throughout several rooms within the building. These stains were indicative of a leak either in the roof or in the plumbing system.</b>  <b>Commendation: Through observations and interviews, the OEPA Team commended the art teacher for creating an aesthetically pleasing environment through art murals located throughout building.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Leadership team reviews and provides input on purchases Faculty Senate - provides input on purchasing Fiscal Procedure Reviewed	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and are purposefully assigned and	ACCOMPLISHED	Teachers sit on a hiring panel Selection based on interview questions and school 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.

retained to effectively meet the identified needs of students.				
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	County provides appropriate technology Title I funds are used to purchase student technology - laptops and iPads Computer Lab Classroom Computer Lab Mobile Cart	ACCOMPLISHED	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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Strategic Planning - continuously reviewed and updated DATA Teams Summer Planning to identify areas of concern and strength AIT Day	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.
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and	NOT EVALUATED	Strategic Planning Professional Development Sessions Collaboration Days Leadership Teams AIT Days Team Meetings	EMERGING	The school had not evaluated 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.  <b>Rationale: The OEPA Team noted little evidence of</b>

processes necessary to collaboratively engage all stakeholders in actions to increase student learning.				<p>structure which engaged stakeholders in decision making processes. Teachers had great difficulty in discussing how the various stakeholders had input to increase student learning.</p> <p><b>Recommendation:</b> The OEPA Team recommended professional development in school wide team building activities and in engaging the various stakeholders.</p>
<p><b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</p>	NOT EVALUATED	DATA Teams IPI Teams Data Walls Summer Planning Days STAR Data Results	EMERGING	<p>The school had not evaluated 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.</p> <p><b>Comment:</b> When the OEPA Team asked teachers how they varied their instruction based on the results of formal and informal assessment results, only some of the teachers could clearly articulate how this was done.</p> <p><b>Recommendation:</b> The OEPA Team recommended the principal monitor classroom curricular changes based on data and provide professional development when needed to ensure this is happening efficiently and effectively.</p>

**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.	NA	Neither the school nor the OEPA Team identified any significant resource and/or facility needs substantially impacting student performance.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	NA	<p>The school provided no professional development needs for the OEPA Team to review.</p> <p>However, the OEPA Team recommended professional development in the areas of team and stakeholder building activities, data-driven curriculum changes, and long-term lesson plan development.</p>

### 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.	- Principal's weekly e-communication to all staff members- "Week At a Glance" - Weekly 60 minute Strategic Planning sessions with all grade level teams, Special Education team, & Specials team - Leadership Team represented from each school team & providing leadership for school wide committees - Extended Day program to provide additional explicit skills based instruction to struggling students via Breakfast Club & Reading Club (after school) - Pre-K program implementing Inclusion Model	The OEPA Team commended these 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.
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### 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	<p>Participate in the on-site review process</p> <p>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</p>

### **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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional</li> </ul>



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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	N/A
YES	Results are shared with students and parents. (S7, FC)	N/A

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

##### 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 – Allen Brock, OEPA Coordinator

Team Leader – Della Houck, OEPA Consultant

Team Member – JoDee Decker, Principal, Nutter Fort Intermediate School, Harrison County Schools

Team Member – Kristen Martin, Principal, T.A. Lowery Elementary School, Jefferson County Schools

Team Member – Cameron Moffett, Director, Maintenance, Central Office, Mason County Schools

Team Member – Susan Ray, Director, Curriculum and Instruction, Central Office, Mineral County Schools

**Date of School Visit – 02/25/2016**

# SCHOOL PROFILE

## 04-213 VALLEY VIEW ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	565.0	698.0	717.0	409.0	393.0
Average Class Size	21.8	23.1	21.0	21.7	22.3
Attendance Rate	98.9	98.5	97.7	93.9	not available
Pupil Admin Ratio	273.5	349.0	358.5	204.5	196.5
Pupil Teacher Ratio	14.5	20.9	20.2	14.8	15.4
Participation Rate-Math	98.48	100.00	99.24	0.00	not available
Participation Rate-Reading	98.48	100.00	99.24	0.00	not available
HQT Percentage - Total	100.0	96.4	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	96.2	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	subject not present	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	not available	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	6.0	3.0	1.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## VALLEY VIEW ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	During the 2014-2015 school year our school created a new, shared Mission Statement. The entire Faculty met early on and brainstormed shared values. The Leadership Team, comprised of representatives from each grade level of the school, worked with administrators at regular meetings and then their grade level teams as part of the development process. The Mission was developed around an analysis of STAR data and the need to value-Learning, Collaboration, and Results with students as the focus. The Mission Statement can be found in every hallway and classroom and is a point of focus in our building.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: Based upon interviews, the OEPA Team determined all teams were not collaboratively involved in the development of shared belief and values.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all school teams have input into the development of the school's beliefs and values.</b></p>
<b>Function B: High Expectations for All.</b> The staff establishes high	ACCOMPLISHED	Valley View Elementary has clear expectations for academic performance and behavior throughout our building.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		The school has one consistent set of rules. Individual classroom teachers extend to develop their own expectations based on personal values and teaching style. However, the school consistently uses the "clip discipline system," throughout all classrooms to insure consistency as students move throughout the building. We also have high expectations for student engagement, engagement is an important part of effective discipline and learning strategies. Therefore, the school participates in the Instructional Practices Inventory program. Twelve employees are trained as data collectors. and days are scheduled regulary for data collection and analysis of student engagement data. Students are rewarded for their performance in our high expectation areas, through annual awards ceremonies. Each 9 weeks students are rewarded for academics, behavoir, attendance..etc		school's self-rating for this function.
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Valley View Elementary has a secure electronic key entrance system. All Faulty and Staff members wear badges which allow access and provide identifcaiton. The school regularly schedules fire and safety drills to ensure student readiness, and that emergency code procedures are in place. The Guidance Department delivers personal and school safety lessons. Student safety is further insured by buzzers in classroom rooms to reach the office 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.



		<p>direct line telephones in Special Education rooms. Our Assistant Principal Coordinates the county Olweus AntiBullying Program. We participate in morning meetings with our children and teachers use components of the lessons during their weekly curriculum presentations. Parents and Community members are encouraged to participate in our annual kickoff to support our kids. Besides saying the pledge of allegiance to the United States and the West Virginia flags, the students say the Valley View Responsibility Pledge.</p>		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	1. Each grade level team leader is a member of the building leadership team (IIC) 2. Building grade level teams are also organized into Data Teams 3. Building Leadership team meets twice each month 4. Staff meetings are held each month, one for Professional Staff and another for Service Staff. 5. E-mail is used for communication to staff as well as newsletters, weekly calendar, and a quarterly calendar.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: While the OEPA Team substantiated the school's self-rating for this function, the Team found, through the interview and observation process, the principal and assistant principal shared responsibilities that reflected effective management. The administrative team worked well together, were knowledgeable of the needs of the school and students, and were working toward eliminating any weaknesses.</b></p>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission	ACCOMPLISHED	1. Team Leaders meet twice monthly with administration 2. Olweus team meets monthly 3. Climate, Discipline, Attendance, Technology, Curriculum, Themes, Safety, Yearbook, and school	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: While the OEPA Team substantiated the school's self-rating for this function, the Team found</b></p>

and goals of the school through leadership, planning, and problem-solving.		Beautification committees meet quarterly. 4. LSIC meets 4 times a year		through the interview process that teachers were appointed to the Local School Improvement Council (LSIC) and Leadership Team by the principal and not through an election process. Members should be elected to these positions.
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	1. Team leaders are assigned for each grade level 2. Workshops and seminars for staff development are held on site 3. Data team information is collected monthly and the team analyzes the information 4 . Data collections are used to drive 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.
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	1. Students are assigned classroom responsibilities. 2. Library helpers assist in the library helping younger students to check out books 3. Second grade students assist with the morning announcements by giving the weather report for for the day and kindergarten - second grade students lead the daily flag pledge 4. Student Council for First and Second grades are active and are working on projects..	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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.				
<b>STANDARDS AND FUNCTIONS</b>	<b>SELF-RATING</b>	<b>SCHOOL EVIDENCE</b> Please cite key examples of processes or practices.	<b>TEAM RATING</b>	<b>TEAM EVIDENCE</b>
<b>Function A: Classroom Learning Environment.</b> Teachers create	ACCOMPLISHED	1. Teachers use the Next Gen Standards as the curriculum for planning their lessons 2. The classrooms are nurturing and student - centered having 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.

and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		work displayed 3. Learning centers are established in each classroom 4. Computer stations are set up and used in each classroom 5. Each room has 5 computers for student use 6. Classroom routines are set in place so that all know what the expectations are		
<b>Function B: Standards-Focused Curriculum.</b> 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	1. West Virginia Next Gen guides are used in lesson planning 2. Mapping and Pacing guides are used 3. Smart Goals are used in planning and in instruction 4. Lesson plans are checked monthly 5. Technology is used each day by teachers during their lesson deliveries.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school seek professional development relating to student use of technology. While technology was being used, the Team found through teacher and student interviews that technology could be used to a greater extent buildingwide.</b>
<b>Function C: Instructional Planning.</b> 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	1, Teachers use S.M.A.R.T. goals in preparing units of instruction 2. Teachers do collaborative planning to assure that all students receive appropriate instruction in the curriculum 3. Data collections are used in 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.
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in	ACCOMPLISHED	1. STAR assessments of some type are done monthly and quarterly. 2. SPL is being utilized in each classroom. 3. Title 1 intervention is being used by using the two strategies of push -in and pull-out. 4. Computers used in the classroom by	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comments: While teachers were utilizing a wide array of instructional strategies to ensure student</b>

mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		students and staff (e-suite, iPads, Mimios, etc)		<p>engagement, digital tools were lacking in that students were producing minimal original work. Most digital tool usage by students was of the consumer nature, not producer.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff provide authentic opportunities for students to produce high-quality work in the various curricular areas.</p>
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Valley View has a tradition of good relationships with the parents and the community in which it is located. In 2013 we moved from having a PTA, to the parent group being a PTO. We also have made a change in our programmatic level, going from a K-3 building to a K-2 building. We have a full fledged committee of officers working to make our organization grow.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Student Personal Development.</b> 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	Valley View does a nice job in providing for the personal development of students. We have a .8 time nurse, full - teachers for PE, Art, Music, Computer lab aide, 4 special education teachers, and a Counselor that provides counseling, character education, and guidance support for students.	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Rationale:</b> The OEPA Team found through the interview and observation process that student personal development was a priority of the school and community. There was a clear avenue of assessing, monitoring, and treating student needs in the areas of physical, social-emotional, and academic well-being throughout the school, and all teachers were fluent in this procedure.</p>

Second Language.				
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Valley View has an on-going relationships with the local Lions Club, Rotary Club, 167th Federal Credit Union, which is our business partner, South Berkeley Fire Dept. and community members that volunteer for the PASS program and the Read-A-Loud program. These programs have been in place for several years.	ACCOMPLISHED	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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The Valley View staff has had several staff development sessions this year that will promote their professional growth in the classroom. We've had WESTEST analysis, Team lLeader training, sessions with the school district math consultant and a representative of the math series that we use, literacy training, and Accelerated Reader and STAR reading assessment training. We have also had training in Data Collection by Joyce Chapman, the school district's support person for working with schools that need some support with their curriculum goals	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional learning communities to collaborate on the improvement of	ACCOMPLISHED	The teachers meet and collaborate each week with the results that they get from student assessments. Each grade level team meets at different times during the week, but they all have the same goal and that is to improve student performance. There is an upcoming 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.

student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		development that will show teachers how to continue to improve their data teams and more tips and strategies on how to use the data		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The evaluation system that is currently in place has as a central piece self-reflection. This allows the staff member to take another look at themselves and reflect on their practice to see how they might be able to improve their craft. These are the persons that really make learning fun and exciting for 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 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	The building is well maintained by the custodial staff. The security of the building is operational in that entrance is gained by electronic keys. The learning needs of the students are being met with that evidence coming from last years' STAR assessment. It showed that students in Grades 1 and 2 grew at least a year in their academic assessment	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All accounting practices are done in accordance with the West Virginia accounting procedures. The school budget is prepared each year for expenditures at the building level.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



<b>Function C: Personnel.</b> 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 has selected members from the staff that are involved in the selection process for new staff members according to the West Virgini Code.	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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	DISTINGUISHED	Each classroom has a workstation that has 5 desktops and 1 laser printer. Each classroom has a ceiling mounted projector, Elmo, Mimio, and a laptop for each teacher.	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: The OEPA Team found, through the observation and interview process, infrastructure, instructional delivery, and student learning were evident; however, there was minimal evidence of original student work being produced.</b></p> <p><b>Recommendation: The OEPA Team recommended the school develop a plan to broaden student use of technology and that technology be used by students in the role of producer, not only consumer.</b></p>

**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	1. Data team collections 2. Strategic Plan 3. S.M.A.R.T. goals 4. Mission statement 5. Vision statement	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B:</b>	ACCOMPLISHED	1. The staff collaborates as Data teams 2.	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		Weekly planning by grade teams 3. Guidelines and resources are used 4. Everyday Math Homelinks 5. Weekly classroom newsletters 6. Updating of website		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	1. Analyzing STAR results and Benchmarks where they are used, 2. Sends reports home each 4 weeks and then again at each 9 weeks. 3. Weekly results of informal testing goes home, ex. Spelling test, Reading test, Social Studies informal weekly assessments. 4. Parent - Teacher communications.	ACCOMPLISHED	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 need for a gymnasium to relieve the crowded schedule that we currently are operating under. We use our cafeteria for PE classes and that disrupts the scheduling of events and enrichment activities	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.	Presently we have several staff development programs in place. (Everyday Math e-suites, Team Leader Training, Writing workshop, Math Observations with Ann Laskey, Data Teams with Brandon Doubek, Accelerated Reader & STAR Reading training, Literary Coach, and District Collaboration with Administrators.	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	APL, Marzano strategies, Title 1 Reading, Math	The OEPA Team commended these practices. However,
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practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.

Interventionist, Literary Coach, Next Gen curriculum, Curriculum mapping, Data Teams, and monthly assessment with STAR.

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									
<div>COMPLIANCE CHECKLIST: POLICY 2340</div> <div>West Virginia Measures of Academic Progress</div> <div>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:</div> <div><div><div>• Full Compliance = Compliant with <b>all</b> items listed below.</div><div>• Partial Compliance = Compliant with <b>more than half</b> the items listed below.</div><div>• Non-Compliant = Compliant with <b>half or less</b> of the items below.</div></div><div>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).</div><div>Compliance Core Areas of Policy/Code</div><table><tr><td>YES</td><td colspan="2">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)</td></tr><tr><td>YES</td><td colspan="2">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)</td></tr><tr><td>YES</td><td colspan="2">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)</td></tr></table></div>			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)	
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									
<div>COMPLIANCE CHECKLIST: POLICY 2510</div>											

## 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes standards-focused curriculum</li> <li>• Provides physical education, physical activity and health/wellness education</li> <li>• Develops global competence</li> </ul>

- 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

**PARTIAL COMPLIANCE**

Not all classes were receiving the required amount of physical education time, and the Team could not verify a waiver was being followed.

**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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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:**

	<b>School Response</b>	<b>School Comments</b>	<b>OEPA Team Comments</b>
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
<b>F .</b> 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.)
- 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.)
- B. Clinic/health service area was not adequate in size (250-400 ft.<sup>2</sup>). (May adversely impact students' health and safety.)

**9. Gymnasiums/Physical Fitness Facilities**

- B. All physical fitness facilities did not have a ceiling height of at least 20 ft. (May adversely impact program delivery and student performance.)
- D. Physical fitness facilities did not have direct access to outdoor recreational areas. (May adversely impact program delivery and student performance.)
- 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.)
  - E-3. Two or more teaching stations. (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**

- A. Pre-kindergarten and kindergarten classrooms were not of adequate size (50 ft.<sup>2</sup>/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.)
  - 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.)

**14. Remedial Instructional Areas**

- A. Size of remedial instructional area was not adequate (28-30 ft.<sup>2</sup>/student). (May adversely impact program delivery and student performance.)

**15. Art**

- A. Art facility area was not adequate in size (45-50 ft.<sup>2</sup>/student). (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.<sup>2</sup>/student). (May adversely impact program delivery and student performance.)
- C. Sufficient storage area was not available (350 ft.<sup>2</sup>). (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 – Allen D. Brock, OEPA Coordinator

Team Leader – Vickie Lambert, OEPA Consultant

Team Member – Kristina Benedum, Principal, Roanoke Elementary School, Lewis County Schools

Team Member – David Decker, Principal, Salem Elementary School, Harrison County Schools

Team Member – Travis Heavner, Principal, Brandywine Elementary School, Pendleton County Schools

Team Member – Donna Robey, Principal, Doddridge Elementary School, Doddridge County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-214 WINCHESTER AVENUE ELEMENTARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	403.0	269.0	265.0	257.0	400.0
Average Class Size	20.8	20.6	21.1	20.0	19.8
Attendance Rate	97.4	97.0	98.1	92.0	not available
Pupil Admin Ratio	365.0	269.0	265.0	257.0	400.0
Pupil Teacher Ratio	24.3	16.0	15.9	16.9	28.4
Participation Rate-Math	100.00	100.00	97.56	100.00	not available
Participation Rate-Reading	100.00	100.00	97.56	100.00	not available
HQT Percentage - Total	100.0	91.7	97.8	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	87.5	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	50.0	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	4.0	3.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## WINCHESTER AVENUE ELEMENTARY SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Currently, "Learning for All" is the overarching mission statement at Winchester Avenue Elementary School, which supports the Berkeley County School's core beliefs of accountability, integrity, and respect (A.I.R.), but because of a turnover in building leadership at the beginning of the 2015-2016 school year, we are in the process of redefining our educational beliefs and values with the intent of intentionally shaping our school's climate and culture. We have begun this process by establishing multiple, collaborative teams to include: leadership team, school enhancement teams, grade-level PLC teams, safety team, etc. We are working to define roles and expectations of the teams and the team members,	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.  <b>Comments: The school staff and newly assigned principal were working to develop practices to intentionally shape the culture and climate of the school. While it was in the early stages, the OEPA Team believed this process would produce great results in the near future.</b>

		establishing how the teams will operate, and deciding how information will be shared with all stakeholders. We are planning to rewrite our mission statement in the spring.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	The school encourages diversity and strives to treat adults and students with dignity by threading the Berkeley County Schools core beliefs of accountability, integrity, and respect (A.I.R.) into all educational practices and personal behavior. A.I.R. is mentioned daily on the morning announcements. We hold high standards for all staff and students in our school and monitor this through classroom walk-throughs and evaluations, lesson plan checks, daily objectives posted in each classroom, and by creating classroom environments which offer a wide variety of instructional strategies tailored to meet the individual needs of the students. The expectations for the staff were established in the opening meetings at the beginning of the school year and are followed up throughout the school year through emails, meetings, and personal conversations with the building administrator. Additionally, each staff member was given a staff notebook which includes schedules, protocols, and procedures.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team observed some aspects of the function and applications were present. These aspects and applications were not pervasive school-wide; however, the staff was working to make improvements and develop strategies to ensure high expectations throughout the school.</b></p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment	EMERGING	Winchester Avenue creates a learner-centered climate and provides optimal conditions for teaching and learning by following the Berkeley County Schools	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.

is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		<p>Literacy Model for reading instruction and by following Everyday Math for math instruction. Both include whole group instruction, small group instruction, and differentiated learning stations to meet the needs of all learners. The school accepts mutual accountability for all students' success through school-wide data discussions (IPI), grade-level discussions (weekly strategic planning), DRC meetings, and SAT meetings. These data discussions are intended to guide teaching practices and intervention. To further ensure a safe, orderly, and engaging environment, we have established a discipline team who is currently reworking the discipline policies and procedures for our schools. When completed, these expectations and protocols will be clearly communicated with the staff, students, and parents.</p>		<p><b>Rationale:</b> The OEPA Team observed the evidence presented and additional evidence that supported an environment that was clean, safe and promoted learning. The staff and administration had made changes, such as the establishment of various committees to address the needs of students.</p>
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**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
<p><b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</p>	EMERGING	<p>Winchester Avenue had a change in leadership for the 2015-2016 school year. The new principal has been working on creating a sense of "team" throughout the school through the establishment of various teams: leadership, school enhancement, safety, discipline, IPI, etc., which gives everyone a "say" in the functions of the school. She is in the beginning stages of forming positive relationships with the</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation:</b> The OEPA Team commended the principal for a smooth transition into the position. The staff were complimentary of the principal's efforts as a newly appointed principal. The OEPA Team believed the principal would make great strides quickly in the areas of student achievement and learning environment.</p>

		<p>staff, students, and parents. She uses a variety of tools to communicate with the staff: staff meetings, emails, white board for quick notes, and personal conversations. She has an 'open door' policy in which all staff members, students, and parents have the opportunity to discuss concerns, problems, as well as positives. We previously conducted an awards assembly (4x a year) to recognize the successes of our students, but in talking to the members of the leadership team, she discovered that it wasn't an effective use of time. We have since revamped the ceremony with great success</p>		
<p><b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	EMERGING	<p>Winchester Avenue Elementary has multiple school teams/committees with the goal of advancing the mission and goals of the school. Currently, the school has a Leadership Team, Discipline team, and multiple smaller, School Enhancement Teams in place. The school Leadership team is also responsible for directing the Title 1 school improvement spending and planning and includes a Parent Involvement liaison.</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic</p>	EMERGING	<p>Winchester Avenue disseminates many structures from the building Leadership Team down. The Leadership Team is representative of all grade levels and content areas and meets at least twice a month. Leadership Team members then meet with grade level teams to disseminate and/or gather information.</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team learned through interviews and observations that changes were in progress which will have a positive effect on this function. It was reported in teacher and principal</b></p>



opportunities and resources to lead and influence professional practice.		Grade level teams have common planning each day and an additionally arranged time to meet at least one more additional time a week. Additionally, each leadership team member leads a smaller 'School Enhancement Team' which meets at an agreed upon time one week after the Leadership Team meets to share building information.		<b>interviews that teachers will be given greater opportunities to lead building wide.</b>
<b>Function D: Student Leadership.</b> 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 participate in Olweus class meetings, have student classroom 'jobs', and represent their classes through morning opening announcements.	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.
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	The teachers at Winchester Avenue Elementary School constantly strive to create and maintain student-centered classrooms that foster collaboration with peers, higher level thinking, individual choice, and differentiation, in a physically and emotionally safe environment. They achieve this by using WV Next Generation Learning Standards to guide instruction, posting daily learning objectives, assigning homework for review of skills 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.

		offering opportunities to work collaboratively with their peers, using multi-sensory strategies whenever possible, and differentiating instruction as appropriate. This is done through whole group instruction, small group instruction (guided reading groups & intervention groups) and offering time for skill practice and review in learning centers. Individual choice is offered through independent reading time (all students) and reading partnerships in 3rd grade. Teachers use formative assessments to guide their instruction.		
<b>Function B: Standards-Focused Curriculum.</b> 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	Next Generation Learning Standards are reflected in instructional planning and teachers clearly include learning objectives in their lesson plans that are linked to their grade level learning standards. Daily objectives are posted, and web sites used are reflected in 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.  <b>Rationale: The OEPA Team observed most aspects of the function were present throughout the school. The staff had pacing guides and lesson plans to reflect that they were teaching to the standards.</b>
<b>Function C: Instructional Planning.</b> Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs,	ACCOMPLISHED	Short term planning is evident in our school through individual lesson plans. Teachers have worked to improve lesson plans this year and revise them to fully communicate county expectations with the BCS Literacy Model and implementation of the Everyday Math curriculum. Long term planning is evident through the Curriculum Maps	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

interests and performance levels of their students.		and pacing guides provided by our county to our teachers.		
<b>Function D: Instructional Delivery.</b> 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	Differentiated instruction is an important component of our school and especially important for the developmental readiness of K-3 students. Reading instruction provides the most differentiation through the Guided Reading process which groups children into readiness groups and provides necessary support or acceleration. Guided Reading is required in all of our 1st, 2nd, and 3rd grade classrooms. Our Pre Kindergarten and Kindergarten classrooms use the WV Evidence of Learning model that fosters collaboration and exploration and includes multiple performance and readiness 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.

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Winchester Avenue is a "community school." With the second highest poverty rate in the county, we work to engage stakeholders through both traditional and non traditional means. We have a PTO, hold multiple parent nights, have Pass Volunteers and Read Aloud Volunteers to support our school. Needy children also participate in the Bags of Love weekly feeding program through local partnerships. Hispanic families from our school help facilitate and participate in a Hispanic Parenting Partners group housed at Eagle Intermediate 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.

<p><b>Function B: Student Personal Development.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>Winchester Avenue Elementary provides support for student wellness through several avenues. First, the Support for Personalized Learning process allows those students with academic deficiencies to receive supplemental supports through our 2 Reading Specialists and additional building interventionist, Mrs. Mullenax. The school also employs a half time Special Educator who serves our students and a multi day ESL teacher. Our half time Guidance Counselor serves kids through small group and classroom counseling and development sessions. Health and wellness is supported through our county dental and vision screening programs. The school also worked the the county Child Nutrition Office to ensure that the school participates in the CEP program which offers free school breakfast and lunch for all of our children without regard to their financial status.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	<p>ACCOMPLISHED</p>	<p>Winchester Avenue currently has two dedicated Business Partners: the Steptoe and Johnson Law firm and First United My Bank. Both business partners have representatives that serve on the school's Local School Improvement Council. The school also has multiple community agencies and individuals in the area including the local Methodist Church, and the Boys and Girls Club that support or donate to the school. The school has a summer partnership with the Boys and Girls Club of the Eastern Panhandle in</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		which students attend the Summer Neighborhood Program for three hours during the day at the school and then are transported to the Boys and Girls Club for free activities such as painting, drumming, and theater until parents can provide pickup.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	There are multiple opportunities for professional growth for the staff of Winchester Avenue Elementary School. As a Title 1 school, our teachers participate in the county 'Professional Development Catalog' and either select, or are encouraged to attend, sessions that are best suited for them. This has included: Partnership Reading, Elementary Learning Stations, Writing, and Mimeo Board Training. A core group of teachers are working on advanced credentials in Orton Gillingham instructional methodologies- a phonics based technique to help struggling readers. The voluntary group meets with the part time Academic Coach to develop lesson plans, videotape their instruction and reflect on best practice. All staff participates in school wide trainings including sessions on our achievement data, Strategic Planning, and health oriented trainings on bullying, suicide prevention...etc	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.  <b>Rationale: The OEPA Team found the staff had been actively engaged in many professional development activities, both in-county and embedded in the school, which were designed to improve the school and instruction in the school. The Team believed student achievement would increase due to these opportunities.</b>
<b>Function B: Teacher</b>	EMERGING	Grade level teams have common	EMERGING	The evidence provided by the school and the additional

<b>Collaboration.</b> 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 each day and an additionally arranged time to meet at least one more additional time a week. The function of the meetings are student achievement. Teachers must work with their grade level partner to analyze student performance on the STAR test and set instructional goals and plans between STAR assessments. Teachers discuss and plan best practices to increase achievement on the areas identified in STAR as needing support. between STAR assessments, teachers are looking at classroom performance and student work to determine necessary shifts in instructional delivery or support. Professional Learning Communities are being developed to ensure students are learning.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	Teachers develop personal goals as part of the Teacher Evaluation Process. Those goals are student learning goals. The principal conducts walk throughs to assess instructional efficacy and meets with teachers to discuss progress toward student learning goals.	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.
<b>Standard 6: Efficient and Effective Management</b> - 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically	ACCOMPLISHED	Multiple upgrades to the facility were completed this summer with the placement of the new principal. Grounds were manicured and landscaping was	ACCOMPLISHED	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.		improved Painting and cleaning projects were instituted all summer, with painting in hallways, doorways and offices. Classrooms were moved to improve overall student access and instructional efficacy. A conference room was updated for improved function. The building principal continues to work with the custodial staff to drive improvements to cleanliness. All external doors are alarmed and the playground areas are fenced.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All fiscal audits and record keeping has been favorable and is in compliance. All Title 1 budgeting is monitored by the central 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.
<b>Function C: Personnel.</b> 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 hiring process in our building involves input from Faculty Senate as part of the decision making process. Currently all employees at Winchester Avenue Elementary are 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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and	EMERGING	All classrooms have computer stations for students. All rooms are also equipped with Mimeo boards and projectors for instruction. The school has a functioning computer lab and our own Symbaloo with instructionally-sound websites for our students and their families. We also	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.



utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		have two fully equipped mobile laptop labs that our students use regularly. The school is working towards staff development that will allow teachers to have better instructional technology to enhance student learning.		
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**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Under new principal leadership, Winchester Avenue Elementary is working collaboratively to revisit and analyze their Strategic Plan, Mission Statement, and Core Beliefs. The current school Mission Statement is to "Learning for All." Our school will work to reevaluate it's mission and vision statements throughout the Spring. We are in the process of developing our Professional Learning Communities to focus on learning. The school is working in data teams to analyze progress toward improvement in the Strategic Plan goals of Reading and Math achievement improvement. Individual teacher goals are aligned with school goals and examined through principal evaluation process.	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.
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to	EMERGING	While the Leadership Team is the core of Winchester Avenue Elementary communication, the school has multiple structures in place to engage stakeholders. Classroom teachers communicate to parents through regular classroom communication. Events 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.  <b>Comments: The staff were working together to continue to build professional relationships. The OEPA Team found evidence that new practices were being put in place to meet all of the aspects of this</b>



collaboratively engage all stakeholders in actions to increase student learning.		announcements are also communicated to our stakeholders (parents and community) via the NTouch automated communication system and the county webpage. The school holds multiple parent and community nights which are very well attended. The school even participates in the "Wilson Street Project," in which teacher volunteers visit on of our high poverty residences to read to children in their community room and disseminate books.		<b>function.</b>
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Grade level teams meet regularly to discuss curriculum and instructional practices around student performance. Grade level teacher teams have common planning daily and an additional time weekly to meet. Monitoring of student engagement also occurs through repeated IPI data collections and whole staff debriefings. Debriefings on STAR achievement, student engagement data and other relevant curricular concerns also occurs during county schedule AIT delay time throughout the 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.

**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.		Neither the school nor the OEPA Team identified any significant resource and/or facility needs that were substantially impacting student performance.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	At Winchester Avenue Elementary school we are in the construction phase of building a strong core belief that ALL students can learn. After analyzing student data and informal teacher feedback, we are pursuing Professional Development	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.

	from a School Improvement Specialist on the functions and processes of a School Leadership Team and the development of an effective Mission. We are also working with county representatives on Math and Reading instructional coaching	
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### 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.		Neither the school nor the OEPA Team identified any best practices.
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### 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	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> <li>prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> </ul> <p>Participate in the review</p> <p>Participate in the Exit Conference</p> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>
<b>County Board of Education Responsibilities for School Accreditation (Pages 14-15)</b>	
<p>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.</p> <p>Implementation</p> <ul style="list-style-type: none"> <li>Develop Understanding of Accreditation Processes</li> <li>Establish Local Direction</li> <li>Monitor School Responsibilities:</li> <li>Completion of the annual School Monitoring Report</li> <li>Review and verify the accuracy of the School Monitoring Report</li> <li>Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process</li> <li>Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.</li> </ul> <p>Establish Supports and Expectations that Impact Student Performance</p> <ul style="list-style-type: none"> <li>Develop instructional leadership skills of principals.</li> <li>Support school continuous improvement and strategic planning processes.</li> <li>Implement school-based professional development programs that address the unique needs of staff and students.</li> </ul>	
<b>Continuous Improvement and Strategic Planning (Pages 24-25)</b>	
<b>(Also referenced in Policy 2510)</b>	
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 in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)
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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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional</li> </ul>

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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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
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	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?	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.)
- 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.)

### 2. School Building

- B. Interior - General
- B-6. Restrooms were not 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.)

**3. Administrative Office Area**

- A. Administrative office area did not include adequate reception/waiting area. (200-800 ft.<sup>2</sup>) (Did not adversely impact program delivery and student performance.)
- B. Administrative personnel were not provided sufficient work space and privacy. (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.)

**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-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-5. Desk and chair for health care provider, with telephone and communication line to the office. (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.)
- B. Clinic/health service area was not adequate in size (250-400 ft.<sup>2</sup>). (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.<sup>2</sup>/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.)

**Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – David Fincham, OEPA Consultant

Team Member – Rick Linaburg, Principal, Franklin Elementary School, Pendleton County Schools

Team Member – Shannon Rayburn, Assistant Principal, Milton Elementary School, Cabell County Schools

Team Member – Terri Smith, Principal, Mullens Middle School, Wyoming County Schools

**Date of School Visit – 02/25/2016**

# SCHOOL PROFILE

## 04-215 TOMAHAWK INTERMEDIATE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	604.0	570.0	528.0	548.0	567.0
Average Class Size	24.4	23.2	22.8	25.0	24.7
Attendance Rate	99.4	99.2	99.1	94.6	not available
Pupil Admin Ratio	302.0	285.0	264.0	274.0	283.5
Pupil Teacher Ratio	16.9	16.4	15.2	16.7	18.2
Participation Rate-Math	100.00	99.30	99.62	99.08	not available
Participation Rate-Reading	100.00	99.30	99.43	98.90	not available
HQT Percentage - Total	97.6	95.3	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	97.4	94.7	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	100.0	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	2.0	3.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## **TOMAHAWK INTERMEDIATE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 school Leadership team and administration worked collaboratively to develop a shared belief system at Tomahawk Intermediate School. We have a motto of PRIDE is in the AIR. We believe we are Prepared for our learning, Responsible for our behaviors, Inspiring to others, Determined to do our best, and Expect Excellence in all that we do. We believe in achieving with Accountability, Integrity, and Respect. We recite our school mission every morning and practice it daily. Our school's Responsible student program and classroom positive behavior support program are reflective of our motto. Students can earn PRIDE slips when they model one of our beliefs and are rewarded for their positive behavior.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Commendation: The OEPA Team commended the school for presenting the PRIDE slips for positive behavior and for sharing the mission daily over the intercom by students. These practices promoted school and self-pride.</b>

		Administrators and Counselors reflect on our mission daily while helping students. When a student is struggling with behavior or poor choices, we reflect with students to see if they were prepared, responsible, inspiring, excellent, showing integrity, accountable, or respectful.		
<b>Function B: High Expectations for All.</b> 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 school mission statement is communicated with all stakeholders through announcements, newsletters, committees, and signs throughout the school. Our mission is also put into action daily through the implementation of a high expectations curriculum. This is evident through our no zero policy. With the 'no zero' policy, we expect all students to complete work. Choosing not to complete a graded assignment and receive a zero is not an option. Students complete uncompleted assignments on their own time rather than receiving a zero. We believe all students can learn, and we hold them accountable for their learning. Our goals for our strategic plans are also reflective of these high expectations. We are focused on showing academic growth for all students. We have purchased and implemented to Accelerated Reader program where students earn rewards for reading. Students also receive incentive tags for Honor Roll, Perfect Attendance, AR points clubs, Math Achievements, etc	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: Based upon interviews and observations, the OEPA Team commended school staff on the effort towards the 'no zero' policy. This was one example of high expectations.</b></p>
<b>Function C: Safe,</b>	DISTINGUISHED	Tomahawk Intermediate is a safe and	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	engaging school environment for all students, staff, and visitors. We have fully implemented the OLWEUS anti-bullying curriculum. Teachers focus on implementing APL classroom management strategies while teaching. We also utilize our WATCH DOGS program to help with safety, behavior, and academics. Community volunteers are trained to be PASS volunteers to tutor and mentor at-risk students. This safe and engaging environment is evident through our walk-through data and IPI data. We also monitor our environment data through OLWEUS surveys and school climate surveys. We also have a tag reward system where students earn key chain tags for exhibiting excellence in academics, attendance, responsibility, and character. Administrators meet daily with custodians to ensure the school is a clean and safe environment. We also practice emergency drills in order to be prepared for an emergency.	evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.  <b>Rationale:</b> Through observations, the OEPA Team observed lack of supervision of 3 <sup>rd</sup> grade students entering and exiting in the canopy area (portables), which created a possible safety concern. Students were not supervised at all times.  <b>Recommendation:</b> The OEPA Team recommended students be supervised exiting and entering from the main building and portables during class change.
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective	<b>ACCOMPLISHED</b>	As evident through the school climate surveys, administration work to positively unify the school staff, students, parents, and community members. Administration holds monthly curriculum and leadership team meetings, quarterly LSIC meetings, and	<b>ACCOMPLISHED</b>	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.		<p>weekly collaborative data team meetings to discuss educational and management topics. Other committees such as technology, wellness, and safety teams meet quarterly. At each meeting, we discuss our strategic plan goals to ensure we are working toward our goals. Other agenda items are added by administration and teachers.</p> <p>Administration also encourages teacher leadership by mentoring teachers who are working on their master's degree. Administration also communicates with staff through emails, announcements, and conferences.</p>		
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Administration holds regular LSIC, Leadership Team, faculty meetings, faculty senate meetings and other committee meetings. As evident through agendas and minutes, each meeting is focused on problem solving and achieving the school's strategic plan goals and mission. The leadership team rewrote the vision, mission, and motto statements so that they reflective of the school's culture and strategic 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.
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence	ACCOMPLISHED	Each professional staff member is a valued member of a DATA team. Each collaborative team analyzes student data to focus on improvements in teaching and learning. In addition to professional development offered at the school and county level, each teacher is also encouraged to take advantage of professional development opportunities offered through the federal 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.

professional practice.		office or through outside agencies. Each professional staff has the opportunity to apply for staff development hours and funding through My Learning Plan and the Professional Development Council. Teachers will be participating in a book study for Total Participation Techniques. We have several teachers who serve on county-wide committees and a teacher advisory council. We currently have 2 Nationally Board Certified Teachers and 15 professional educators with graduate degrees. Additionally, 6 other professionals are seeking advanced degrees.		
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Tomahawk Intermediate has student leadership opportunities. We have a student council and after-school clubs. Student leadership is utilized during our Second-grade step-up orientation session. Students offer tours and do a question and answer session with upcoming students. Students are also rewarded for leadership skills through our Acts of Kindness programs and our PRIDE Responsible student programs. In the spring of every year, our 5th grade students become entrepreneurs and participate in Market Day. Each student designs and sells a product to the rest of the school. The funds raised through Market Day are used to pay for a 5th grade field trip. Students are also provided leadership opportunities by helping with morning announcements and being daily classroom leaders who	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		help in the classrooms.		
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Teachers have created student-centered learning environments. Students are encouraged to collaborate through literature circles and other student centered activities. Fifth grade teachers are implementing literature circles where students are in charge of guiding and leading their reading group. Each teacher is focused on implementing the Next Gen. Standards. They also use student data to guide their instruction. These environments are evident through lesson plan checks, walk-through data, IPI data, SPL data review meetings, and teacher observations. Students are given opportunities for technological skills through sites such as Brain Pop, Moby Max, Freedom Flix, True Flix, Edmodo, ScootPad, iPad aps, FrontRow, Spelling City, and adopted textbook curricular resources. It is evident our school environment is safe and supportive through OLWEUS surveys, counselor logs, social skills groups, and climate 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.  <b>Comments: Through observation, the OEPA Team noted that one teacher spoke in harsh tone to two students.</b>
<b>Function B: Standards-Focused Curriculum.</b> Teachers implement a standards-focused curriculum aligned	ACCOMPLISHED	Each classroom teacher uses the Next Gen Standards to drive their instruction. Evidence of accomplished standards can be found in lesson plans. It is also evident that the standards and objectives are guiding instruction through 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.

with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		entered into the on-line grading system, Engrade. Each teacher also posts daily objectives in the classroom.		
<b>Function C: Instructional Planning.</b> 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 use the Next Gen Standards and student data to guide their instruction. Most teachers use an on-line planning program that helps to guide short and long-term standards planning. All math teachers also collaborate to provide flexible math grouping to differentiate math instruction. They also implement Guided Reading to differentiate reading instruction. All classroom teachers incorporate academic and behavioral SPL support for 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.
<b>Function D: Instructional Delivery.</b> 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 Tomahawk Intermediate, teachers present lessons in a variety of ways to engage the learner. All teachers use their SMART Board technology as a digital interactive tool. Teachers implement a variety of APL instructional strategies. They assess student learning through formative and summative assessments, and they post daily learning objectives. The engagement of students is measured through IPI data collection. This data is analyzed and discussed in collaborative data teams. Teachers assess if students have mastered a standard by analyzing data entered into Engrade, our online grade book.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: Through observations and a review of lesson plans, the OEPA Team noted plans did not align with the posted schedule and instruction in two classrooms.</b></p> <p><b>Through interviews, one grade level team reported to the OEPA Team a need for more flexibility in the day-to-day classroom schedule.</b></p>

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	There are multiple programs in place that help to establish positive relationships between the school and the community. We have a school business partner relationships w/ the C. G. National Maritime Center and Stonebrook. TIS is a sponsor of student banking with the Bank of Charles Town. We also have positive relationships with our parents through the PTO, WATCH DOGS, PASS, Read Aloud, and multiple family activities. Each April, the staff of Tomahawk Intermediate vote on a Volunteer of the Year and recognize this individual at our annual Volunteer Tea. The Tomahawk PTO works collaboratively with our staff to have programs such as the Back To School Bash, Talent Show, Book Fair, Spaghetti Dinners, Holiday Movie Event, and various family nights at local restaurants. The school newsletter, Tribal Tribune, is published monthly to communicate events and activities. We also communicate with parents daily through the use of student planners, emails, Engrade, Ntouch, and 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.
<b>Function B: Student Personal Development.</b> The school staff attends to student physical, social-emotional and academic well-	ACCOMPLISHED	Not only does the staff of TIS focus on the importance of academic growth, but we also understand the importance of developing our students' physical, social, and emotional health. We exceed 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.  <b>Commendation: Through observation, the OEPA Team commended the school counselor for her</b>

being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		number of required physical activity minutes weekly. We also have an after-school Fitness Kids Club. WVU Health provides dental health and cleanings to identified students. Students are encouraged to eat Grab and Go Breakfast and/or a hot school lunch daily. Our counseling program coordinates programs such as individual counseling, support groups (Military Kids, Banana Splits), attendance clubs, and Random Acts of Kindness recognition program. The SAT team meets weekly to discuss the needs as all students. All special education IEP goals are monitored by each Special Education Teacher. The ESL program also monitors the growth of students through summative and formative assessments.		<b>contributions to school curriculum and student needs. Teachers and students voiced their appreciation for her devotion to the school and for her aid and assistance where needed.</b>
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	The staff of TIS identify students in need of support and refer them to a variety of community partnerships. We work with the community to feed students through the Backpack Program. At-risk students are provided mentors through the PASS program. The counseling department refers students in need of emotional support to outside agencies, such as the West Virginia Counseling and Advocacy Program, BrookLane, and Project AWARE. Students who are identified as homeless through the McKinney Vento Act receive a variety of services including clothing and food. Other students in need can also receive clothing vouchers through 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.

		counseling office. Teachers can refer students who are in the need of academic and self-esteem support to the PASS program. We also have our WATCH DOGS that provide a daily positive male interaction with all students. To enhance our instructional programs, 3rd grade students receive dictionaries from the Rotary Club and Veteran's Day flag etiquette from the VFW.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Each professional staff participates in required professional development opportunities. Several staff members have participated in other professional development that the county and state offer. Each teacher has the opportunity to request to participate in professional development opportunities through My Learning Plan. If a teacher does not have his/her master's degree, he/she is encouraged to pursue a post-graduate degree, as evident on teacher evaluations. We currently have 2 National Board Certified Teachers, and 2 other teachers currently working on becoming a NBCT. Teachers have participated in Everyday Math and Guided Reading professional development sessions and are implementing what they have learned into their classrooms. We have also offered PD on suicide prevention 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.



		bully prevention through the Jason Flatt Act and OLWEUS. Teachers are also participating in a book study, Total Participation Techniques.		
<b>Function B: Teacher Collaboration.</b> 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 work collaboratively through PLC Data Teams, weekly collaborative bus call plannings, and through individual planning. Each team analyzes student data and discusses how student achievement can be improved. They analyze STAR data, attendance data, and discipline data. They then discuss instructional strategies to improve the data. Teachers also collaborate to write short and long term plans. They discuss standards that have been taught and mastered and then develop a scope and sequence of standards that still need to be covered. Teachers submit copies of their agendas from their bus call plannings to the administration.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	School administration consistently provide feedback to teachers through lesson plan checks, emails, observation and evaluation conferences, and through information obtained through informal walk throughs. This feedback is used to provide constructive professional growth.	ACCOMPLISHED	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
<b>Function A: Facilities.</b> Facilities are clean, well	DISTINGUISHED	Tomahawk Intermediate custodial staff, kitchen staff, and administration	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not



maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.		coordinate with outside agencies such as the Health Department, Maintenance Office, Fire Marshall, Board of Risk, and local Emergency Task Forces to ensure our school is safe and meets the learning needs of all students. These needs are assessed quarterly by the School Safety Committee and LSIC. The classrooms are well maintained and student work is displayed.		<p>substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p><b>Rationale: During a walkthrough of the building, the OEPA Team observed the facility was well maintained; however, the following observations were noted:</b></p> <ul style="list-style-type: none"> <li>• <b>Cobwebs:</b> Conference room, portable building, hallway by nurse's office, D wing, art room and throughout the building in various rooms.</li> <li>• <b>Dust:</b> chair rail in conference room; window sills at doors, slanted cabinets in art room, rooms 105D and 104B, and throughout the building in various areas.</li> <li>• <b>Chalk dust on floor which had accumulated over time:</b> speech room.</li> </ul> <p><b>Recommendation: Through observations, the OEPA Team recommended the principal develop a custodial checklist with specific cleaning duties.</b></p>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	DISTINGUISHED	The financial secretary and administration work with all personnel to ensure the accounting procedures and policies are established and followed. All staff is trained on the fiscal management of the school yearly at our opening faculty meeting. All financial records are kept up to date, are open for review and receive a yearly audit from an outside agency. Teachers are encouraged to seek grant opportunities from community resources, such as Horace Mann, Donors Choose, Berkeley County Business Partners, Eastern West	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.

		Virginia Community Foundation, WVU Health, and EcoLab.		
<b>Function C: Personnel.</b> 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	With support from the Human Resources Office, administration ensure all staff are appropriately licensed. All professional teaching certificates are on file in the principal's office for review. All staff are observed and evaluated according to West Virginia State Policy. Faculty senate representatives assist with interviews to ensure the most qualified applicant is recommended for hire for all vacant professional positions.	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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	WVEIS is updated on a regular basis to ensure all student data is accurate. Administration work collaboratively with the county technology team to ensure the school's infrastructure is accurate and in tact. Additionally, teachers incorporate a variety of technology tools into their curriculum, including SMART Board technology, Power Points, internet activities, and student research projects and 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.
<b>Standard 7: Continuous Improvement</b> - 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.				
<b>STANDARDS AND FUNCTIONS</b>	<b>SELF-RATING</b>	<b>SCHOOL EVIDENCE</b> Please cite key examples of processes or practices.	<b>TEAM RATING</b>	<b>TEAM EVIDENCE</b>
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of	ACCOMPLISHED	The staff collaborates with community members and parents through LSIC, PTO, WATCH DOGS, and Business Partnerships. The administration and leadership team have a shared belief system and collaborate to make	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

students based on the mission and goals outlined in the strategic plan.		decisions about the school collectively. The administration and leadership team work collaboratively to develop the strategic plan and discuss it with stakeholders, including LSIC. The school strategic plan goals are revisited on a regular basis through the leadership team and DATA Teams. We also analyze formative and summative student data through DATA teams to drive instruction.		
<b>Function B: Processes and Structures.</b> 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 administration and school leadership team work collaboratively to discuss student data. Our Data Review Team meets three times a year to discuss individual student data. Teachers collaborate to discuss student learning during Data Team meetings, bus call team plannings, and individual planning periods. The LSIC and PTO work with stakeholders to build professional relationships and to improve the instructional 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.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	All staff monitor the progress toward achieving the goals on the strategic plan by monitoring student progress. This progress is monitored through STAR reading and math assessments, West Virginia General Summative Assessment tests, individual student data, and informal observations of students. These forms of data are discussed at the team plannings and DATA teams to drive instruction. General Summative Assessment data is given to parents and is published on ZOOM WV. Parents 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.

		receive copies of their child's STAR scores on their quarterly report cards.		
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## 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 TIS, we recognize that reading creates better readers. We would like to help students build personal libraries in their homes. If students have more books in their homes, they will read more frequently and thus, become better readers. According to the WVGSA, 54.8% of our students are reading at or above grade level. We would like to increase this percentage by over 8% by increasing student libraries. We have started working toward this goal by partnering with our local public library.	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.	As our vision and mission state, we are committed to educating all students. In order to accomplish this, we will host a professional development focused on researching and implementing professional practices that would enhance student engagement across all subgroups. Our staff will participate in a book study using Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This professional development is planned for Dec.-Jan.	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.	At TIS, our STAR data shows that our students increased 14% in Reading and 17% in Math during the 2014-2015 school year. Our weekly grade- level bus call team planning is a best practice that contributes to student achievement. This time provides teachers a platform for collaboration to discuss curriculum delivery. It gives teachers time to share best instructional practices and ensures that all students' needs are met.	<p>The OEPA Team commended these 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.</p> <p>At least one-third of the teachers interviewed stated there was inconsistency in what occurred during the bus call team planning and that they were unsure what was to be happening from day to day.</p>
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## 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

We are scheduled for the on-site review in February 2016.

school strategic plan

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

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### **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.

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### **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
<p style="text-align: center;"><b>COMPLIANCE CHECKLIST: POLICY 2340</b>  <b>West Virginia Measures of Academic Progress</b></p> <p><b>DIRECTIONS:</b> 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:</p> <ul style="list-style-type: none"> <li>• Full Compliance = Compliant with <b>all</b> items listed below.</li> <li>• Partial Compliance = Compliant with <b>more than half</b> the items listed below.</li> <li>• Non-Compliant = Compliant with <b>half or less</b> of the items below.</li> </ul> <p>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.  <b>(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).</b></p> <p><b>Compliance Core Areas of Policy/Code</b></p>		
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)	All students, test examiners, and technology specialists are trained on Policy 2340.
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 testing modifications that are outlined in IEPs, 504 plans, and LEP students are met.
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)	All appropriate accommodations are met.
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)
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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)
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YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"><li>• 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:</li><li>• 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)</li><li>• Utilizes standards-focused curriculum</li><li>• Develops physical health and wellness</li><li>• Develops global competence</li><li>• Utilizes formative assessment processes</li><li>• Utilizes technology integration</li><li>• Develops student success and career readiness</li><li>• 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)</li></ul>
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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**

<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	The only finding we had was not producing purchase orders before credit card purchases were made. This non-compliance has been corrected.	<b>YES</b>
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Students were being over served compared to the number of minutes on their IEPs. This non-compliance has been corrected.	<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Classroom curtains have been treated with a chemical to make them fire proof.	<b>YES</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		<b>YES</b>
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		<b>NOT APPLICABLE</b>
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		<b>YES</b>

## 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-2. Small room(s) or curtained area with cots. (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.)

**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.)

**Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Della Houck, OEPA Consultant

Team Member – JoDee Decker, Principal, Nutter Fort Intermediate School, Harrison County Schools

Team Member – Kristen Martin, Principal, T.A. Lowery Elementary School, Jefferson County Schools

Team Member – Cameron Moffett, Director, Maintenance, Central Office, Mason County Schools

Team Member – Susan Ray, Director, Curriculum and Instruction, Central Office, Mineral County Schools

**Date of School Visit – 02/24/2016**

# SCHOOL PROFILE

## 04-216 POTOMACK INTERMEDIATE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	651.0	665.0	679.0	725.0	769.0
Average Class Size	23.7	22.5	24.0	25.2	23.8
Attendance Rate	99.2	99.1	98.6	94.2	not available
Pupil Admin Ratio	325.5	332.5	339.5	362.5	384.5
Pupil Teacher Ratio	16.5	15.9	17.3	17.8	16.3
Participation Rate-Math	100.00	99.69	99.85	99.72	not available
Participation Rate-Reading	100.00	99.69	99.85	99.72	not available
HQT Percentage - Total	100.0	97.1	100.0	83.3	not available
HQT Percentage - Self Contained Classroom	100.0	96.9	subject not present	subject not present	not available
HQT Percentage - English	100.0	subject not present	100.0	79.2	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Science	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	2.0	1.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## POTOMACK INTERMEDIATE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 development and establishment of our beliefs and values are created by the staff. The beliefs and values are shared with stakeholders during Parent/Student Orientation, back to school discussions with students, staff meetings, LSIC meetings with community members, and shared during morning announcements. This year our mission statement is Building Bright Futures on Strong Foundations our staff created and voted on this statement at the end of the 2014-2015 school year. Our beliefs and values are visually displayed throughout Potomack. Our beliefs are shared with the county as we implement AIR (Accountability, Integrity, and Respect). Teachers and students create graphic organizers & showcases that	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comments: The OEPA Team concluded the staff truly embraced the Accountability, Integrity, and Respect (AIR) motto and embedded this motto in all daily routines to instill a core value and belief system. Furthermore, the Team recognized the additional vision that directly correlated to the literal construction within the building in their mission statement of Building Bright Futures on Strong Foundations.</b>



		reflect our core beliefs as well as our mission. Every school year begins with a picnic for Potomack staff and their families which is hosted by the administration. Administration creates clear expectations for staff members and share them during opening meetings and throughout year.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	At Potomack, students are held to high expectations for both academics and behavior. Overall school expectations and procedures are discussed with the students during Orientation Night as well as during the Back to School Talks and are reviewed during the honor roll assemblies. We have an emphasis on manners and expect our students to use them. Students are rewarded for their model behaviors by being chosen as Student of the Week. Students are recognized each nine weeks at honor roll assemblies for perfect attendance, reaching their accelerated reader goals, and making the honor roll. 5th Grade have a special recognition for showing effort on assessments. 4th grade has a multiplication club. Potomack has a SOAR program that recognizes our responsible students. We implement a school wide behavior clip chart that monitors student behavior. The clip chart allows our model students to clip up the chart for positive behaviors, and those students that are making poor choices clip down.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team recognized the use of the Olweus anti-bullying campaign that supported the high expectations for students in academic, social, and emotional domains.</b></p>
<b>Function C: Safe,</b>	ACCOMPLISHED	The safety of our students is our top	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		<p>priority. Potomack staff participated in a safe schools training. Staff practiced all emergency codes, evacuations, and had to submit their safe schools check list. Potomack is a key-less entry building. Visitors are required to present identification and to wear a visitor's badge. There are nineteen security cameras throughout the school. Walkie talkies are used for communication throughout the day. Potomack implements the OLWEUS Anti-Bullying program. The school maintains a positive and welcoming environment throughout the year due to the positive morale and comradery among staff members. Administration emphasis to the staff to use the "chick-fil-a approach". Students are greeted in the morning. Potomack has implemented a beautification committee to improve the overall appearance of our school. We also value student/teacher engagement and use the following programs/strategies to ensure students are engaged: APL, IPI, Marzano, and whole brain teaching</p>		<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and	<b>ACCOMPLISHED</b>	<p>At Potomack, we believe in the team approach which values the input from stakeholders, as administrators, we seek input from committees and community members. The administration monitors and assists with agendas of data teams.</p>	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team found through the teacher interview process the principal was supportive and encouraged the staff to excel. The principal</b></p>

effective management.		Conflicts are handled with a proactive approach through effective communication with stakeholders. Teacher evaluation conferences are held two times a year and we organize to have the C&I department complete a walk-through and 10 minute conversations. The administration utilizes the following communication tools Office 365, Engrade, monthly newsletter, a weekly newsletter for staff, and the school website. The administration plans and organizes by creating a master schedule as well as schedules for each department and event. Students and staff are recognized through honor roll assemblies, Sweet Spots, AR Store, Student/Teacher of the Week. Administrators attend multiple professional development sessions such as: Leadership Academy, RESA, Teacher Institute, and etc		<b>distributed leadership opportunities to the staff and provided genuine leadership roles for the staff. The principal was knowledgeable, organized, and made all decisions based on student needs.</b>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	At Potomack, the principal is informed of each team/committee through agendas, minutes, and committee reports. The information is shared to the staff during faculty meetings from the chair of the committees. Administration meets regularly with the chairs of each committee and team. Team leaders communicate regularly with administration to discuss concerns, questions, logistics, and the implementation of new programs. During faculty meetings curriculum, mission, and strategic plan are reviewed	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team substantiated the evidence and noted data team meetings that occur during bus team planning were an effective use of time and supported data-driven instruction.</b></p>

		and discussed. Data team and bus planning meetings are a time when the teachers reflect and discuss progress towards our curriculum goals, instructional strategies, and create common formative assessments. The leadership team discusses the strategic plan, new programs, scheduling, and overall school wide concerns. The leadership team problem solves with the administration.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	<b>ACCOMPLISHED</b>	Potomack teachers have leadership roles at the school and county levels. At the school level, teachers lead faculty senate, Science/Social Studies/ Math Fairs, Coordinate the Geography and Spelling Bee, Chairs of committees, Math Field Day Coordinators, Facilitate Data Teams, Olweus School Coordinators, Relay for Life Coordinator, IPI Data Collectors and facilitators of faculty discussion, and coordinate after school activities with students. At the county level, teachers have leadership roles on the county leadership and learning team, presents at county level training on data teams, lead field trip, participate on the programmatic special education team, and participate in the superintendent teacher advisory committee. Teachers participate in professional development including county literacy model, Everyday Math 4 , county summer institute, Engrade, CPI, Safe Schools, National Board Cert., National Reading	<b>ACCOMPLISHED</b>	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,IPI,co-teaching,AU inclusion,scholastic text sets, Olweus, etc.		
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Potomack students are able to participate in leadership roles including student council representatives, relay for life student committee, yearbook committee, gardening club, and managers of the school store. Students also assist in library and computer labs. Students are in charge of daily morning announcements. They also take responsibility in the classroom with class assigned jobs or tasks. Many students participate in Math Field Day, WVU Engineering Day, Strings, talent show, art enrichment, and the school play.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team substantiated the school's self-rating and noted there were a variety of leadership opportunities available to students, and these opportunities support the AIR motto for Berkeley County Schools.</b>

**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Part of the Administrators expectation are for classrooms to be student centered. A student centered classroom has student material easily assessable, organized, student work displayed, and have set areas for learning. The BCS Literacy model has three parts: Partner, Guided, Whole Group, and independent which involves student reflection and discussion. Potomack teachers utilize the Next Generation Standards and create virtual learning environments by using the Mimio, Elmo, Ipads/Galaxies, Mimio Votes, Mimio pads, ESuites, HP	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Streams and Engrade. In order to create and maintain a positive culture, students utilize the Olweus Anti-Bullying Program which incorporates weekly classroom meetings. Through collaboration with all stakeholders including guidance counselors, teachers, and parents students are provided a safe environment. Through classroom differentiated instruction and Support for Personalized Learning (SPL) students are given extra support as needed for academic achievement.		
<b>Function B: Standards-Focused Curriculum.</b> 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	Potomack teachers follow the Next Generation Standards and the county curriculum maps. During data teams and bus planning, teachers discuss standards, review units, create timelines, and create common formative 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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school participate in technology-based professional development in order to increase effective use of technology.</b>
<b>Function C: Instructional Planning.</b> 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	Teachers create and implement up-to-date weekly lesson plans with the standard, procedure, and evaluation listed. Teachers use curriculum maps to create short and long term plans. Teachers collect student data to help guide instruction. Some example of student data include: Unit assessments, pre/post- tests, anecdotal logs, exit slips, STAR data, SPL data, Engrade Quizzes,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: Through classroom observation and lesson plan review, the OEPA Team noted most teachers had evidence of long and short term planning.</b>

performance levels of their students.		and West Virginia General Summative Assessment scores.		
<b>Function D: Instructional Delivery.</b> 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 at Potomack implement APL classroom management strategies. Many educators use whole brain teaching to keep students engaged and active in their own learning. Teachers incorporate 50% hands-on science lessons. Student collaboration is evident in classrooms as well as teacher engagement. Student engagement is monitored and discussed through the Instructional Practices Inventory that is implemented at Potomack.	ACCOMPLISHED	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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	At Potomack we strive to keep our stakeholders informed of day-to-day activities. Tools that are used for communication include: Engrade, Outlook 365, student planners, Eye of the Eagle (monthly student newsletter) which includes a School and Home Connection information sheet, and a Week at a Glance (weekly staff newsletter). Three staff members work collaboratively on the school website. The Potomack site is well maintained and informative for stakeholders in the community. Parents and community members have a voice through the LSIC and the Parent Teacher Committee. Parents have the opportunity 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.  <b>Commendation: The OEPA Team recognized the outreach of the staff, which impacted student achievement. Staff utilized local universities, as well as parent involvement and the community, to extend classroom learning.</b>



		participate in school and classroom initiatives such as PASS, read aloud, Santa Shop, homeroom parent coordinator, box top coordinator, and a Martins coordinator.		
<b>Function B: Student Personal Development.</b> 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	Potomack guidance classes are scheduled ten times throughout the school year with a focus on Character Education. The guidance department has focus on attendance and works collaboratively with the attendance worker and families. Red Ribbon Week, Olweus kick off week, college, career week, backpack program, Cardiac Kids, Angel Tree, and dental program are some of the activities that are coordinated through the guidance and health support programs. Crisis intervention, individual supportive, and Project Aware counseling are provided. Community referrals to DHHR, CPS, Youth Advocacy, and medical facilities are given when needed as well as SAT referrals for school support. The SAT team meets regularly to discuss student needs and concerns. Academically, the counselors work on test taking skills, study skills, time management, and overall attitude towards academic achievement. For our ESL students that need extra support we offer after-school tutoring.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Parent and Community Partnerships.</b> The school staff forms	EMERGING	Our school works with several community organization including the Humane Society, National Air Guard, Coast Guard, Bedington Ruitain Club,	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.



partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		Rotary Club, United Way, Relay for Life, Jump Rope for Heart, Local FFA Chapter, Little Eagles and local church groups. Representatives from the WVU Engineering department travel from Morgantown to teach hands-on STEM lessons to our future engineers. The Farmers Bureau came to Potomack to provide hands-on science lessons for our third and fourth grade students. The American Legion comes to Potomack annually to do a flag ceremony for our fifth grade. Local churches donate food for our Friday Club. The Martinsburg Rotary Club teaches a lesson to our third grade classrooms about how to use dictionaries. We also work with Marshall University to train our AU teachers. During the holidays we collect food to donate to the Salvation Army, this year we were able to collect 1,400 cans.		<b>Rationale: The OEPA Team determined the school utilized a multitude of community resources that positively impacted student achievement, such as Bedington Ruritan Club, Humane Society, Chick-Fil-A, Quad Graphics, Panhandle Construction, and Relay for Life.</b>
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	We take pride in collaboration which happens throughout the day and during set times. Data teams are an integral part of our school's success. Our data teams meet every three weeks for 2 to 3 hours. They also meet twice a week during bus planning. Our staff participates in literacy model trainings that take place throughout the school year. Our teachers are implementing 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.

		<p>new edition of the Everyday Math Series and have received and will continue to receive training on the new edition throughout the year. The majority of the staff have received APL training, &amp; new teachers will attend the training this summer. Administration provided the following trainings:: Safe Schools,APL/Marzano overview, and Dealing with Challenging Behaviors.Our AU inclusion teachers participated in an AU training provided by Marshall University.Staff members participated in the following trainings: blood born pathogen and suicide prevention. After a county training staff report back to colleagues to share ideas.</p>		
<p><b>Function B: Teacher Collaboration.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>Our data teams focus on instructional strategies. Each team has SMART goals based on common assessments. This year the 3rd grade is focusing on differentiate learning, 4th grade on writing, and 5th grade on reading skills. The teachers choose their focus based on state assessment, formative assessments, and prior teacher input. Teachers collaborate during bus planning which is time that was created at the end of the day during dismissal. Each team meets twice a week to discuss best practices, instructional strategies, and review progression towards the data team goal. Teachers chair, facilitate, and organize school committees. They collaborate and discuss topics and then report back to the whole faculty.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	At Potomack, the administration conducts conferences with teachers two times a year in which the evaluation goals and self-reflection are discussed. As assessments are completed throughout the year, the administration provides analysis of strengths and weakness of the school, team, and individual teacher. Walk-throughs are completed on a regular basis and feedback is provided through the form of a label. In order to support new teachers the administration has held group meetings and meets individually with each teacher as needed. The county provides new teachers with an orientation, social events, and an AIMS representative. The AIMS representative assists new teachers with instructional strategies, classroom management techniques, and provides resources.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Potomack staff ensures the safety and security of everyone. There are nineteen cameras in place, key-less entry doors, visitor badges, teacher ID badges, emergency routes are clearly posted in each room, emergency codes are taught and practiced, and evacuation routes are practiced. Custodians and administration communicate the needs, up-keep, and overall well-being of 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.  <b>Commendation: The OEPA Team commended the custodial staff on the excellent job of maintaining such a highly populated building and ensuring it was aesthetically pleasing to the school community.</b>
<b>Function B: Fiscal Resources.</b>	ACCOMPLISHED	At Potomack, resources are aligned to	ACCOMPLISHED	The evidence provided by the school and the additional

Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.		accomplish the school's mission and strategic plan. Accounting procedures are followed by all staff. Through state, county, and school funds, teachers are given the materials needed to successfully execute their jobs. Our school utilizes a budget committee to develop ideas for faculty senate needs. Administration and the financial secretary meet regularly to discuss accounts and the budget of the school.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> 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 Potomack, we hire highly qualified educators. The administration and Potomack team sets high expectations for every member of the staff. The expectations are discussed and reviewed at the beginning of the year and throughout the school year. Staff members have a copy of our expectations in the faculty handbook.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Teachers use Engrade to communicate with parents, post grades, and assign assessments. Teachers utilize the technology provided in their classroom including: Elmo, projectors, computers, IPAD to enrich their daily lessons. Potomack has six HP Stream carts, Ipad cart, Samsung Galaxy cart, and two extra computer labs in which teachers can sign out in order to have extra computer time. Teachers utilize this time to complete STAR assessments, IABs for the state assessment, classroom projects, and essays. Students utilize the HP streams, IPADS, Samsung Galaxies, Mimio Votes, Mimio, and computers.	ACCOMPLISHED	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 four classrooms that are piloting the BYOD, bring your own device, program for our school.		
<b>Standard 7: Continuous Improvement</b> - 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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Potomack's leadership team meets monthly and often in between as needed. The staff created the school's strategic plan, core beliefs, mission, vision statement, and collectively worked on the school monitoring report. The team also communicates these initiatives to the faculty, parents, community, and student population. The team utilizes school data to make decisions to improve 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.
<b>Function B: Processes and Structures.</b> 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	At Potomack, we have set structures for collaboration that facilitates continuous improvement and increased student learning. Our structures includes data teams in which each team looks at student achievement, sets SMART goals, and creates common formative assessments. Another structure is our administrative meetings with the nurse, secretary, guidance counselor, head cook, head custodian, and principals to determine areas of need and collective work on monthly projects. We also have committees to assist with the improvement of instruction including: technology, accelerated reader, discipline (classroom management), LSIC, and gardening.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	The school leadership team has representatives from each school department. Therefore, they are able to create a two way communication to and from the leadership team. The leadership team monitors the strategic plan and adjusts the plan 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.
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## 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.	Additional Intervention teachers for Intensive Support for Personalized Learning instruction.	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.		The school did not identify any professional development and capacity building needs that were significantly impacting staff's ability to improve student performance. However, the Team recommended the school participate in technology-based professional development in order to increase effective use of technology.

## 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 data teams have been recognized at the county level for outstanding work. The teachers' goals are to improve student achievement through their collaboration during data teams. Each grade level data team creates Smart goals for each skill they teach. Bus Planning is at the end of the day for teachers to continue to collaborate during bus call. Each team meets 2 times a week. During this time teachers discuss best practices, instructional strategies, & review progression towards the data team goal	The OEPA Team commended this practice: <ul style="list-style-type: none"> <li>• Bus Data Team Meetings and collaboration.</li> </ul> However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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## 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



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### **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.

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### **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. irection 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.)
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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)
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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)
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YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul>
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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
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**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
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES

<b>C . Fire Marshal?</b> Has the school addressed all non-compliances identified during the fire marshal review?	YES		<b>YES</b>
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	YES		<b>YES</b>
<b>E . School Building Authority (if applicable).</b> Has the school addressed all non-compliances during the SBA review?	YES		<b>YES</b>
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		<b>YES</b>

## 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.)

### 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.)

## Education Performance Audit Team

Team Chair – Allen Brock, OEPA Coordinator

Team Leader – Susan Collins, OEPA Consultant

Team Member – Wade Armentrout, Principal, Moorefield Elementary School, Hardy County Schools

Team Member – Davene Burks, Principal, Brookhaven Elementary School, Monongalia County Schools

Team Member – Travis Heavner, Principal, Brandywine Elementary School, Pendleton County Schools

Team Member – Jeff Pancione, Principal, Augusta Elementary School, Hampshire County Schools

Team Member – Nicole Shaffer, Principal, Blue Ridge Primary School, Jefferson County Schools

**Date of School Visit – 02/24/2016**

# SCHOOL PROFILE

## 04-217 MILL CREEK INTERMEDIATE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	572.0	539.0	545.0	508.0	514.0
Average Class Size	24.3	23.6	23.9	24.8	24.6
Attendance Rate	98.8	98.4	98.5	94.3	not available
Pupil Admin Ratio	286.0	269.5	272.5	254.0	257.0
Pupil Teacher Ratio	15.5	15.0	15.2	15.1	15.0
Participation Rate-Math	99.64	99.63	99.10	99.22	not available
Participation Rate-Reading	99.64	99.63	99.28	98.83	not available
HQT Percentage - Total	100.0	96.6	93.5	83.2	not available
HQT Percentage - Self Contained Classroom	100.0	96.3	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	94.7	80.0	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	92.5	81.0	not available
HQT Percentage - Mathematics	subject not present	not available	88.2	81.3	not available
HQT Percentage - Science	subject not present	subject not present	96.4	86.4	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	96.3	90.9	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	1.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0



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

## MILL CREEK INTERMEDIATE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Mill Creek Intermediate works collaboratively through our Leadership team to create our Strategic Plan which contains our Mission and beliefs. Our county statement, Excellence is in the A.I.R., is carried over into our school. We use the language of A.I.R (Accountability, Integrity, and Respect) with the students and reinforce that at the beginning of each of our weekly OLWEUS 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.
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function through the development of our Strategic Plan which contains our goals and action steps for achievement of the goals. Our teachers set goals for themselves and their students in our statewide evaluation system. We celebrate our student's achievement 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.

and personal behavior.		honor roll and perfect attendance awards. We also celebrate student character. Teacher goals and progress are observed through observations and Walkthroughs. Lesson plans are checked and teachers are provided feedback every 9 weeks. Marzano and APL Strategies are promoted in our classrooms.		
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function by discussing our emergency plan at the beginning of each school year and by having fire and code drills throughout the school year. Emergency information is shared after each drill. Ours leadership Team discusses safety issues and concerns during our meetings. Providing a safe and clean environment makes the students feel comfortable and safe and therefore enhances learning and 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 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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function through a continual dialogue with the staff through interpersonal and email communication. The principal and assistant principal have an active role in the Leadership, LSIC, Emergency, and Wellness Committees. Curriculum and instruction are monitored through Walkthroughs and classroom observations.	EMERGING	<p>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.</p> <p><b>Rationale: While the principal was knowledgeable of the needs of the school, there were some areas of need that were directly related to administrative decisions that needed remedied. These included the following:</b></p>

				<ul style="list-style-type: none"> <li>• The first Local School Improvement Council (LSIC) meeting did not occur until November 2, 2015, which was after the deadline.</li> <li>• There were five teachers who either had no lesson plans or incomplete lesson plans. There were teachers who had not completed their goals for their evaluations.</li> <li>• The principal did not have documentation for writing a corrective plan for the fire marshal's report.</li> <li>• No alternate physical education plan was in place.</li> <li>• Recess was being taken from students for discipline purposes.</li> </ul> <p><b>Recommendation:</b> The OEPA Team recommended the principal follow all state and county timelines and policies, with regard to teacher evaluation and physical education for students, as well as ensure all teachers were completing lesson plans and have them on hand.</p>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	<b>ACCOMPLISHED</b>	Mill Creek's Leadership Team plays a vital role in developing and carrying out the mission and goals our school. Our Data Teams analyze pertinent data and discuss methods to improve achievement by analyzing data from formative and summative assessments to direct and differentiate instruction and Leadership/Wellness/Emergency Team, Data Teams, and SAT teams all meet on a regular basis.	<b>EMERGING</b>	<p>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.</p> <p><b>Rationale:</b> The OEPA Team found that only some teams had developed common assessments and could discuss how data were used to improve instruction. However, through teacher interviews, it was found that most of the teams and councils were not using student data to drive instruction. The councils were meeting only one time per month, which made it difficult to be consistent in these areas.</p> <p><b>Recommendation:</b> The OEPA Team recommended</p>

				grade level teams meet weekly to discuss data, with guidance and support from the administrative staff. The teams and councils must utilize student data to make curricular and some non-curricular decisions.
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers assume leadership roles by participating in the Leadership Team which conveys information to their teams and information back to the Leadership Team to help in decision making. Teams Leaders conduct weekly team meetings. Teacher lead Data Teams analyze data to guide instruction. Teachers also belong to county teams and are responsible for conveying information and leading school staff developments.	EMERGING	<p>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.</p> <p><b>Rationale:</b> The OEPA Team found, through teacher interviews, while the school teams and councils met, the effectiveness of these meetings was low. Teachers had difficulty in discussing the outcomes of these meetings and could not state that student data were discussed or reviewed to any great extent.</p> <p><b>Recommendation:</b> The OEPA Team recommended professional development in the area of effective use of data for instructional delivery.</p>
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Classroom leadership opportunities exist within the framework of the classrooms in the form of group leaders and students who are given the responsibility of delivering lunch counts and attendance. The school has also started a student council for the 2015-16 school year. There is a representative from each classroom and they meet on a monthly 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.
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b>	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function through the classrooms that are appealing and student centered 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

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		work displayed in classrooms and halls. Teachers differentiate lessons to the uniqueness of our students. Berkeley County Literacy Model can be observed providing student centered activities that provide self-reflection and inquiry through our guided reading section including partner reading and literature circles.		for this function.  <b>Rationale:</b> Through teacher interviews and classroom observations, the OEPA Team found over half of the classrooms relied mainly on teacher-led instruction. This practice led to many students being disengaged from the learning process and most classrooms not showing student reflection and intellectual inquiry. Some of the classrooms were cluttered and disorganized.  <b>Recommendation:</b> The OEPA Team determined professional development was necessary to develop student reflection and intellectual inquiry through a variety of instructional strategies that were student-driven and fostered student reflection, intellectual inquiry, and self-direction.
<b>Function B: Standards-Focused Curriculum.</b> 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	County creates and posts Curriculum Maps that are based on the state standards. Teacher reference these Maps/Standards while designing their lessons. Students have access to and manipulate SMART Boards, computers, laptops, and IPADS on a regular basis.	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.  <b>Rationale:</b> The OEPA Team could not verify that all teachers were utilizing standards based instruction. With five teachers having either no lesson plans for Team review or incomplete lesson plans, and a lack of a variety of instructional strategies and minimal amounts of technology being utilized, it was not clear that the standards were being implemented.  <b>Recommendation:</b> The OEPA Team recommended the principal investigate and implement high quality, research based professional development in the areas of lesson planning, varied instructional strategies, and use of digital tools in the classroom.
<b>Function C: Instructional Planning.</b>	ACCOMPLISHED	Teachers design daily and weekly Lesson Plans to guide instruction in 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

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.		classroom. Long term planning is accomplished through the Strategic Plan and data analysis during Data Teams which look at informal and formal assessments.		for this function.  <b>Rationale:</b> Four teachers had no lesson plans. One teacher had no plans for the month of December and had snow days noted without other plans, which was indicative of not completing lesson plans in advance.  <b>Recommendation:</b> The OEPA Team recommended the principal ensure all teachers have short and long term lesson plans that are complete and thorough and can be followed by a substitute teacher to the greatest extent possible.
<b>Function D: Instructional Delivery.</b> 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	Students' progress is monitored on a weekly/daily basis. Instruction is differentiated according to individualized student need by utilizing formal and informal assessments. Our Literacy Model provides engaging and differentiated instruction through Independent Reading, Flexible Guided Reading, and Reading Partnerships. Everyday Math provides engaging activities and math games. Teachers use Marzano Strategies and APL Strategies in the classroom to enhance instruction and engage students. IPI Data is shared with the teachers to shape instructional practices.	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.  <b>Rationale:</b> The OEPA Team did not observe a variety of instructional strategies and/or the use of digital tools. Teacher-led instruction was prevalent. Data were not driving the instruction in most classrooms.  <b>Recommendation:</b> The OEPA Team recommended teachers implement multiple instructional strategies, including modeling, demonstrations, and technology integration, to promote greater student achievement and student engagement.
<b>Standard 4: Student Support Services and Family/Community Connections</b> - 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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families,	ACCOMPLISHED	Mill Creek Intermediate has a highly active PTA which includes first responder and Veteran programs. Students give back to the community through fundraising and 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.



and the larger community.		activities such as Jump Rope for Heart, Relay for Life, and food drives. We communicate with our parents and community through our website, message board, email, and our newsletter. Community involvement includes our two business partners, Parent reading volunteers, community PASS volunteers.		
<b>Function B: Student Personal Development.</b> 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	Mill Creek Intermediate attends to the physical and social-emotional needs of our students through programs such as Cardiac Kids, dental clinics, vision screenings, OLWEUS anti bullying program, guidance lessons, Back Pack Program, character education. Our SAT Team actively discusses students and we provide an ESL program for our English as a Second Language students. PASS Program meets with students on a regular basis. Principal's Club for students with academic or behavioral problems meets monthly on an individual 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.
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function through a strong and active PTA, Two Business Partnerships, and drives and special days to raise money for special events and organizations.	ACCOMPLISHED	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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function through a strong and active PTA, Two Business Berkeley County supplies pertinent staff development throughout the school year as well as summer opportunities. Our county has just implemented a county professional development catalog that lists professional development opportunities for our teachers. Our staff have been involved in staff development to enhance our Literacy Model. We have had in school staff development and have teachers attend county trainings related to the Literacy Model. Partnerships, drives, and special days to raise money for special events and organizations.	EMERGING	<p>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.</p> <p><b>Rationale:</b> While the staff has had opportunities and participated in professional development, the strategies had not been implemented within the classrooms. When asked how the information learned in the various professional development sessions was monitored, most teachers could not discuss this process or how the most recent professional development information was integrated into the classrooms.</p> <p><b>Recommendation:</b> The OEPA Team recommended the administrative staff and teaching staff develop a system to monitor the implementation and effectiveness of professional development.</p>
<b>Function B: Teacher Collaboration.</b> 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	Days are arranged through the school calendar to allow teachers to meet in their DATA Teams to assess weaknesses and arrange strategies to increase student achievement. Additional days are provided to be used at the discretion through the school year. All members of each team have planning together and Team Leaders conduct weekly meetings	EMERGING	<p>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.</p> <p><b>Rationale:</b> The OEPA Team observed a lack of evidence supporting professional learning community (PLC) meetings. The structures for teachers to meet and collaborate were in place; however, these meetings were not productive and were not evident in classroom instructional processes. Teachers stated the PLC meetings were somewhat disorganized and not highly productive.</p> <p><b>Recommendation:</b> The OEPA Team recommended the PLCs meet weekly and collaboration be monitored and</p>



practice.				<b>evaluated for effectiveness.</b>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	WVDE Evaluation System allows teachers to self-reflect and set goals for their students. Newer teachers receive formal observation and evaluation. Administration perform WalkThroughs to collect non- evaluative information for improvement. These WalkThroughs are emailed to each teacher for self-reflection. Information from teacher lead IPI visits are shared with 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.

**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function through our 3 custodians that work hard to maintain an aging school building. Structural and physical safety is handled cooperation with the county maintenance department. Principals meets daily 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.
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Mill Creek submits a budget to receive allocations at the beginning of each school year. State and county accounting policies are followed (Purchase orders etc., double check signatures,) to efficiently manage the fiscal resources. Funding is requested through the county office for training and materials as needed. Audit findings are addressed and a Corrective Plan is created.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> High quality personnel are selected	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function by following State policies and procedures for hiring the most	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.		qualified individuals that best fit the position. Our Faculty Senate participates and is an important contributor in the hiring process.		school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Mill Creek Intermediate School has computers in each classrooms as well as two computer labs. We also have a portable IPAD Lab, portable laptop lab, a new portable tablet lab. All rooms have access to WIFI. Our technology is used on a regular basis for remediation, differentiation, to enhance 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 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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function by allowing all members of the school to have a voice in creating the Strategic Plan. Team Leaders take information back to teams and bring feedback and thoughts to meetings. All teachers are on Data teams which analyze data and guide instruction to meet the goals set forth in the 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.
<b>Function B: Processes and Structures.</b> The staff has well-	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function through working together to improve instruction and achievement	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		through the Leadership Team, Teams, and Data Teams. IIT Meetings from our school wide SPL focus on differentiation for our students.		school's self-rating for this function.  <b>Comment:</b> The OEPA Team found, through principal and teacher interviews, processes and structures were in place; however, the staff needed to use collaborative planning more effectively.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Mill Creek Intermediate demonstrates this function through analyzing the State Assessment, STAR Reading and Math Assessments, and teacher designed informal assessments in Data Teams. This analysis is used to monitor, guide, and assess instruction. Stakeholders are informed through interim reports, STAR Score, Engrade, report cards, and parent/teacher conferences.	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.  <b>Rationale:</b> The OEPA Team found, through teacher interviews, data were not being used effectively to make changes in classroom curriculum. Most teachers could not discuss how they changed their classroom curriculum delivery based on student feedback and student data.  <b>Recommendation:</b> The OEPA Team recommended the principal investigate professional development in the area of data analysis and curriculum delivery.

## 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.		Neither the school nor the OEPA Team identified any significant 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 identified no professional development needs. However, the OEPA Team recommended professional development in the areas of data analysis and curriculum 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	Our OLWEUS Program is a best practice. Graphic analysis of our OLWEUS Survey shows that the number of students	The OEPA Team commended these practices:
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feel should be noted during the accreditation process and communicated to other schools.

in our building that feel that they have been bullied is well below the national average. The number of students that feel that they may have bullied is slightly above the national average. This shows that we are helping our students be more self-aware of their peer's feelings and their own actions.

- Positive relationships with students and teachers;
- Excellent student behavior; and
- The Olweus Bullying Prevention Program was well known and liked throughout the school.

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:

Hear 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

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### **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.

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### **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: ie School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) ummary 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) chool's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. irection of the principal with collective involvement and input from the staff and the LSIC. trategies 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)

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

FULL COMPLIANCE

#### PARTIAL COMPLIANCE

Students were taken out of recess for disciplinary purposes.

There was no approved alternate physical education plan.

The Team could not verify all teachers were utilizing standards based instruction.

### 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

### PARTIAL COMPLIANCE

All students were not receiving the required physical education time, and there was no alternate physical education plan approved by the West Virginia Department of Education (WVDE) in place.

## 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

<b>YES</b>	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>YES</b>	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
<b>YES</b>	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**

<b>YES</b>	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)
<b>YES</b>	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:**

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

#### **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.)

**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.)

**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.)
- E-3. Two or more teaching stations; (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.)

**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-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

**Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Tom Sanders, OEPA Consultant

Team Member – Paula Athey, Principal, Wiley Ford Primary School, Mineral County Schools

Team Member – Kristin Giles, Principal, Cox Landing Elementary School, Cabell County Schools

Team Member – Julie Mancini, Principal, Big Elm Elementary School, Harrison County Schools

Team Member – Natalie Webb, Principal, North Elementary School, Monongalia County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-218 EAGLE SCHOOL INTERMEDIATE – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	730.0	730.0	713.0	761.0	785.0
Average Class Size	25.8	25.1	22.8	22.9	23.8
Attendance Rate	98.3	98.4	98.1	94.4	not available
Pupil Admin Ratio	365.0	365.0	356.5	380.5	392.5
Pupil Teacher Ratio	13.6	14.2	13.4	14.3	14.5
Participation Rate-Math	98.92	98.79	98.63	99.08	not available
Participation Rate-Reading	98.92	98.79	98.90	99.21	not available
HQT Percentage - Total	96.2	94.7	88.9	82.3	not available
HQT Percentage - Self Contained Classroom	96.3	93.8	subject not present	subject not present	not available
HQT Percentage - English	100.0	100.0	100.0	81.3	not available
HQT Percentage - Reading/Language Arts	93.2	95.4	88.3	82.0	not available
HQT Percentage - Mathematics	100.0	100.0	87.2	81.6	not available
HQT Percentage - Science	100.0	100.0	86.8	81.3	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	not available	100.0	not available
HQT Percentage - History	100.0	100.0	86.8	81.3	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	4.0	5.0	3.0	2.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## EAGLE SCHOOL INTERMEDIATE in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 Eagle School work hard to keep a positive school climate and culture. As a school this year, the students and staff are reading the book titled Wonder which promotes kindness and accepting everyone. This is a school wide initiative and includes motivation posters around the school and "Caught Being Kind" awards for both students and staff. The previous Spring, with input from the entire school, the leadership team came up with the mission statement for our school which is AIR High Five. The AIR is consistent with the county mission which is Accountability, Integrity, and Respect with the High Five specific for Eagle School. The Five stands for: Feeling safe, Inspired to Learn, Valued as a person 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.

		Excellence in all. This is followed and discussed during team meetings and staff meetings along with in the classroom. Eagle Intermediate Staff also have a wide variety of committee and functions that work together for the greater good of the school. Once example is the		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	The staff at Eagle School work collaboratively on creating goals for the Five Year Strategic Plan by creating goals as a team and bringing them to the Leadership Team. Grade level teams meet weekly to address expectations and set goals. Goals are set continuously throughout the year as a data team using data from assessments like STAR Math and Reading and Smarter Balance. The staff use the West Virginia Educator Evaluation System to set goals and monitor growth using different tools and assessment. Teachers work collaboratively to set goals that align with the County Reading Model (Guided Reading). Implementing Guided Math is the target goal for the 2015-2016 school year for the staff. The staff will be receiving training and clear expectations on guided math along with support from the instructional coach and county math coach to achieve this goal. The staff meet monthly to discuss expectations and address pertinent information. Information and updates are communicated daily thr	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: The OEPA Team found, through interviews and observations, the staff had established and communicated practices that demonstrated high expectations for self and students. The Team observed teachers expected students to answer questions and use higher level thinking skills, and all staff had the expectation that all students can and will learn. The students knew they were expected to learn, care for one another, and respect all.</b></p>
<b>Function C: Safe, Orderly and</b>	ACCOMPLISHED	At Eagle School, clear, established schedules and duties are in place for	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the



<b>Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		<p>effective and smooth transitions and movement throughout the school. Schedules have been tweaked to confirm the maximum instruction time and effectiveness. Teachers have created classrooms that are student centered and developmentally appropriate. Eagle School is the city model Autism school which has lead to an atmosphere more pleasing for students with sensory issues. The sensory room has helped students get the sensory output/input they need to be able to return to the least restrictive learning environment which leads to more effective results and focus. The staff has been trained on engagement in the classroom from models like APL and TPT. Teams have set goals to use each daily and include in lesson plans. Students are monitored on engagement using IPI. For IPI, certain days throughout the year, trained staff members collect data throughout the school and the results are reflected upon as an entire sta</p>		<p>school's self-rating for this function.</p>
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective	<b>ACCOMPLISHED</b>	<p>The Principal conducts Instructional Meetings with Team Leaders to guide the policies and instructional strategies being used in classrooms. Staff Meetings are held at least once a month to distribute information necessary for school staff. Professional Development is offered to</p>	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team found the principal to be knowledgeable and fully aware of the school's operation. Teachers revealed in interviews they felt the principal was effective and possessed strong</b></p>

management.		staff as needed. Evaluations are discussed and completed with the employee to allow for conversations about growth, improvement and strengths. The Principal distributes leadership roles as seen fit to provide ownership to the staff. Opportunities are delegated and made known to all staff. Communication helps to promote effective management. This is done through announcements, emails, phone calls, calendars and face to face discussions.		leadership, knowledge, and skills.
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	The School Leadership Team meets weekly to discuss the school goals and how they are being achieved. This team then communicates with their grade level teams to discuss ways to improve or move forward. Faculty Senate Meetings function to give staff a voice in the school building. Staff Meetings are held to provide information for staff to use to continue to meet the goals and mission of our school. Olweus is designed to help our students feel safe and to solve problems when they arise. Class Meetings give students the tools to handle these situations. Relay for Life fosters team work, value and ownership, and inspiration to succeed among staff and students. The Discipline Committee is designed to discuss discipline issues and solve any problems that may arise among teachers or students. The School Improvement Team's purpose is to foster communication between the community,	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: The OEPA Team verified the school evidence and discovered additional evidence to justify raising the rating. The Team found the staff to be active in a school that has empowered teachers to have an active voice in decisions made. The staff participated in all aspects involving teams and committees that were essential to the success of the school. All staff could discuss the work completed by the teams and councils.</b></p>

		staff and parents. They will identify weaknesses and create solutions to strengthen those weaknesses.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Teachers seek out ways to further improve themselves, our students and the school through PLC Meetings. These meetings are driven by instructional practices and student achievement each day. Teachers participate in offered training for the County Reading Model, Everyday Math, Title I and other school programs. They volunteer to attend NASA trainings to provide opportunities to our students that may not be possible otherwise. Teachers lead programs such as: Eagle School Singers, Band, Strings, Math Field Day, Math Olympiad, Boys on the Court, Girls on the Run, Cross Country, Robotics, and Recycling.	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.  <b>Rationale: The evidence provided and the evidence found by the OEPA Team showed teachers were active and had many opportunities to assume leadership roles within the school. Teachers could discuss leadership roles, both inside and outside the classrooms.</b>
<b>Function D: Student Leadership.</b> 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 participate in the Eagle School Singers, Recycling, Robotics, the Science Fair, the Social Studies Fair, and Lunch Aides. Students are greeters each morning as students arrive at school and are present to wish students a good evening at the end of the day. Students take pride in their library and accept the responsibility to help care for the materials in the library. These activities give students a voice and responsibility in making their school a better place. Students are leading the charge and guiding the direction in which these groups are moving.	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.  <b>Commendation: The OEPA Team commended the SAE (Student Achieving Excellence) group for the service and opportunity to be leaders in the school. This program afforded students many opportunities to lead and influence other students in a positive manner.</b>

**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	As an Eagle school community, we believe we are “Accomplished” in the area of providing a classroom learning environment that is conducive for all learners. The Eagle school staff creates and manages an inviting classroom environment by implementing a variety of processes and practices that are student-centered and readily available. These programs foster student reflection on their own learning and provide the student with the ability of intellectual inquiry and self-direction. These best practices include the use of anchor charts and word walls to promote and enhance student understanding and self-reflection of what has been taught. Other programs in place that have positive impacts on student success include leadership team meetings each week , slates, TPT cards, AR goal sheets, STAR goal setting logs, exit slips, and response sheet or logs. Morning routine, morning checklist, games, technology, and voice levels give students an opportunity to become accountable 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.
<b>Function B: Standards-Focused Curriculum.</b> Teachers implement a standards-focused curriculum aligned with the Next Generation	ACCOMPLISHED	As a community of learners, the staff of ESI strives to continue to implement a variety of standards-focused curriculum best practices. Our staff continues to create and utilize well-developed and thoughtful plans to enhance 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.

Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		learning. Curriculum maps guide us in our planning and instructional delivery which are aligned to the Next Generation Standards for West Virginia. Other types of examples that ensure student success include; data meetings to pinpoint specific student needs with Reading and Math, AR 360 to gage student progress and deficits, pre and post assessments to guide our instruction, planning, and overall delivery and reflection of what students are able to master and need for remediation.		
<b>Function C: Instructional Planning.</b> 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	As a collective community, we first of all follow the curriculum maps that are provided to us by our county. These have a break down by nine week periods as to what Next Generation Standards and Objectives we are to follow. We also have weekly team meetings where we discuss plans and standards that we are currently teaching. This is to help us all be on the same page when completing the task before us. Another important part is our utilization of the STAR testing from Renaissance Place. The purpose of this is to screen students for their achievement in reading and math. By using this method, we can then group students according to grade level. This is an accurate tool when teaching guided reading or guided math because the students are appropriately placed. This allows them to have the correct instruction on the level that they need. The goal is to work with them at such 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.

		pace that they will improve at least a grade level during their time in your classroom. We also use conferring to		
<b>Function D: Instructional Delivery.</b> 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	As our desire grows to see our students improve in every facet of their academic life, so does our desire to have engaging instructional experiences. Throughout the different grades, we have specific activities that engage and enhance our students' learning. All grades participate in one to two field trips a school year. These trips are aligned with the Next Generation Standards and Objectives for the specific grade level. For example, Mount Vernon, VA, The Baltimore Aquarium, and The Smithsonian Institute in Washington D.C. We also design activities at our school building such as : West Virginia Heritage Day-this is a day set aside for fourth grade students to revisit cultural activities that their ancestors would have participated in as part of their daily life. Market Day- a day where the fifth grade students prepare items to sell or services to render to fellow classmates to teach them the importance of making a profit from a trade that they can offer. School Store-this provides 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.

**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
<b>Function A: Positive Relationships.</b> Positive relations	ACCOMPLISHED	Our highly successful Watch. D.O.G.S. (Dads of Great Students) program that we offer every year here at Eagle 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.

exist between the school staff and the students, families, and the larger community.		shows the high priority we put on positive relationships between school staff, students, families, and the community. Teachers volunteer during kick-off night and throughout the year showing the importance of how a positive male role model can change the life of a child. Dads enjoy helping in our classrooms and being a positive role model while being able to see their own child succeed. Students, teachers, and Watch D.O.G.S. gain a positive relationship by interacting with each other in the classroom. These positive relationships make our community a better in which we live. Eagle School takes pride in helping our students and former students succeeded in life. Throughout the year Eagle School has many fund raisers. The money collected goes towards our Eagle School Scholarship Fund. These funds are used to help former students who are going to college. Our school staff		
<b>Function B: Student Personal Development.</b> 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	At Eagle School our students are able to participate in many after school activities. Some student favorites are the Boys and Girls Club, Project Learn, and Girls on the Run. At the Boys and Girls Club students are able to participate in after school exercise activities such as basketball while being cared for in a safe environment, and works closely with Project Learn where the students get free homework help and tutoring. Parents have the option of having their children	ACCOMPLISHED	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.		bussed to the Boys and Girls Club for these activities. Girls on the Run provides a safe time for girls to learn about exercise and nutrition as well as learn about team work and social skills.		
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Teachers and parents participate in the Apple Harvest Parade and build a float representing Eagle School. Teachers and students ride on the float and distribute books and bookmarks to spectators. Eagle School Cares projects include but aren't limited to staff/student visits to nursing homes, beautification of grounds, volunteering in the community and providing information to community members. ESL Support classes provide English tutoring for parents who do not speak English or have limited English vocabulary. Child care is provided for these families on the evening of the 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.

**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED		ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team did not find evidence provided by the school on this document. The principal told the OEPA Team the documentation was in the School Monitoring Report at the time it was submitted, and he did not know why it was not showing at this time. However, the Team interviewed the administration and staff and discovered the staff had the professional development needed, as based on school and student data. The information teachers</b></p>



				received in this professional development was integrated into the classroom instructional delivery.
<b>Function B: Teacher Collaboration.</b> 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		ACCOMPLISHED	<p>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.</p> <p><b>Rationale:</b> The information the principal stated was in the original school monitoring report did not appear in the official OEPA School Monitoring Report for the school. However, the Team interviewed teachers and observed classrooms and discovered teacher collaboration was occurring at the school. Teachers could discuss collaborating in professional learning communities, data groups, vertical teaming, horizontal teaming, and planning activities. The Team could see the effectiveness of this collaboration in classroom curriculum delivery, lesson planning, and through teacher interviews concerning student data and student achievement.</p>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED		ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<b>Standard 6: Efficient and Effective Management</b> - 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe	ACCOMPLISHED	Eagle School receives a rating of accomplished due to the new custodian schedule that has been created by the	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

and secure, aesthetically pleasing, and configured to meet the learning needs of students.		administration to maintain the cleanliness of the school which shows that all members of our school team are viewed the AIR model. Students are empowered to help maintain the cafeteria and common areas through assigned duties and tasks during lunch and bus call. The presentation of the school with painted communal areas that are kids oriented, signs displayed matching our school's motto, and categorized and colored hallways (ie 3rd grade- red, 4th grade-green- 5th-grade blue) help establish an aesthetically pleasing and student centered environment. Displaying and practicing emergency routes, having "Watch Dogs" check the building security, and requiring identification of all staff and visitors in the building aide in maintaining a safe environment. Although school security is improving, our school still needs a better way to identify parents when students are picked up an		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Emerging is how Eagle School is rated when taking a look at fiscal resources. Although we have systems in place for allocating and managing resources such as Faculty Senate, Instructional money, General Funds, and School Improvement Funds, up until this year we have had monies used from funding without staff voting and the money did not directly effect student learning or the school environment. In addition, when decisions are made with the faculty senate budget,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>most items are voted on in a same day process without giving staff the time to think over the best options or finding alternative sources. Instructional money has also changed. In some years the instructional funding has been based on the number of students and other years the funding is based on a set number. There have just been inconsistencies. There are major changes that are happening with the addition of the Leadership Team being able to ask for input on how Instructional Funds and Title 1 funding will be used to be ab</p>		
<p><b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.</p>	ACCOMPLISHED	<p>Eagle School is accomplished in hiring highly qualified teachers. Most teachers have a certification in the area in which they teach. Even our permanent substitutes hold education degrees. Team concerns- some people teaching out of area of expertise</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.</p>	ACCOMPLISHED	<p>Generally speaking Eagle School is emerging with the use of technology. On paper we have 3 computer labs, 4 student computers in each homeroom classroom, iPads for most teachers, mimeo in all homeroom classes, and Elmos throughout the building. However after further inspection the technology listed is not being used to its full potential. Of the 3 computer labs, one is accessible throughout the school day through a sign-out process while the other is used primarily for testing (if at all) and one is</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		used for technology classes. The four student computers in each classroom are not available in some related arts and special education classes. In addition many of these computers are broken and will not be fixed due to a new upgrade taking place in the county. The school-wide television system is also unreliable due to some televisions not being repaired which does not allow for everyone to receive important announcements. To support management, we have the 365 system which has email, y		
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**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	We address this function through grade-level team meetings. Team leaders discuss ideas at Leadership Meetings and disseminate these to their teams. We have a school-wide strategic plan in place. For students struggling academically, we hold DRC meetings to place them in SPL groups according to their 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.
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all	ACCOMPLISHED	5th and 4th grade teachers communicate skills and behavior expectations for their upcoming students to their current year's teachers. We have regular staff meetings and Data Team meetings to review assessment data and plan instruction accordingly. Each team also has common collaborative planning time daily.	ACCOMPLISHED	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.				
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	This is addressed through STAR testing scores and Smarter Balanced test results which are shared county-wide. Parents are also provided with these scores. We set goals and plan our instruction based on this data, changing them as needed. DRC, SAT, Data, and IIT committee meetings also address this function.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team interviewed staff and found the school was working collaboratively with the administration to develop and implement practices to improve the effectiveness in monitoring results. The Team believed the staff was working in the right direction and, with a little more time, the process will be effective and efficient.</b></p>

## 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 Eagle School staff is in need of more and better technology in order to meet state standards with technology integration within all lessons.	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.	The Eagle School staff is working to unify and enhance our school practices. Staff development and time is needed to develop the teachers level of comfort when teaching using our county reading model, Everyday Math, and student engagement.	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.	Eagle School Intermediate has Special Education data and teaming meetings. All students are benchmarked and progress monitored to ensure student success.	<p>The OEPA Team commended this practice:</p> <ul style="list-style-type: none"> <li>Benchmark and progress monitoring program.</li> </ul> <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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## 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	Policy and procedures are visited and reviewed at the beginning of each school year. They are revised as needed through out the school year.
YES	Complete the School Monitoring Report	The school monitoring report is completed by the Leadership Team. The team collects input from each staff member. The team meets weekly to continue school improvment.
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	All Complete

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

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### **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.

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### **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)	The Leadership Team, LSIC, County Leadership Team, Faculty Senate and PLC's use data to drive all instruction and staff development.
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 results are examined multiple times throughout the school year to ensure student success. STAR and other benchmarks are used to differentiate and drive 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)	Classrooms are kept clean and safe. The classroom environments are conducive to learning. All staff are evaluated with the county or state approved guidelines and procedures.
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 team leaders and entire staff helped to construct and implement the five year strategic plan.

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)	All staff follow the Policy 2340 and have read, agree, and follow Appendix A. Trainings are held with each staff member and monitoring is done to ensure that securities and policy are followed.
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 students are tested and their accommodations are met during testing.
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)	All students are tested and their accommodations are met during testing.

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)	West Virginia Standards for instruction are delivered. Common Core, Next Generation, and 21st Century Skills and Curriculum Maps are used daily to meet each child's 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)	All content areas are taught and documented.
YES	Note: Please review only the areas appropriate to the programmatic level of	Areas are met through instruction.

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)

The school meets all the requirements. The teachers receive 45 minutes of planning. We have a parent involvement opportunities on a daily basis.

YES

The school utilizes the following teams and committees as specified in Policy

All teams are functioning and successful at the school.

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

We have an OLweus team that focuses on bullying with in the school. We have many informal teams to complete task as they arise throughout the school year.

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).

The county and schools have a belief that is shared with students, faculty, and th community - AIR We are Accountable! We will do things with Integrity, and we will be Respectful. The school has a positive behavior reward system. All individuals communicate the same message to ur children.

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.

We currently have no students in Alternative Education at this time.

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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	All students are giving physical education for thirty minutes a week. We have thirty minutes of physical exercise and activities daily.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	The fitness test is given by the PE teacher and information is recorded annually.
YES	Results are shared with students and parents. (S7, FC)	Results are available to the parents. The information is given to the LSIC. Our parent / teacher organization representative on the LSIC. Reports the results to the 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 counselors create schedules and groups to meet the various needs of our students. Individual records are kept for documentational purposes.
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)	Counselors logs are submitted monthly and reviewed.

### Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	The State Accounting Procedures Manual is used for all fiscal procedures. Each audit finding is addressed. Yearly audits are performed.	YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	All addressed	YES
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	All Addressed - Score 97	YES
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	All Addressed	YES
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	All Addressed	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.)

## **Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – David Fincham, OEPA Consultant

Team Member – Brandan Caton, Assistant Principal, Page Jackson Elementary School, Jefferson County Schools

Team Member – Rhett Beckman, Principal, Widmyer Elementary School, Morgan County Schools

Team Member – Scott Donohew, Principal, Franklin Primary School, Brooke County Schools

Team Member – Rick Linaburg, Principal, Franklin Elementary School, Pendleton County Schools

Team Member – Shannon Rayburn, Assistant Principal, Milton Elementary School, Cabell County Schools

Team Member – Terri Smith, Principal, Mullens Middle School, Wyoming County Schools

**Date of School Visit – 02/24/2016**



# SCHOOL PROFILE

## 04-219 ORCHARD VIEW INTERMEDIATE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	593.0	591.0	633.0	604.0	570.0
Average Class Size	22.6	23.1	24.4	24.4	25.2
Attendance Rate	98.4	98.3	97.9	93.9	not available
Pupil Admin Ratio	296.5	295.5	316.5	302.0	285.0
Pupil Teacher Ratio	15.0	14.6	15.6	15.2	16.3
Participation Rate-Math	99.66	99.15	97.83	98.52	not available
Participation Rate-Reading	99.66	99.15	98.30	98.52	not available
HQT Percentage - Total	90.3	91.5	85.1	66.2	not available
HQT Percentage - Self Contained Classroom	89.4	90.7	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	97.0	71.9	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	96.9	71.7	not available
HQT Percentage - Mathematics	subject not present	100.0	97.1	72.7	not available
HQT Percentage - Science	subject not present	subject not present	84.4	74.1	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	15.6	7.7	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## ORCHARD VIEW INTERMEDIATE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	OVI has a series of committees and teams created to foster a culture of collaborative working. These teams conduct their own Professional Learning Communities (PLCs/Data Teams) whereby they assess student data on formative and summative assessments. The teams then create smart goals to continue the evaluation of student growth per team. Our County endorsed AIT/Data Team Days, the grade levels meet as a whole to discuss other pertinent topic related to student growth. Each team has a team leader whereby all team leaders meet on Thursday to discuss curriculum, best practices, and the School Monitoring Report. Furthermore, the Student Advocacy Team (SAT) meets weekly to discuss at-risk students. In addition, 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 embraces a safe learning environment whereby the OLWEUS anti-bullying committee meet to organize school-wide educational programs, activities, and events to address anti-bullying strategies.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	OVI staff follow the West Virginia State adopted curriculum (Next Generation Standards) Each teacher understands the Berkeley County Schools Policy on lesson plans whereby they include the date, time, subject, objective, procedure, and evaluation. Teachers strive to include hands-on activities, 50% hands-on science lesson with 4th grade Watershed and 5th grade Starbase. Teacher write plans to cultivate reading non-fiction and writing across the curriculum. Moreover, teacher self-reflect and create smart goals to address their students' academic needs. Teachers have been receiving coaching from Berkeley County Schools Curriculum and Instruction Department with the Everyday Math program and the newly adopted reading model that derives from Lucy Calkins the founding Director of the Teachers College Reading and Writing Project and the Robinson Professor in Literature at Teachers College where she co-directs the Literacy Specialist program. Faculty follow the County adopted vision of AIR,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment	ACCOMPLISHED	OVI embraces the BCS Excellence is in the AIR philosophy promoting characteristics within employees and students specifically related 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.

is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		<p>accountability, integrity, and respect. With this concept, the school has high expectations that reflect values and norms that are evidenced in everyday practice. For example, data teams are led with expected norms and demonstrated as written in the teams' agenda/notes. With the collaboration of Pupil Services at the Central Office and the guidance department, students have seen national speakers specialized in anti-bullying. Students celebrate Red Ribbon Week. Administration also monitors WVEIS discipline reports to determine areas of need. With the collaboration of our unified arts programs, the students have been led to honor the veterans of our local community.</p>		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	<p>At OVI, with consistent team leader meetings on Thursdays, SAT team meetings with the school psychologists on Wednesdays, PLC/Data Team Meetings weekly, AIT Data Team Meetings Monthly, and Faculty Meetings quarterly, the leadership within the school creates a unity of purpose and sense of "team" throughout the school. The school collaborates with stakeholders in the community especially with the LSIC, Parent Teacher Association, and with community members during the Race for Education</p>	EMERGING	<p>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.</p> <p><b>Rationale:</b> The required instructional minutes were not met buildingwide; recess was being used for organized physical education in lieu of sufficient classroom time; and the Local School Improvement Council (LSIC) did not meet by September 15, as required by WV Code §18-5a-2.</p> <p><b>Recommendation:</b> While the principal was knowledgeable of the needs of the school and students, the OEPA Team recommended the principal</p>

		fundraising program. All proceeds were used to enhance our school's technology use whereby the Lego brand robotics equipment was purchased to increase math and science skills for real-world, twenty-first century skills. Another example of fostering unity within the community occurs during the annual Veteran's Day Concert whereby veterans are invited, celebrated, and honored.		<b>receive additional assistance in the areas of policies and procedures.</b>
<b>Function B: School Teams and Councils.</b> 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 works with staff daily to unify the activities of teams for addressing the mission and goals of the strategic plan. The faculty was given the opportunity to review The Strategic Plan during both the Team Leader's Meetings and within their individual PLC/Data Team Meetings. Each faculty member was given the opportunity to use the County-wide Strategic Plan in tandem with the school-wide strategic plan as exposure to the mission and goals of the District and School as a reference for their own smart goals and action steps towards their own goals. In addition, the Special Education teachers within the building met as a team to review the student data as a unified team to develop smart goals for our children with exceptionalities population. The exposure to the overall mission and goals along with student data will allow for teachers to foster within their students the same skill set for developing academic goals. Furthermore, County coaches are helping us with this endeavor.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

<p><b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>OVI leadership works with central office staff to provide on-going support and guidance that leverage success. Thus far this school year, Anne Laskey the County Math Coach, has provided instruction on the Everyday Math curriculum, led classroom walkthroughs, and provided individualized, immediate feedback for coaching teachers to be successful with the math curriculum. Also, Intermediate Instructional Coach for reading, Robyn Lopez and county contracted employee Sarah Lewis have also conducted school-wide instruction on the newly adopted reading model (derived from Lucy Calkins of the Teachers College Reading and Writing Project and the Robinson Professor in Literature at Teachers College of the Literacy Specialist program) to ensure that teachers understand how to implement effectively and successfully. These reading coaches along with the assistant principal have conducted classroom walkthroughs and provided feedback on the Guided Reading program.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for</p>	<p>ACCOMPLISHED</p>	<p>OVI leadership encourages and supports students to assume leadership roles and recognize their efforts. The students are responsible for the school-wide news program, WOVI, which provides students with relevant news topics related to the school and county along with academic material. Additionally, the students partake in student council</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team interviewed teachers and students concerning student opportunities to lead. The information in the school evidence was verified. Students had many opportunities to lead and were encouraged by staff to take these opportunities to lead and influence in a positive manner.</b></p>

improving self, school, and community.		whereby student leaders are nominated and elected through a Democratic process. The students also given the opportunity to partake in Library Club, Show Choir, Theater Club, Recycling club, Strings, Project Learn, and Robotics all which occur before school hours or after school hours demonstrating a testament of their own commitment. Our Newsletter Club provides students an opportunity to share school programs and activities on our website. The students also demonstrate leadership qualities through their participation in the social studies fair, science fair, Math Field Day, the Martin Luther King, Jr essay writing contest, and scholarship pageants		
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	OVI teachers create classrooms that value student uniqueness, enhance student talents and abilities, and are respectful and supportive of all students. Students abide by classroom rules that are posted in the classroom that couples with the school wide behavior plan. Teachers post student work samples and provide work station conducive for learning. To go along with the BCS reading model, teachers have anchor charts to help prompt procedure for guided reading, partner reading, independent reading, and how to pick 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.

		"just right" book. At OVI, teachers increase the engagement through total participation practices through hands on learning activities, science experiments, and programs such as Watershed and Starbase.		
<b>Function B: Standards-Focused Curriculum.</b> 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 at OVI use the state approved curricula (Next Generation Standard) to foster learning in all core subjects. Teachers use non-fiction books to teach reading and writing across the curriculum. Teachers use Engrade to document standards. Teachers use the curriculum maps and are monitored by lesson plan checks and classroom 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.
<b>Function C: Instructional Planning.</b> 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	The teachers at OVI design plans in tandem with the Next Generation Standards and curriculum maps for each quarter. The teachers' benchmark assessments include: STAR Reading and Math, Every Day Math Chapter Assessments, and Edmodo. Teachers meet daily/weekly to discuss the needs of the students per assessed objectives, The teachers weekly lesson plans are based on aligned units of instruction with specific learning targets based on varied student needs with appropriate supporting activities, appropriate time allocations, and meaningful connections. The plans include the date, time, subject, objective, procedure, and evaluation. Every Day Math Esuites is 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.



		program used to assess math for SPL.		
<b>Function D: Instructional Delivery.</b> 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	<p>The teachers at OVI use APL and Marzano strategies to build background, stimulate interest in the content topic, connect content to relevant life experiences and build on prior knowledge to support understanding. The teachers use the Every Day Math Journals to promote an anticipatory set and prompt further instruction. The Every Day math series has computer games that can be used to assess learning. The BCS adopted reading model is integrated to promoted a mini lesson during group instruction, guided reading, partner reading, and independent reading . Teachers utilize non-fiction readers in science and social studies to foster a love for reading across the curriculum. Teachers provide clear communication of objectives to the students. Students are provided with opportunities to self-reflect with tools such as parking lots, self-rating anchor charts, and dialogue. Teachers incorporate direct group instruction, guided practice, modeling, partners, "think-pair-share," and presentation.</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: While the OEPA Team observed multiple instructional strategies in most classrooms, it was found through teacher interviews there was a heavy reliance on the county-mandated math and literacy models. Teachers stated this caused issues in varying instruction to meet the needs of individual students and classes.</b></p>

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the	ACCOMPLISHED	<p>OVI has created a positive relationship with staff, parents and the community. The school builds positive, ongoing, consistent relationships between families,</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

students, families, and the larger community.		the community and the school through LSIC meetings, school programs including PTA, The Watch Dog Program, The Veteran's Day Program. PTA family activities, classroom volunteers, PASS Program, school newsletter, and communication using email, student planners and conferences. The school provides information about ways to support academic achievement at home to families through a variety of means such as ENGRADE, email, student planners and conferences. We also extend offers to all parents to "surprise" their child by having school lunch with them in the cafeteria.		
<b>Function B: Student Personal Development.</b> 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	OVI promotes and enriches student positive growth and wellness through implementing physical education at recess in tandem with pedometer competitions encouraged and monitored by the physical education teacher. In addition, through PEIA, the teachers have begun to partake in an after school Body Pump program along with a school-wide Biggest Loser competition. Student Dental and Vision Program, Cardiac Kids, Olweus Anti-Bully Program, PASS Program, ESL Program, Bags of Love Program, Relay for Life, Jump Rope for Heart, Project Learn (Character Education Program and Extended Day Learning Program) are all designed to foster student personal development addressing the physical, social-emotional, and academic 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.

		being.		
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	OVI connects with parents and community through Bags of Love Program, PTA, School Business Partner (City National Bank), Starbase, Watershed, The Watch Dog Program, The Boy and Girls Club, LSIC, Involvement and student activities involving classroom volunteers, and the PASS Program, We also offer a Strings program, Library Club, WOV Media Club, Recycling, Choir Freedom Flyers, and Theater Club all which require some form of collaboration with parents and community members through the activities hosted. In addition, we have a strong family oriented Relay for Life initiative embraced by faculty, students, and community alike.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team found, through teacher interviews, the school had excellent partnerships throughout the community, and these partnerships were mutually beneficial to the community and the school.</b>

**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The teachers at OVI work collaboratively to improve student learning and well-being and are given regular time and structure to meet in collaborative teams. OVI teachers and staff are engaged in continuous education through Summer Institute, Leadership Academy, Web Based Trainings, BCS Reading/Literacy Model Training, Every Day Math Training, Guided Reading Training, OLWEUS Anti-Bullying Training, Safe Schools Training, Jason Flatt (Suicide Prevention), and Blood born Pathogens.	ACCOMPLISHED	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 teachers engage in collaborative team meetings are productive by facilitating the use of data, providing resources, and assisting with professional development needs. OVI teachers reflect on shared data to create common assessments through programs such as Every Day E Suites and, review student work, and establish targets for improved student learning.		
<b>Function B: Teacher Collaboration.</b> 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	At OVI, the teachers work collaboratively to improve student learning and well-being and are given regular time and structure to meet in collaborative teams. OVI teachers participate in professional learning communities and collaborate on data through Data Team meetings, LSIC meetings, SAT meetings, STAR Analysis, Leadership, Wellness and Faculty meetings and book studies. OVI teachers engage in collaborative team meetings and are productive by facilitating the use of data, providing resources, and assisting with professional development needs. Teachers have received coaching from the district's curriculum department for math and reading. Teacher reflect on shared data to create common assessments, review student work, and establish targets for improved student learning.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: During interviews, the OEPA Team found teachers were collaborating both horizontally and vertically to ensure the greatest success by students. Teachers could discuss the times and procedures they used to collaborate and the effectiveness of the collaboration.</b></p>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in	ACCOMPLISHED	At OVI, school leaders collaborate with staff to establish processes and structures for classroom observation sessions. Walktroughs are conducted to ensure 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.

processes of evaluation that facilitate self-reflection and informs the process of professional growth.		quality of best practices for the newly adopted reading model on the intermediate level. School leaders and teachers collaborate with others to effectively create school environments where change efforts in the school are implemented to positively impact teaching quality, school improvement and student achievement per Every Day Math series and the Reading Models. At OVI, school leaders collaborate with curriculum coaches from the central office for math, reading, and writing to identify and implement emerging technology resources to support ongoing professional development and lifelong learning.		
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	The faculty and staff at OVI reflect a positive clean environment through the use of posted custodial duties, regular inspections of cleanliness and safety. Repairs are taken care of in a timely fashion with the use of maintenance work orders and end of the year maintenance requests. The use of security cameras help keep the school safe along with well planned safety 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.  <b>Comments: The OEPA Team found the facilities to be very clean and educationally stimulating. Teachers and students had obvious school pride, as demonstrated by the way they maintained the facilities.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and	ACCOMPLISHED	At OVI, the school works with all personnel to institute open and transparent accounting systems that are efficient and effective. The school 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.

efficiently manage school fiscal resources.		proactive in securing resources through local, state and federal processes to support teaching and learning. At OVI, the school elicits support from the central office that ensures faculty are provided materials and professional development necessary for the successful execution of their jobs.		
<b>Function C: Personnel.</b> 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 OVI, state hiring procedures and policies are followed to maintain a highly qualified staff. The principal with support from the central office ensures that personnel are appropriately licensed. The principal and assistant principals ensure evaluation policies are implemented according to WV Code and WVBE policies. The principal works to recruit talented and qualified 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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	At OVI, the schools leaders collaborate with the central office technology department to constantly update WVEIS and various student and personnel data. This data is used to make informed educational decisions which guide the school. The principal elicits support from the central office to ensure current technology resources are provided and the infrastructure is in place for teaching and learning. In addition, The teachers use a variety of wellorganized learning materials, resources and technologies to make subject matter accessible to all students. through programs such as OLWEUS, the teachers collaborate 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.

		promote digital citizenship within and outside of the school through the safe and healthy use of technology resources.		
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**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
<b>Function A: Focused and Coherent Plan.</b> 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 OVI staff establish a coherent approach to improving student performance through PLC/Data Team meetings, SAT Team meetings, team collaboration and Special Education support. Teachers self-reflect and create SMART Goals to improve student performance as indicated through STAR Reading data and Westest data. Teacher collect, organize and study data to comprehensively understand the current reality of the school and make decisions about teaching and student learning. The teachers accumulate and use data of each student's mastery of specific learning targets to determine progress, identify needs, and for instructional planning. The principal and school leadership team include representatives of all segments of the school community and jointly complete the plan.	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.  <b>Rationale: The OEPA Team found the staff to be well versed in the mission and goals of the strategic plan. Teachers were aware of the various parts of the plan and were using it to aid in guiding classroom decisions and curriculum delivery.</b>
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and	ACCOMPLISHED	The staff at OVI have built well-defined structures of professional development building through connections with Watershed, Starbase, Parent Teacher Association , The Watch Dog Program. These programs are designed to offer	ACCOMPLISHED	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 necessary to collaboratively engage all stakeholders in actions to increase student learning.		supplemental curriculum support and character building supports. The Boys and Girl Club offers a Project Learn Program to assist with at risk students whereby tutoring and reteaching occurs. The Lego Robotic program is supported and influenced through parents and community members who invested through a fundraising effort called Race for Education. The principal and school leadership team examine schedules and assignments to provide time for collaborative planning and decision-making to facilitate continuous improvement of teaching and increased student learning. The time is regular and adequate for staff; and staff members are expected to attend.		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	The principal and school leadership team at OVI are able to identify school goals, what actions steps occurring to achieve those goals and their involvement in those actions due to the collaborative effort in making the strategic plan. The school principals and the leadership team self-reflect and create SMART goals based on students' academic needs deriving from student data. self-reflections and SMART goals are actively monitored by the school principals. OVI communicates regularly to all stakeholders about student learning through ENGRADE, school newsletters, school website, orientation night, parent teacher conferences, report cards and	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments:</b> The OEPA Team interviewed teachers and asked how they varied instruction based on student achievement. Most teachers were vague when describing the process for making variations and modifications in classroom curriculum delivery based on student achievement needs.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers use the data they have to implement adjustments to meet student needs.</p>



		interims.		
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## 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.	Needs for further training/professional development regarding the BCS Reading Model have been made available and encouraged, especially for new staff to attend the f. Teachers have received further instruction on how to implement and utilize the resources provided. In addition, teachers at OVI have previously expressed a desire for more technology. As a result of fund raising we have added a classroom set of iPad minis, complete a class set of iPads, and upgrade our technology infrastructure.	No significant resource and/or facilities needs were presented for Team review. The school will want to make sure they have the correct information in the correct section in the future, as the information provided by the school in this section is pertinent to the following area for professional development.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Newer teachers at OVI continue to benefit from APL strategies. Our Lego Robotics program continues to expand which is benefited by having more faculty trained. We have increased membership by 5 teachers since this need was recognized. Approximately 150 more students are now receiving this 21st Century hands-on way of learning math and science in classrooms across the school.	Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or 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 leadership of OVI have embraced the county implemented Excellence is in the AIR (Accountability, Integrity, Respect), which are reflective in our after school programs. Project learn hosted in collaboration with The Boys and Girls Club of American currently serves 36 4th and 5th grade students. Our Robotics Lego program produced 3 teams which reached the State tournament in Fairmont. Our Robotics Program, is increasingly being used in math which is or will be available to all students.	The OEPA Team commended these 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.
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## 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

Team Leaders meet with administrators 3 to 4 times monthly to assess needs. LSIC meetings conducted 4 times during school year. Data Teams

	improvement efforts (S2,FB) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	meet on a monthly basis to analyze student data and share best practices. Monitor Strategic Plan and make adjustments when necessary.
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)	4th grade Math WESTEST - 39% 4th grade Reading WESTEST - 44% 5th grade Math WESTEST - 35% 5th grade Reading WESTEST - 40%
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 teachers participated in the monitoring report. Mainly 3s and a few 2s. Need guided reading and everyday math training.
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.)	All components are there. Updates will be added as needed.

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	<div>FULL COMPLIANCE</div> <div><b>PARTIAL COMPLIANCE</b> Instructional minutes were not met buildingwide. There were physical education (PE) activities planned to meet the physical education requirements during recess.</div>

## 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> </ul>

- 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	<p><b>Guidelines for Implementation. (S1,FC)</b></p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	
YES	<p><b>Alternative Education. (S1,FC)</b></p> <p>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.</p> <p>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)</p> <p>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.</p>	
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE	<p><b>PARTIAL COMPLIANCE</b></p> <p>The alternate plan for physical education (PE) was not being implemented as designed. The principal wrote the plan stating that PE would be taught during the instructional day; however, it was</p>



being taught during recess according to teacher lesson plans.

## 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

<b>YES</b>	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>YES</b>	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
<b>YES</b>	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**

<b>YES</b>	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)
<b>YES</b>	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:**

	<b>School Response</b>	<b>School Comments</b>	<b>OEPA Team Comments</b>
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	<b>YES</b>		<b>YES</b>
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	<b>YES</b>		<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	<b>YES</b>		<b>NO</b> <b>The principal did not have the most current fire marshal report for the OEPA Team to review. Therefore, the Team could not verify the needs of this section were being met.</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	<b>YES</b>		<b>YES</b>
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	<b>YES</b>		<b>YES</b>
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	<b>YES</b>		<b>YES</b>

**Findings:**

**Fire Marshal:** The OEPA Team could not verify the needs of the fire marshal were being met, as the current fire marshal report was not available for Team review.

**Facility Resource Needs**

No facility resource needs were identified.

**Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Tom Sanders, OEPA Consultant

Team Member – Paula Athey, Principal, Wiley Ford Primary School, Mineral County Schools

Team Member – Rhett Beckman, Principal, Widmyer Elementary School, Morgan County Schools

Team Member – Kristin Giles, Principal, Cox Landing Elementary School, Cabell County Schools

Team Member – Julie Mancini, Principal, Big Elm Elementary School, Harrison County Schools

Team Member – Natalie Webb, Principal, North Elementary School, Monongalia County Schools

**Date of School Visit – 02/25/2016**

# SCHOOL PROFILE

## 04-220 MOUNTAIN RIDGE INTERMEDIATE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	345.0	365.0	364.0	581.0	564.0
Average Class Size	22.6	23.9	23.7	23.5	24.3
Attendance Rate	98.4	98.1	97.9	93.9	not available
Pupil Admin Ratio	345.0	365.0	364.0	290.5	282.0
Pupil Teacher Ratio	14.9	16.0	15.3	16.7	14.8
Participation Rate-Math	99.71	100.00	99.45	99.13	not available
Participation Rate-Reading	99.42	99.72	99.45	99.13	not available
HQT Percentage - Total	96.3	94.4	100.0	96.2	not available
HQT Percentage - Self Contained Classroom	95.7	93.3	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	96.2	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	100.0	96.0	not available
HQT Percentage - Mathematics	100.0	100.0	100.0	96.3	not available
HQT Percentage - Science	subject not present	subject not present	100.0	95.8	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	95.8	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## **MOUNTAIN RIDGE INTERMEDIATE in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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 Mountain Ridge Intermediate Staff adopted A.I.R. in the fall of 2014. Our school increased enrollment by 200 students and 15 staff members to accommodate new district lines. We felt it was important to focus on ACCOUNTABILITY (communication, completing tasks), INTEGRITY (doing what's right all the time) and RESPECT (being professional in the way we speak and act) within our staff, students, parents & community. This year we decided to focus on our vision. We worked together through this process. We planned after school conversation times to discuss what we envisioned for our school. It was agreed that we should connect our mascot because our students would understand the significance. After	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team substantiated the school's rating of this function and noted the shared mission and beliefs system was all encompassing in daily routines. Teachers could discuss these beliefs and values, and could articulate how they were conveying these to students and instilling them into their daily lives.</b></p>

		writing and editing our vision, active participants presented it to the staff during a faculty meeting. At this time we voted on and adopted “We Are R.E.D.H.A.W.K.S.” This describes our students who are led by Responsible Educators Developing High Achievers With Knowledge & Success.		
<b>Function B: High Expectations for All.</b> 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 are set for our staff and students through various ways. Our strategic plan was written by our staff after reviewing the General Summative Assessment scores from the 2014-2015 school year. Our staff came together to write goals and action steps to address our weak areas. Mountain Ridge Intermediate’s LSIC (Local School Improvement Council) and PTO (Parent Teacher Organization) executive officers were involved as stakeholders for our strategic planning. Our students are familiar with our school wide positive behavior plan, which holds students accountable for their actions. Our school wide behavior chart can be seen in each classroom. Our students are challenged to be the best they can be. Students at MRI can earn trinkets each 9 weeks for Honor Roll, Effort, Attendance, and 1 per homeroom is selected as the High Flying Hawk!	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</p> <p><b>Comments: The OEPA Team observed well-established routines were in place, and the staff maximized time on task through effective transitions. Staff and students stated that all students were expected to complete their work to their greatest ability.</b></p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-	ACCOMPLISHED	Mountain Ridge Intermediate School is a safe, orderly and engaging environment. Visitors are greeted through our secured front entry door. Emergency procedures are in place and fire & safety code drills	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</p> <p><b>Comment: The OEPA Team noted the fourth grade</b></p>

managed and clean and contributes to an engaging and inclusive atmosphere for learning.		are practiced and documented. All teachers are trained with the bullying prevention program, Olweus, and hold class meetings regularly. IPI data is collected three times per year, focusing on student engagement. Data collected from our collection is shared, discussed and analyzed by our staff. Our literacy model provides structured guided reading and partner reading relationships in an inclusive atmosphere for learning. Our classrooms are inviting and well-maintained. Most of our learning environments are set in collaborative groups to enhance student engagement and inquiry.		<p>wing exterior door was propped open during multiple checks throughout the day.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all exterior doors remain secured while students are in the building.</p>
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The administrative staff works to support the teachers with instructional and behavioral support. Data teams have been set up so that each grade level meets one time per week in addition to the AIT (Accrued Instructional Time) and data days planned by our county. Topics are provided to team leaders and agendas are created to support the short-term goals created by that team. We set up new ways to communicate this year, which include folders on One Drive for each data team. This provides opportunities for all members of the team as well as administrators to review agendas and notes. Formal and informal	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments:</b> The OEPA Team substantiated the school's rating of this function. Evidence collected during the teacher interview process supported the principal delegates and encourages others to take leadership roles. In addition, both administrators communicated effectively and related well to teachers and students.</p>

		walk-throughs allow us to collect information in regards to instructional practices throughout the building. To connect our strategic plan with our observation we often look for literacy model components including interactive read aloud and partner reading as well as a focus on the 8 mathematical practices.		
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The mission & vision of Mountain Ridge Intermediate School guides our teams and councils. Our LSIC Committee is created of teachers, service personnel, community members, parents and school business partner. This team meets four times yearly to discuss and share ideas for school improvement. This committee, as well as our active PTO, are part of the strategic planning process. The SAT (Student Assistance Team) meets regularly to discuss concerns related to student learning and behavior. Our Leadership Team meets twice a month, following the county principal meeting and instructional meeting. This provides opportunity for teacher leaders to be part of the embedded professional development that is so important in our role as educators. Our leadership team contains a team leader and a leader in training for next year. Our many teams and councils are active throughout the 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.
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for	ACCOMPLISHED	Our teacher leaders play a vital role within our building. They represent many attributes of leadership through Data Teams, Olweus (Bullying Prevention)	ACCOMPLISHED	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.		Committee, SAT (Student Assistance Team), Safety Team, Technology Committee and data coders for IPI collections. Title I has provided the opportunity for teachers to continue growing as successful educators by funding staff development. New this year, our 5th grade Student Council, has fun & enthusiastic teacher leaders. This has been amazing to see evolve. Our teachers are guiding, supporting, and growing our student leaders.		
<b>Function D: Student Leadership.</b> 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 leadership opportunities at Mountain intermediate are heartwarming. Our students participate with morning announcements, are active with Relay for Life and Leukemia & Lymphoma Society fundraisers, plan canned food drives & pet supply drives for local shelters. Our fifth-grade students are Student Council Representatives. This special group of boys & girls have planned and executed fundraisers for community needs, including one of our own, Ms. Berg.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team found students were engaged in many community service opportunities that were age appropriate and enhanced their leadership skills.</b>
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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.				
<b>STANDARDS AND FUNCTIONS</b>	<b>SELF-RATING</b>	<b>SCHOOL EVIDENCE</b> Please cite key examples of processes or practices.	<b>TEAM RATING</b>	<b>TEAM EVIDENCE</b>
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student	ACCOMPLISHED	Classroom learning and environments are creative and welcoming. Students enjoy working in collaborative groups and utilizing technology. Students have the opportunity to utilize technology in our three labs, our mobile lab, classroom Mimios, and document cameras.	ACCOMPLISHED	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, intellectual inquiry, and self-direction.		Students work in Guided Reading groups, independent, and build partnered reading relationships. Students are encouraged to read and participate with Accelerated Reader assessments. Students are able to earn points and review percentages. These are often celebrated in the classroom, library class, and during morning announcements.		
<b>Function B: Standards-Focused Curriculum.</b> 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	Mountain Ridge Intermediate School teachers work together to plan and present curriculum. Many of our teachers work together in shared planning opportunities. We follow Berkeley County Schools curriculum maps modeled from grade level standards. Professional development is planned and provided to focus on weaknesses collected from standardized assessment data. Walk-throughs and lesson plan reviews are completed and guide conversation for staff and data 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.
<b>Function C: Instructional Planning.</b> 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	Through instructional planning, teachers set short-term and long-term goals based on student strengths and weaknesses to guide instruction. Teachers work in teams to plan and refer to curricula maps but focus on next generation standards for lesson planning. Students have data binders in their homerooms to keep track of and monitor instructional progress. Students have conversations with teachers when standardized assessment scores arrive as well as AR - Accelerated Reader.	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.  <b>Rationale: Through observations, the OEPA Team was unable to confirm most teachers participated in long and short term planning. Some short term lesson plans were not visible, lacked detail, and were unavailable from eight teachers.</b>

<b>Function D: Instructional Delivery.</b> 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 planned to enhance student achievement. Teachers work together using PLC days to meet as data teams as well as on AIT days (accrued instructional time) and data team days. Informal and formal assessments are discussed and reviewed. Teachers utilize $\frac{1}{4}$ of their time to review data and $\frac{3}{4}$ of the time to share best practices. Professional development opportunities are planned to support weaknesses with-in our 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.
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Building positive relationships is very important between staff, students and families. Our PTO and LSIC help to build positive relationships between community members and parents with our teachers. This year we are a Title I school. We have had the opportunity to build positive relationships based around academic needs for our students. We have been able to hold parent nights to incorporate reading and mathematics strategies and skills. S'Mores Math Night encouraged our parents to learn about math games and presented them with the materials to play at home. Families could learn the skill, play the game and take the materials home to continue the practice of grade level 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.  <b>Commendation: The OEPA Team commended the staff at Mountain Ridge Intermediate for their outstanding community involvement and support during two tragic events that had affected the school community.</b>
<b>Function B:</b>	ACCOMPLISHED	Students at Mountain Ridge Intermediate	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Student Personal Development.</b> 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.		School learn to develop personal skills in a variety of ways. The physical needs are addressed during our physical education class. Classes and structured recess time. The social and emotional needs are addressed through our guidance program of bi-weekly guidance lessons provided by our counselor, Mr. Brier. Small groups are also offered for students who are in struggling situations. We support the health and welfare of a child through our child nutrition program, the dental program, backpack program (supplying food) and cardiac kids.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Partnerships at Mountain Ridge Intermediate School are strong between staff, students, and community members. Our school business partner, MVB bank, can be seen in our school on a monthly basis offering bank day to our students. Our school has a great partnership with Berkeley County Relay for Life and the LLS. Both of which have been fundraisers our students have organized. New this year was our mud run to support our scholarship fund. This event was supported by our community in an amazing way we are looking forward to awarding two scholarships to graduating seniors who were once students at Mountain Ridge Intermediate.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Standard 5: Educator Growth and Development</b> - 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
<b>Function A: Professional</b>	ACCOMPLISHED	Our professional development at	ACCOMPLISHED	The evidence provided by the school and the additional

<p><b>Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.</p>		<p>Mountain Ridge Intermediate School is driven by our test scores and needs of our students. We comply with our county recommended professional development plan and also create professional development opportunities for our teachers to raise awareness and build strategies for our weak areas. This year we offered training for the eight mathematical practices through every day math and interactive read aloud training with our reading coach. Our reading coach has been active in our building this year working with specific teachers focusing on the interactive read aloud component and guided reading. An interactive read aloud library was created for our staff and training was provided by our literacy coach. A guided reading library filled with a variety of leveled books is available for teachers to select titles for their students.</p>		<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function B: Teacher Collaboration.</b> 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</p>	<p>ACCOMPLISHED</p>	<p>Collaboration time is necessary in a highly functioning professional environment. At Mountain Ridge Intermediate School, data teams have 30 minutes a week to discuss data and best practices. These data teams operate in a unique way because they offer our Title I specialist and our LD specialist time to meet with the grade level they work with each week. Smart goals are written together, short-term and long-term, to meet the needs of our students. Through this opportunity our teachers are constantly reflecting and growing as a</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

practice.		team.		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The professional teacher evaluation process allows teachers to be reflective of their own instruction based on data and overall student improvement. The evaluation process, including observations and walk throughs provide the opportunity for discussion and reflection between the teacher and administration. Lesson plans are checked on a regular basis, three times in the first semester and three times in the second semester. Teachers receive a feedback form in their plan book when they have been checked. Walk throughs and informal classroom visits are often used to monitor the interactive read aloud and guided reading components of the literacy model, and implementation of the 8 mathematical practices, including but not limited to the use of 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.

**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Our Mountain Ridge campus is clean and well-maintained, safe and secure. Visitors are greeted at the front door and asked to sign in. Our grounds are well-maintained and a beautiful sign at the bottom of our hill welcomes guests . A duplicate sign has been made and is scheduled to be installed next to our building. A camera system for safety is installed monitoring our exterior doors and main hallways. Our hallways 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.  <b>Commendation: The OEPA Team commended custodial staff on the outstanding job of maintaining such a highly populated building and ensuring it was aesthetically pleasing to the school community.</b>



		colored by grade level and are clean. We are very proud of our custodial staff for their hard work and dedication in their efforts to maintain our building.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Mountain Ridge Intermediate's budget is established by the principal and financial resources are monitored. Teachers have the opportunity to spend classroom material money as well as Faculty Senate allocations yearly. All of these are requested on requisition forms and approved before creating a purchase order by the financial secretary and approved by 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.
<b>Function C: Personnel.</b> 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	High qualified personnel are hired by hiring committee. Our faculty Senate voted to create the 7 to 11 person now hiring committee. The hiring committee chair selects three individuals who are related to the position being posted. They participate with the principal to conduct interviews. At the conclusion of the interviews the committee discusses strengths and weaknesses of the candidates. Selection and recommendation for hire is based on the hiring matrix and committee vote.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems	ACCOMPLISHED	Our classrooms are equipped with a variety of technology devices to enhance individual student learning. Each classroom has several computers, a mimeo & projector, and a document camera. We currently have three computer labs and one mobile lab up and running. Teachers are able to sign up 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.

and technology tools to support management, instructional delivery, and student learning.		take their class for extended learning opportunities. We are currently setting up two additional mobile labs for our school to have a total of six full Computer/laptop labs. One classroom teacher has a 1:1 ratio in her learning environment. She is the proud owner of a class set of Ipads that are used for instructional purposes. Our school labs are used regularly for IAB's, technology lessons connected to grade level standards and for students to participate in the AR reading program. Students are reading and taking assessments which tracks their points as well as percentile for success. Our data wall shows those who shine.		
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**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Mountain Ridge Intermediate School has a focused and coherent plan for improvement based on the achievements from our GSA during the spring of 2015. We continue to strive to improve lessons and embedded professional development through county instructional meetings for administrators, team meetings, leadership meetings, grade level data team meetings and a continuous review of student work. Student success and weakness drives our goals for improvement and plan for staff 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.
<b>Function B: Processes and Structures.</b> The	ACCOMPLISHED	Building professional relationships is possible through the commitment of	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.		many dedicated individuals who work together to do what's right and best for our children. MRI is blessed to have a strong community support with stakeholders represented on the PTO and LSIC. Our stakeholders from these committees can be seen on a regular basis in our building. Some offer assistance and support as weekly volunteers through the Read Aloud and PASS (Positive Academic Self-Esteem and Support) program, which have a direct impact on student emotional and academic needs.		school's self-rating for this function.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Teacher collaboration is necessary to review and reflect on student success and weaknesses. Collaboratively, teachers review and discuss IPI collection data within the week of collection and analyze benchmark data with the SPL (Support for Personalized Learning) committee after the 3 benchmark assessments, (September, December, May). Monitoring results and communicating progress to stakeholders as part of the PTO and LSIC is important.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment:</b> While the staff was participating in the Instructional Practices Inventory (IPI) process, it was not readily evident the information was fully understood by most staff and that the results were being used effectively.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff receive additional support in communicating and supporting the Instructional Practices Inventory (IPI) data collection and observation process.</p>

## 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 have planned and completed the Everyday Math training with an instructional specialist and an Everyday Math trainer. We will continue to focus on the 8 mathematical practices and move forward with professional development	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
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	for guided math later in the spring. We have also focused on our literacy model with a reading coach. She works with a small group of grade level teachers to enhance instructional delivery with interactive read aloud and organization & planning of guided reading.	The OEPA Team noted, through the interview process, each of the items had been addressed during the current school year, with the exception of guided math training that was scheduled for the spring.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	MRI offers two programs in the spring: ARMS - Advanced Reading and Mathematics Support & HOPS - Helping Others Perform Successfully. ARMS is made up of students that are high achievers & not serviced through the gifted program. HOPS is a group of struggling learners. They meet with a tutor once a week. Our 2014–15 GSA identifies the ARMS group scored a 3 or 4 in Math and ELA! Our HOPS group showed success in some areas with 3, but mostly 2. Very few scored the lowest mark of a 1.	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 principal stated the items listed were to be their Best 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.	Grade level teams work well together weekly during scheduled data time. They discuss student work, results and share best instructional practices. We have created a block in our school day for entire grade levels to meet collaboratively. Special education teachers and Title I teachers also attend these grade level meetings and offer insight and support. Our IPI data collection is important to us and has shown great improvement. We continue to strive for student engagement & discovery.	The OEPA Team commended these 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.
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### 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
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	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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes standards-focused curriculum</li> <li>• Provides physical education, physical activity and health/wellness education</li> <li>• Develops global competence</li> <li>• Utilizes technology integration</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes personalized career portfolios to develop career awareness</li> <li>• Offers visual arts, choral, and instrumental music courses</li> <li>• Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes Standards-Focused Curriculum</li> <li>• Provides opportunities for world languages</li> <li>• Provides the 18 specified graduation requirements</li> <li>• Provides access to career technical education (CTE)</li> <li>• Develops student success and career readiness</li> <li>• Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration</li> </ul>

- 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**

<b>YES</b>	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)
<b>YES</b>	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:**

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

## **Facility Resource Needs**

No facility resource needs were identified.

## **Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Susan Collins, OEPA Consultant

Team Member – Wade Armentrout, Principal, Moorefield Elementary School, Hardy County Schools

Team Member – Davene Burks, Principal, Brookhaven Elementary School, Monongalia County Schools

Team Member – Jeff Pancione, Principal, Augusta Elementary School, Hampshire County Schools

Team Member – Nicole Shaffer, Principal, Blue Ridge Primary School, Jefferson County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-221 SPRING MILLS PRIMARY SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	294.0	387.0	433.0	436.0	469.0
Average Class Size	23.8	20.6	22.2	22.8	24.5
Attendance Rate	99.4	99.1	98.6	94.1	not available
Pupil Admin Ratio	294.0	387.0	216.5	218.0	234.5
Pupil Teacher Ratio	15.4	16.8	15.7	15.8	15.9
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	100.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	subject not present	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	1.0	0.0	0.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## SPRING MILLS PRIMARY in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	SMPS supports the Berkeley County Schools Mission Excellence is in the AIR through discussion, activities and posters. SMPS conducts an annual Climate Survey based on values from parents and staff. SMPS follows a Character Education Program, Olweus Anti-Bullying Program, and Responsible Student Program to promote a positive climate for all students.	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.  <b>Rationale: The OEPA Team found, through the observation and interview process, shared beliefs and values among the majority of the school staff. Teachers could discuss the beliefs and values and how they were using these to guide classroom management.</b>
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	SMPS establishes high expectations for all students and staff through walk throughs, implementing APL and Marzano instructional strategies, WV Evaluation system and student goals. SMPS teachers use a variety of instructional techniques to ensure the learning of all students and collaborate frequently in data team meetings.	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.  <b>Rationale: The OEPA Team found, through the observation and interview process, high expectations for all were evident during classroom instruction and throughout the building. Students stated they believed teachers had their best interests in mind and expected</b>

		Teachers provide daily written lesson plans.		<b>them to complete their work to their greatest ability. Students indicated they are to respect themselves and others.</b>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	SMPS has established school rules and a school wide discipline plan to ensures safe environment. SMPS conducts numerous emergency drills throughout the school year. The LSIC and Safety Team meet quarterly to discuss and collaborate with community and parents on our safe, well-manged atmosphere to learn Weekly walk throughs are conducted to ensure bldg cleanliness - checklist Weekly administrative meetings	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team found the school to be a clean and well-managed environment. The building was well maintained and was well decorated and educationally stimulating.</b></p>

**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	SMPS administrative staff demonstrates professional knowledge through experience in leadership, SMPS administrative staff demonstrates effective communication through the A-Z Handbook, visibility and staff and parent support Daily and weekly bulletin Weekly administrative meetings Strategic planning - meet with each grade level each week	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals	EMERGING	SMPS faculty meets regularly to collaborate in LSIC meetings, Leadership, Curriculum, SAT and Data Teams. SMPS PTA meets monthly to bridge parents and teachers to support a positive environment for all SMPS	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: The OEPA Team found, through the observation and the interview process, school teams problem solved to increase academic achievement</b></p>

of the school through leadership, planning, and problem-solving.		students.		<b>supported by data analysis. Teachers reported the school teams and councils were well-developed and high functioning.</b>
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	SMPS teachers participate in regular Leadership, SAT, Curriculum and Data team meetings. SMPS teachers participate in book studies, staff development workshops and professional leadership collaboration to guide instruction. Professional development delivered through strategic planning Teacher needs are determined through needs assessments and instructional 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.
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	SMPS students are engaged in age-appropriate leadership opportunities through leading the pledge in the morning, peer collaboration, setting goals in planner, recycling program, classroom helpers and participating in Olweus weekly 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.

**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is	EMERGING	SMPS teachers create a well-rounded learning environment through posting student work samples, class rules, class library, student work stations/centers, science experiments, and creative writing across the curriculum.	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.  <b>Rationale: The OEPA Team found a majority of teachers demonstrated hands-on activities, positive</b>

student-centered and fosters student reflection, intellectual inquiry, and self-direction.				<b>behavior strategies, student-driven instruction, and a welcoming classroom environment.</b>
<b>Function B: Standards-Focused Curriculum.</b> 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	SMPS teachers implement Next Generation Standards and Objectives daily throughout lesson plans and ENGRADE documentation. Administration monitors this through walk throughs, lesson plan and curriculum maps 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.
<b>Function C: Instructional Planning.</b> 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	SMPS teachers benchmark all students using STAR Assessments, Evidence of Learning, and teacher created formative assessments. SMPS teachers monitor student learning through informal observations, interviews and portfolios Teachers plan collaboratively to develop plans and units that reflect next generation standards. Teachers will receive one day for team planning quarterly.	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.  <b>Rationale: The OEPA Team found the principal and teachers collaborated on long-term and short-term instructional plans, based on Next Generation Standards and Objectives.</b>
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies,	EMERGING	SMPS facilitate engaging instructional delivery through daily literacy and math stations, technology integration, guided reading, math games, non-fiction reading resources, individualized instructional strategies and use of hands-on science and social studies activities. SMPS administration monitors engagement	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.  <b>Rationale: The OEPA Team observed classrooms and reviewed teacher lesson plans, and most teachers delivered lessons using multiple instructional strategies and technology. This procedure optimized</b>



appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		through walk-throughs, lesson plan checks and IPI data. After school tutoring is provided for students who struggle in math and reading. Acquisition of science concepts was facilitated through a Gardening Club. A school garden was planted. In addition plants were discussed and dissected.		<p><b>student interest and engagement.</b></p> <p><b>Commendation: The OEPA Team commended the first grade teachers for the implementation of STEM projects into the curriculum.</b></p>
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	SMPS creates positive relations between staff, parents and community through school climate survey, LSIC meetings, school programs including Career Day, Veteran's Day, and Grandparents Day, PTA family activities, classroom volunteers, PASS Program, school newsletter, Fire Safety Smoke House day and communication using email, student planners and 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.  <b>Comment: The OEPA Team found, through the interview and observation process, that positive relationships were evident in the community. Teachers could discuss the variety of relationships listed in the school evidence column and the benefit to the school and to the community.</b>
<b>Function B: Student Personal Development.</b> 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	SMPS promotes and enriches student positive growth and wellness through JAM (Just a Minute Dance sessions), Adventures to Fitness, Brain Breaks, Student Dental and Vision Program, Cardiac Kids, Olweus Anti-Bully Program, PASS Program, ESL Program, Bucket Filler Program, Bags of Love Program, Relay for Life, Jump Rope for Heart, Character Education Program and Extended Day Learning 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.
<b>Function C: Parent and Community</b>	ACCOMPLISHED	SMPS connects with parents and	DISTINGUISHED	The evidence provided by the school and the additional

<b>Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		community through Bags of Love Program, PTA, School Business Partner (Food Lion), LSIC, Salvation Army Drive, Ruritan Involvement and student activities, local Garden Club, and adoption of families in need during holidays.		evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.  <b>Rationale: The OEPA Team found, through the observation and interview process, that parent and community partnerships enhanced and met the needs of all students through the areas listed in the school evidence column. Especially impressive were the Watch Dog Dads, Read Aloud, Parent/Teacher Association (PTA), Volunteers in Classroom, Therapeutic Programs, and Weekend Meals programs.</b>
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	SMPS teachers and staff are engaged in continuous education through Summer Institute, Leadership Academy, Web Based Trainings, BCS Reading/Literacy Model Training, Word Nerd Book Study, OLWEUS Anti-Bullying Training, Safe Schools Training (Policy 4373), Evidence of Learning Training and various instructional trainings to enhance and improve classroom 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.
<b>Function B: Teacher Collaboration.</b> 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	EMERGING	SMPS teachers participate in professional learning communities and collaborate on data through Data Team meetings, SAT meetings, STAR Analysis, Leadership, Wellness and Faculty meetings and book studies. Data analysis occurs through weekly strategic planning meetings as well as on quarterly Data Teams that are scheduled through the county.	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.  <b>Rationale: The OEPA Team found, through the observation and interview process, teachers collaborated with teaching colleagues and the principal on a weekly basis to improve the instructional practice. Teachers and the principal could discuss the importance and successes of this collaboration.</b>

implementation of strategies that improve instructional practice.				
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	SMPS staff participate in annual self reflections, setting student goals, observations, and evaluations. SMPS staff reflect using IPI data, School Climate Survey, classroom walk throughs and lesson plan checks Evaluation and reflection also occurs during weekly strategic planning sessions	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: The OEPA Team found, through the observation and interview process, the staff participated in the process of evaluation and was supported by the administration, as documented by walkthroughs and lesson plan review forms.</b></p>

**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	SMPS reflects a positive clean environment through the use of posted custodial duties, regular inspections of cleanliness and safety, repairs are taken care of in a timely fashion using maintenance work orders, end of the year maintenance requests, use of security cameras, and well planned safety 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.
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	SMPS staff follows state, county and school policies to efficiently manage school fiscal resources. SMPS administration develops a yearly school budget. PTA and Faculty Senate funds are consistently monitored throughout the year. Teachers have access to and input on the use of school funds. The school budget is discussed at each	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		leadership team meeting.		
<b>Function C: Personnel.</b> 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	State hiring procedures and policies are followed to maintain a highly qualified staff at SMPS. Teachers sit on a hiring panel at SMPS. Hiring recommendations are made collaboratively.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	SMPS utilizes 21st Century technology in the classrooms (Interactive SMARTBOARDS, ELMOS, iPads) to insure all students are exposed to up-to-date technology resources. We have a computer lab with 30 computers. Students are scheduled in the lab weekly. The lab is also used on an individual 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.
<b>Standard 7: Continuous Improvement</b> - 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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	SMPS staff establish a coherent approach to improving student performance through Data Team meetings, SAT Team meetings, team collaboration and Special Education support. Teacher collaborate to create the yearly strategic plan and SMART Goals to improve student performance. We also meet weekly to discuss student progress and ways to	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.  <b>Rationale: The OEPA Team found the staff established a coherent approach for improving the performance of students and met weekly for strategic planning. Most teachers could discuss the goals and action steps of the plan and how it was being used to aid in guiding</b>

		increase student efficacy.		<b>classroom curriculum delivery.</b>
<b>Function B: Processes and Structures.</b> 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	SMPS staff builds professional relationships through LSIC meetings, PTA collaboration, Business Partner connections, Data Team meetings, and programs to enhance community relations (Career Day, Veterans Day, Grandparents Day, Field Day, Field Trips, Musical Programs and Award Ceremonies). Student Assistance Team meetings are designed to facilitate collaboration as well as building teacher capacity	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Through weekly strategic planning teachers analyze assessments, student growth and share best practices. The results of students learning are communicated regularly to parents through Engrade, parent teacher conferences, report cards, interims, and evidence of learning reports.	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.	Due to the fact we are not a Title 1 school, our students would benefit from a qualified reading/math interventionist.	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.	Berkeley County Schools provide outstanding staff/professional developments utilizing Next Generation Standards covering all curriculum For the 2015/2016 school year we are developing a schedule that provides strategic planning for each staff member. We are hoping that this will significantly imp;act the staff's ability to improve student	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.

	performance.	
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### 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.	<p>SMPS is a GOLD Certified LEED School. Staff members teach a BCS Go Green Curriculum focusing on recycling, composting, energy efficiency, healthy atmosphere, wildlife and nature. SMPS implements Parent Attendance Workshops to encourage and teach parents the importance of attendance and its effect on educational growth. SMPS connects with the SMHS through PASS Volunteers, teaching Spanish, and CTE Educational Course focused on future teachers. Weekly Strategic Planning</p>	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> <li>• BCS Go Green Curriculum;</li> <li>• Attendance Workshops;</li> <li>• PASS Volunteers;</li> <li>• CTE Educational Course; and</li> <li>• Weekly Strategic Planning.</li> </ul> <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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### 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
	<p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> <li>prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> </ul> <p>Participate in the review</p> <p>Participate in the Exit Conference</p> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>

### **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.
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	(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
<p style="text-align: center;"><b>COMPLIANCE CHECKLIST: POLICY 2510</b></p> <p style="text-align: center;"><b>Assuring the Quality of Education: Regulations for Education Programs</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Full Compliance = Compliant with <b>all</b> items listed below.</li> <li>• Partial Compliance = Compliant with <b>more than half</b> the items listed below.</li> <li>• Non-Compliant = Compliant with <b>half or less</b> of the items below.</li> </ul> <p>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.</p> <p><b>(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).</b></p> <p><b>Compliance Core Areas of Policy/Code</b></p>		
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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> </ul>	

- 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**

<b>YES</b>	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)
<b>YES</b>	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:**

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

**Facility Resource Needs**

No facility resource needs were identified.

**Education Performance Audit Team**

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Vickie Lambert, OEPA Consultant

Team Member – Kristina Benedum, Principal, Roanoke Elementary School, Lewis County Schools

Team Member – David Decker, Principal, Salem Elementary School, Harrison County Schools

Team Member – Donna Michelle Robey, Principal, Doddridge County Elementary School, Doddridge County Schools

**Date of School Visit – 02/24/2016**

# SCHOOL PROFILE

## 04-301 HEDGESVILLE MIDDLE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	661.0	695.0	737.0	713.0	665.0
Average Class Size	24.2	24.2	25.2	25.6	24.8
Attendance Rate	97.6	98.1	97.8	93.9	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	330.5	347.5	368.5	356.5	332.5
Pupil Teacher Ratio	14.4	14.8	15.7	15.2	15.1
Participation Rate-Math	99.24	99.00	98.05	99.15	not available
Participation Rate-Reading	99.24	99.15	98.05	99.43	not available
HQT Percentage - Total	87.9	96.4	90.4	92.8	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	79.7	97.0	88.2	91.0	not available
HQT Percentage - Reading/Language Arts	81.0	89.4	87.5	94.9	not available
HQT Percentage - Mathematics	86.6	97.1	90.3	96.9	not available
HQT Percentage - Science	86.2	96.7	93.3	96.8	not available
HQT Percentage - Foreign Languages	100.0	100.0	54.5	46.2	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	96.5	97.6	95.0	96.7	not available
HQT Percentage - Geography	87.3	94.4	100.0	96.5	not available
Educators on Permit/Authorization	2.0	2.0	1.0	2.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## HEDGESVILLE MIDDLE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Students and staff at HMS exemplify our core beliefs and mission through our actions on a daily basis. Our core beliefs are aligned with the county mission of Accountability, Integrity, and Respect. Students are taught the meaning of our mission at the start of the year. Adults model desired behaviors on a consistent basis. The faculty collaborates with each other continuously with weekly team meetings, monthly Data Team meetings, the LSIC, and other committees/groups. Teachers implement our Olweus Bullying Prevention and our Advisory programs. Our school maintains a culture of giving by participating in a Food Drive for a local food bank, Hoops for Heart, and the Berkeley County Relay for Life. Our school business partners are	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.  <b>Comments: The OEPA Team determined the school exhibited shared belief and values. Evidence was pervasive throughout the school, including students and support staff.</b>



		ROCS (Roach Energy) and Med Express. We are creating a community connection with the Hedgesville Public Library and other local businesses. Parents participate in our WatchDOGS program, Career Day, SS and Sc Fairs, Book Fair, and numerous other activities.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	DISTINGUISHED	Staff members are accountable for student learning and growth. All teachers participate on Data Teams to learn about strengths and areas of weakness. We work as a team to create a plan for improvement. Lesson plans are checked once per month and clearly follow our WV Next Gen Standards. Teachers post to Engrade at least once per week. Teachers and students utilize technology in the classroom and in computer labs. Teachers use APL, Marzano, and TPT's to engage our students. Classroom walk-throughs occur throughout the year and we have 3 IPI Data Collections. Students and staff have reviewed the Berkeley County and HMS Handbook. Students record individual data in their planner each week. All students participate in the DAR Essay contest and students have opportunities to participate in the SS Fair, Science Fair, Math Olympiad, Science Olympiad, and Geography Bee. 9 Week award ceremonies are held to reward students for grades, attendance, and citizenship. 3 field trips are held per year.	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.  <b>Comments: High expectations were observed throughout the school. Staff clearly had high expectations for students as well as for themselves.</b>
<b>Function C: Safe, Orderly and</b>	DISTINGUISHED	HMS has clearly defined our behavior expectations and reviewed them with	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<b>Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	<p>students by using the Berkeley County Schools handbook, HMS Handbook, and Team Discipline policies. Our school culture emphasizes kindness and respect for all. Our building is clean and well maintained on the inside and outside. HMS practices 5 emergency drills per year and 10 fire drills per year. There is a master calendar in the main office that organizes events. All events are posted on our HMS Website and NTouch/Engrade messages are sent out at least twice per month. Walkie talkies are used for communication of guidance and administration. HMS has established hallway traffic patterns to maintain order and safety. HMS uses a key card entry system. Visitors must be buzzed in by the main office and procedures are established. HMS uses video surveillance. The procedure for 5th period/Lunch times are well defined and the hope is that all students feel a sense of belonging (Maker Mondays, Lunch with the Queen, etc..</p>	<p>school's self-rating for this function.</p> <p><b>Comment: The OEPA Team observed a secure, well-maintained, and welcoming building.</b></p>
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective	<b>DISTINGUISHED</b>	<p>Mrs. Adams received a Distinguished rating on her 2015 evaluation. Mrs. Adams is the instructional leader at HMS. Hedgesville Middle School works together as a team or a school family. Mrs. Adams includes professional development in every faculty meeting.</p>	<b>DISTINGUISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The principal demonstrated high expectations for all. Through her knowledge and skills, she utilized distributed leadership to ensure the school was well-managed, and staff had a role in</b></p>

management.		<p>She is organized and clear with her decision making. Mrs. Adams delegates appropriate tasks that facilitate entire faculty involvement. She outlines responsibilities with detailed duty rosters for basketball games, concerts, dances, and assemblies. Mrs. Adams distributes daily news bulletins and absence lists. Mrs. Adams recognizes faculty for hard work through thank you notes, birthday cards and gifts throughout the year. Mrs. Adams also nominates faculty for ACE and Distinguished Service Personnel awards at the county level. Mrs. Adams also recommends teachers to serve as leaders on county committees and initiatives. Mrs. Adams works hard to raise funds to provide teachers with supplemental materials to use in their classrooms.</p>		<p><b>continuous improvement and student achievement. Instructional leadership was demonstrated through her commitment to student growth and achievement.</b></p>
<p><b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	<p>ACCOMPLISHED</p>	<p>Mrs. Adams ensures that all schools teams and groups work together well and are focused on the mission, vision, and strategic plan. Mrs. Adams works with our IPI coordinator Kelly Sholl to schedule coding dates and times for our faculty discussions. We hold 3 IPI (Instructional Practices Inventory) codings per school year. Our discussions are focused on student engagement in the classroom. Mr. Harper and Mrs. Adams strive to complete classroom walkthroughs on an ongoing basis. The information collected is shared with the faculty and used to determine focus on particular instructional strategies. Team</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		<p>Leaders have a common 8th period planning time so they are available to meet with Mrs. Adams. HMS uses interdisciplinary teams who work together for the welfare of each child. Administration is present in Data Team meetings and lead staff development. Admin is involved with the SAT Team and SPL referrals. Mrs. Adams works with the LSIC and all groups at Hedgesville Middle. Extended Day</p>		
<p><b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>Hedgesville Middle School maintains a professional atmosphere where administration and teachers work together toward school and classroom improvement. Our school focuses on providing an interdisciplinary team approach. Our teams meet at least weekly to discuss the academic achievements and struggles, as well as, the behavior and well being of students. Within the interdisciplinary teams all teachers contribute and hold leadership positions at certain times. There are numerous ways that teachers serve in leadership roles at the school, county, state, and national level. Some examples are serving as a Team Leader, becoming a National Board Certified Teacher, serving as a member of the LSIC, SAT Team, Olweus Committee, IPI, Math Olympiad, Math Field Day, county curriculum team member, textbook adoption, Technology committee, etc... Mrs. Adams supports and encourages teachers to participate in personal</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		professional development. Everyone participates on a Data Team and Faculty Senate.		
<b>Function D: Student Leadership.</b> 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 offered many opportunities to participate in activities at Hedgesville Middle School where they can expand their leadership skills and contribute to the school. We have an extensive Extended Day program where leadership roles are available within a club. All students can apply to be members of our Student Council. If selected, Student Council members facilitate a school wide canned food drive for a local food bank and also serve as Reading Buddies for elementary students at HES. 6th, 7th, and 8th grade members of Student Council serve as members of our LSIC to provide a student voice for school improvement. HMS provides leadership opportunities through music and athletic programs as well as through homerooms while running our HMS Relay for Life and Hoops for Heart. We have started a Principal's Advisory committee this school year to allow an opportunity for students to voice concerns and suggestions. HMSTV news crew produces a daily show to keep students informed at HMS.	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.  <b>Rationale: The OEPA Team determined the school's evidence supported a distinguished rating. The school offered a wide array of age-appropriate student leadership opportunities and training.</b>

**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
<b>Function A: Classroom Learning</b>	ACCOMPLISHED	Teachers collaborate with their interdisciplinary teams and on their	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p><b>Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>		<p>content area Data Teams on a frequent basis. The purpose of the meetings is to share ideas and best practices to create engaging lessons that will differentiate instruction to meet the needs of all students. Teachers model Marzano, APL and TPT techniques to ensure that their classes are physically and emotionally safe for all. Classroom and Team rules and expectations are reviewed with students and parents. Teachers lead weekly Olweus Bullying Prevention lessons and bi-weekly Advisory sessions. Lesson plans are completed a week in advance and checked by Administration once per month. Data Teams and grade level content teachers create Pre and Post assessments for their students to ensure mastery of Next Generation standards. Remediation and Enrichment activities are provided for students on an ongoing basis. Teachers use computer labs and develop plans to allow students to show mastery of content in a variety of ways.</p>		<p>school's self-rating for this function.</p>
<p><b>Function B: Standards-Focused Curriculum.</b> 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.</p>	<p>DISTINGUISHED</p>	<p>All teachers are required to prepare lesson plans a week in advance. Teachers date their curriculum maps to ensure all content standards have been covered. Teachers post their objective, bellringer, and agenda on the board each day. Teachers post grades to Engrade at least once per week. Many teachers include additional information on Engrade. Technology is used in the classrooms to enhance the curriculum and computer labs are utilized. Teachers</p>	<p>DISTINGUISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		<p>meet as Data Teams to discuss best practices, strengths and areas of deficiency. Teachers analyzed benchmark assessments and STAR assessments to guide instruction. Interdisciplinary Teams create common vocabulary for teaching units. All teachers model Close Reading with their students. Data from classroom walkthroughs and IPI is analyzed and discussed to improve instruction. New instructional strategies are taught and then implemented in the classroom by teachers. Teachers lead staff development. The library is the core of our school.</p>		
<p><b>Function C: Instructional Planning.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>Teachers use Berkeley County Schools curriculum maps (divided by 9 weeks) to drive long and short term instruction. Teachers work individually, in content specific teams, and as interdisciplinary teams to design standards focused lessons. Teachers often share instructional ideas and materials to meet the needs of all students. Students complete work individually, in pairs, and in small and large groups. Technology is integrated when appropriate. Most special education students are taught in co-taught classes and instruction is differentiated to meet all student needs. 5th period is a 35 minute period around lunch that allows teachers the opportunity to be flexible with student groupings and also provide enrichment, remediation, and reteach activities. When</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended plans document differentiation to meet individual student needs.</b></p>

		<p>planning instruction, teachers provide students with examples of real life situations to increase their problem solving and critical thinking skills. Teachers develop SMART goals and use pre and post assessments to drive instruction.</p>		
<p><b>Function D: Instructional Delivery.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>When introducing a new concept teachers introduce the standard by connecting the content to prior knowledge and real life experiences. The objective, bellringer, and agenda are posted on the board and reviewed with students. Teachers work to meet the needs of all students by developing lessons that are auditory, visual, and kinesthetic. Teachers give pre and post assessments. Teachers meet in data teams to discuss the assessment results and share strategies to foster student growth. Teachers model desired outcomes and provide graphic organizers when beneficial. Positive praise is used to motivate students. Teachers use a variety of instructional strategies (Marzano, APL, TPT's) to help ensure student engagement. Technology is used when appropriate. Students are often asked to make corrections and resubmit work to provide additional remediation and to increase mastery of the desired content. Additional help is available before/after school and in the Resource Room during the school day</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>



**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	5th grade students participate in informal orientation during the school day in May to help to prepare them for the start of middle school. A formal orientation program is offered in August for incoming 6th graders and all new students. Two parent teacher conferences are held in the evening during the school year. Interdisciplinary teams meet on a weekly basis and frequently meet with parents during team planning time. Parents are invited to participate in 9 Weeks Award Ceremonies that honor students for a various awards. HMS participates in the WatchDOGS program. Dads are present throughout the school year. HMS hosts a WatchDOGS Dads and Kids Pizza Party and Dads and Donuts. During our HMS Book Fair we host a Moms and Muffins event. 3 parents serve on our LSIC. We communicate with parents through NTouch and Engrade. Parent participation to events is documented throughout the year. Our Student Assistance Fund provides for needy students. The backpack program works with those eligible.	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.  <b>Rationale: The OEPA Team verified the school's evidence and, in addition, noted the following community involvement: math night at Food Lion, robotics team at Chick-fil-a, Relay for Life, Hoops for Heart, and the canned food drive.</b>
<b>Function B: Student Personal Development.</b> The school staff attends to student physical, social-emotional	DISTINGUISHED	Counselors coordinate Red Ribbon Week, CFWV College Application/ Career Exploration Week, James Rumsey Mobile Career Center, Career Day,	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 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.		<p>Olweus Kick Off Week and the Tour of Blue Ridge Community College and JRTI. Lunch groups give students the opportunity to develop social skills in a small group setting. The counselors utilize the BC PTA Clothing Room and the Back Pack Program to provide for the physical needs of HMS students. The HMS guidance program provides classroom lessons, small groups and individual help to meet the social/emotional, career and academic needs of students. Classroom guidance lesson topics include healthy relationships, manners, stages of grief, and organization skills. Counselors offer small groups covering all the above topics through How To Friday. Community support is provided through the WATCHDOG program, PASS program, and Hedgesville Public Library. Project Aware funds an outside counselor to come in our building each week. The SAT team meets regularly.</p>		
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	EMERGING	<p>Hedgesville Middle School and ROCS (Roach Energy) and Med Express work together in a school and business partnership. The Berkeley County Diversity Council participated in our Orientation program. The Hedgesville Public Library serves on the LSIC and provides social and academic support to students and families. Parents have supported HMS through the LSIC, our WatchDOG program, by chaperoning field trips, assisting in the classrooms,</p>	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: Through interviews and review of documentation, the OEPA Team determined sufficient evidence to support an accomplished rating.</b></p>

		supporting students in academics (SS Fair, Science Fair, Math Field Day, Extended Day program), athletics, the arts, and the HMS news team. Local business leaders and parents serve as speakers for our Career Day. We are holding a community math night at Food Lion in February. Many community businesses support HMS through donations to support our 9 week award ceremonies. The local Lions Club provides glasses for students and the WVU Dental program provides dental care for those in need. HOSPICE and East Ridge provide grief and counseling to students.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	HMS Data Teams formally meet on a monthly basis, but content specific teachers find time to collaborate with each other on an ongoing basis. Teachers work together to share materials, ideas, successes, and areas where they need help. Teachers are active participants during staff development and willingly try new instructional strategies to meet the needs of all students and to increase students engagement. Our focus this school year is TPT's, technology, and Close Reading. Teachers reflect on the success of the instructional strategies once they have been implemented. The faculty discusses the results of IPI 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.

		<p>Collections and the findings of Classroom Walkthroughs. Award Assemblies are held each 9 Weeks to recognize areas of student success. Faculty members are acknowledged at the school and county level through happy grams, birthday cards, emails, recognition on daily bulletin, through observations and evaluations, ACE Award, and Distinguished Service Personnel Awards.</p>		
<p><b>Function B: Teacher Collaboration.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>Teachers at HMS collaborate in interdisciplinary teams and Data Teams. Interdisciplinary teams include Reading, Language, Math, SS, and Science teachers who have a daily common planning time and share the same group of students. Teams make contact with at least 4 parents per week, discuss cross-curricular connections, develop plans of enrichment and remediation, discuss student behaviors and needs, plan field trips, and ensure medical and mental health needs are being met. Each interdisciplinary team has a team leader that serves on the HMS Leadership Team. Teachers collaborate on a frequent basis to ensure the success of all students. The faculty discuss assessment data, pre and post assessments, and samples of student work. Teams discuss best instructional practices, establish the pacing of the curriculum maps, and develop plans of enrichment and remediation. Our focus this year is Close Reading, writing in mathematics, and</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff share Read 180 data to assist in meeting student needs.</p>

		technology.		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Administration works with all teachers to ensure deadlines are met in the evaluation process. Administration formally observes teachers with 0 to 5 years experience. Feedback is provided for all teachers to help them improve instructional practices. Classroom walkthroughs are conducted throughout the school year. Each classroom walkthrough is emailed to the teacher. Schoolwide walkthrough data is emailed to the faculty after each round of walkthroughs. The data is compiled and then discussed at Faculty Meetings. Staff development is provided on instructional strategies to increase student engagement, teachers try the strategies in the classroom, and then reflect on the effectiveness of the strategy. New teachers attend a county and school new teacher orientation. New teachers are introduced to the faculty and are made aware of faculty responsibilities. New teachers are assigned an AIM who also observes and serves as a reference. Team Leaders monitor new teachers 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.

**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and	ACCOMPLISHED	The building is clean and well maintained by custodians, faculty and students. The Tree Huggers recycling group picks up the school recycling after school every Thursday (Extended 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.  <b>Recommendations:</b> While the OEPA Team substantiated the school's rating, to strengthen the

configured to meet the learning needs of students.		program). Everyday Earthday Extended Day student group picks up trash outside of our school building fifteen times per year. Teachers and students work to make our classrooms pleasant enjoyable places to learn. Teachers create engaging, interactive bulletin boards throughout the school building. Our Wall of Fame recognizes outstanding student accomplishments such as Academic, Citizenship, Rising Eagle awards, Perfect Attendance, etc... Students nominate each other and teachers for Excellent Eagle awards that are displayed in our front hallway. Olweus Bullying prevention rules are posted throughout. All exterior doors are locked at 7:30 a.m. HMS uses a key card entry system. Visitors must be buzzed in by the main office and procedures are established.HMS uses video surveillance inside and outside.		<p>function, the Team recommended:</p> <ul style="list-style-type: none"> <li>• the outside door by room 5B be secured and not propped open as it was observed the day of the on-site review (until 1<sup>st</sup> period);</li> <li>• the handrail going into the basement on the main level near the office be extended; and</li> <li>• classrooms be numbered to be readily referenced in the event of an emergency.</li> </ul>
<p><b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</p>	DISTINGUISHED	<p>The principal and financial secretary work together closely to ensure that all financial procedures are followed. School financial audits ensure that HMS institutes open and transparent accounting systems that are efficient and effective. The faculty is trained on the appropriate way to submit purchase orders. Financial procedures are documented in the Faculty Handbook. A purchase order must be obtained prior to ordering on behalf of HMS. If this procedure is not followed then the person will not be reimbursed. All groups and</p>	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended the staff for two STEAM grants received from the Clay Center/WV Division of Culture and History/Claude Worthington Benedum Foundation;</b></p> <ul style="list-style-type: none"> <li>• \$750.00 for general music and</li> <li>• \$5358.00 for new equipment for the TV news program</li> </ul>

		<p>clubs are aware of the money in their individual account. The school holds up to 2 school wide fundraisers per year. Funds raised are used to support teaching and learning at Hedgesville Middle School and are used to accomplish the school's mission and strategic plan. Faculty Senate reports the balance and expenditures on all agendas and meeting minutes. The LSIC (which includes parents and community representatives) are updated on school finance at each meeting.</p>		
<p><b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.</p>	<p>ACCOMPLISHED</p>	<p>It is Hedgesville Middle School's goal to hire outstanding highly qualified candidates for all positions. During the 2014/2015 school year 92.8% of teachers at Hedgesville Middle School were highly qualified. Many of the teachers not highly qualified are special education teachers who are teaching multiple subject areas but are certified to work with a specific learning disability. Staff development is provided on an ongoing basis. Hedgesville Middle School has a highly qualified staff with several National Board Certified teachers, many working on National Board Certification, numerous Masters Degrees, and other advanced certifications. We have an experienced staff who are eager to learn new strategies and enjoy collaborating with each other. New teachers participate in a 2 day orientation program and are assigned an AIM Mentor to work with throughout the school year. At</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>



		Hedgesville Middle School new teachers are also mentored by the team leader on their interdisciplinary team.		
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	HMS uses WVEIS daily to enter and retrieve information including attendance, behavior, and grade reports. Administration and TIS work with BCS's Tech. Dept. to provide efficient technology tools. Classrooms are equipped with projectors, document cameras, Smartboards or Mimios, and student computers. HMS has wireless internet capability throughout, five computer labs with 32 work stations, classroom set of iPads, and a small laptop cart. Staff members are provided with up to date technology news, websites, videos and how-to guides. Teachers and Students have access to Engrade, Office 365, Renaissance Place, Brain Pop, Social Studies and Reading textbook sites. Teachers create classroom learning experiences that support students' mastery of digital tools. Teachers deliver cyber-safety lessons as part of their weekly Olweus lessons. Throughout the year they are taught copywrite laws. HMS's website is rich in resources for teachers, students and parents to use in and out of 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.

**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
<b>Function A: Focused and Coherent Plan.</b> The	ACCOMPLISHED	The HMS Strategic Plan is a collaborative effort that used Berkeley	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the



staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		County priorities, WV Summative Assessment scores, STAR data, benchmark data, Olweus Questionnaire data, and School Climate survey data to help us prioritize our needs for improvement. The faculty and LSIC participated in conversations about our strengths and weaknesses to develop a plan where everyone shares ownership. SMART goals are developed in Data Teams to increase student achievement. The LSIC is comprised of students, teachers, service personnel, community members, and parents who are committed to achieving our strategic plan goals. We are committed to providing opportunities for all students through Enrichment activities, PLATO Remediation, SPL (Tier 2 and Tier 3), the SAT Team, Project Aware, Guidance Programs, Extended Day programs, Olweus and Advisory lessons, WatchDOGS, and communication through Parent/Teacher Conferences, NTouch, HMS School website, and Engrade.		school's self-rating for this function.
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in	ACCOMPLISHED	Mrs. Adams designs the Master Schedule using the Team Concept. HMS has five interdisciplinary teams that share a Reading, Language Arts, Mathematics, Social Studies, and Science teacher. Each student is assigned a team to give them a feeling of a school within a school. Teams meet at least once per week. Agendas are kept and each team makes 4 parents contacts during the week. 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.

actions to increase student learning.		School Leadership team is comprised of 6 team leaders. Subject area data teams meet at least on a monthly basis to monitor and revise their SMART goals, discuss strategies and new data, and share successes. A technology committee meets monthly to share new tools and then reports back to their respective teams. The LSIC discusses all areas of school improvement. A resource room and 5th period allowing for some creative scheduling to meet all student needs in regards to enrichment and remediation. HMS has developed a partnership with the public library, ROCS, Med Express, and numerous local businesses.		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	All teachers, instructional aides, and LSIC members have copies and understand the goals of the Strategic Plan. The plan is a living document that is evaluated and adjusted based on our progress. Progress of the plan is discuss in Faculty meetings, Date Team meetings, Interdisciplinary team meetings, and LSIC meetings. Data Teams evaluate ongoing pre and post assesements, STAR data (from 3 collections throughout the year), and instructional strategies. Staff developments are held throughout the year to add to our instructional toolkit (Close Reading, writing in mathematics, technology, TPT's). Progress is communicated to all through meetings and emails. Team Leaders (Leadership	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended student data documentation in planners be added to the advisor/advisee portfolios, so students could reflect on the data and develop short and long term goals from year to year and track their progress.</p>

		Team) and Data Team Leaders (Curriculum Team) all play a large role in monitoring the strategic plan and making adjustments if needed. Students track their individual data on an ongoing basis. Students track their attendance and grades weekly and assessment data as it is given.		
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**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	Neither the school nor the OEPA Team identified resource or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	N/A	Neither the school nor the OEPA Team identified any professional development 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.	Bike Attendance Awards - Each 9 weeks every student with perfect attendance is recognized and 3 students (one per grade level) win a bike for having perfect attendance. Our attendance rate has increased. The increase in attendance has impacted our assessment data in a positive way.	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> <li>• Bike attendance awards program</li> <li>• Total Participation Techniques</li> </ul> <p>However, the Team did not verified, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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**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) 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes standards-focused curriculum</li> <li>• Provides physical education, physical activity and health/wellness education</li> <li>• Develops global competence</li> <li>• Utilizes technology integration</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes personalized career portfolios to develop career awareness</li> <li>• Offers visual arts, choral, and instrumental music courses</li> <li>• Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes Standards-Focused Curriculum</li> <li>• Provides opportunities for world languages</li> <li>• Provides the 18 specified graduation requirements</li> <li>• Provides access to career technical education (CTE)</li> <li>• Develops student success and career readiness</li> </ul>

- 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	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p>
YES	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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.</p> <p>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)</p> <p>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.)</p>

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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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

<b>YES</b>	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)
<b>YES</b>	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
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	<b>YES</b>	Receipts - all teachers will document the student name and amount of \$ collected. Disbursements - all teachers will obtain a Purchase Order prior to ordering or they will not be reimbursed.	<b>YES</b>
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	<b>YES</b>		<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	<b>YES</b>		<b>YES</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	<b>YES</b>		<b>YES</b>
<b>E .</b> School Building Authority (if applicable). Has the school	<b>NOT APPLICABLE</b>		<b>NOT APPLICABLE</b>

addressed all non-compliances during the SBA review?			
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		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.)
- I. Sidewalks were not adequate with designated crosswalks and sloped for proper water drainage. (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.<sup>2</sup>) (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.)
- E. Perishable and non-perishable food storage areas were not adequate without overflow into general kitchen area. (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-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
  - A-3. Work counter with sink. (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.)

### 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)

School did not provide an auditorium. (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.)
- 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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Dr. Marsha Bailes, OEPA Consultant

Team Member – Greg Rothwell, Assistant Principal, Follansbee Middle School, Brooke County Schools

Team Member – Gene Brock, Principal, Warm Springs Middle School, Morgan County Schools

Team Member – Steve Rodriguez, Principal, Fairview Middle School, Marion County Schools

Team Member – Julie McBee, Principal, Keyser Middle School, Mineral County Schools

Team Member – Dr. Cathryn Carena, Curriculum Assistant Principal, John Adams Middle School, Kanawha County Schools

**Date of School Visit – 02/24/2016**

# SCHOOL PROFILE

## 04-302 MARTINSBURG NORTH MIDDLE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	574.0	596.0	612.0	591.0	729.0
Average Class Size	20.9	20.9	22.7	21.1	24.2
Attendance Rate	97.1	97.5	97.1	92.3	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	287.0	298.0	306.0	295.5	364.5
Pupil Teacher Ratio	12.0	12.2	12.2	12.1	13.8
Participation Rate-Math	97.92	99.84	98.39	97.56	not available
Participation Rate-Reading	98.27	99.84	98.55	97.38	not available
HQT Percentage - Total	69.3	71.8	81.1	94.4	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	33.5	42.2	61.4	90.1	not available
HQT Percentage - Reading/Language Arts	69.1	71.9	65.9	93.1	not available
HQT Percentage - Mathematics	73.6	90.3	93.0	96.7	not available
HQT Percentage - Science	78.1	89.4	88.1	97.3	not available
HQT Percentage - Foreign Languages	not available	not available	not available	not available	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	55.6	100.0	100.0	not available
HQT Percentage - History	80.0	84.5	88.5	92.1	not available
HQT Percentage - Geography	79.6	88.7	85.7	95.2	not available
Educators on Permit/Authorization	6.0	5.0	7.0	4.0	3.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## MARTINSBURG NORTH MIDDLE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	At NMS we believe we are accountable, have integrity, and respect all... *Each morning the entire school recites the North Middle School mission statement, "We at North Middle School are committed to doing "Whatever It Takes" to ensure that all students reach their highest potential." *Daily advisory time with a weekly Olweus lessons which have helped to draw attention to those negative behaviors that lead to school bullying. *Through advisory our students build positive relationships and complete LINKS lessons that lead to them thinking about life skills and their possible futures. *S.T.A.R. awards to recognize students for positive actions. *Take a Vet to School Day to celebrate our Veterans *Participation in Berkeley	EMERGING	<p>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.</p> <p><b>Rationale: The OEPA Team determined staff lacked consistency with respect to expectations in student behavior, personalized learning, advisory, lesson plans, and instructional strategies.</b></p> <p><b>Recommendation: The OEPA Team recommended the school establish and implement consistent expectations based on a set of shared beliefs and values.</b></p>

		County's Relay for Life, raising \$3, 287.56 last year. *Business Partnership with Protel and My Bank First United. *Participation in Hoops for Hearts, raising \$2, 215.60 last year.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	<p>*We teach North students the "Foremost Fourteen Expectations" which are posted throughout the building and in every classroom. *The principal has established a schedule for lesson plan checks, data team meetings and faculty meetings. *The teachers connect weekly plans to the adopted content standards and notate them in their plans. *The objectives are written on the board for the students, and observed during walk-throughs. High-yield strategies are incorporated into the classroom included but not limited to, Marzano, APL, and Total Participation Techniques. *Teachers model the expectations by following our established norms- we don't yell at students, we don't argue with students, we don't use sarcasm with students, and a positive attitude is required. *Team awards at the nine week marking periods for grades, attendance, content area, and most improved awards. *During advisory students monitor their grades, STAR test results, and attendance.</p>	EMERGING	<p>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.</p> <p><b>Rationale: In multiple classrooms, the OEPA Team observed students not participating during instructional time. In addition, the Team did not verify evidence of implementation of the Foremost Fourteen Expectations listed in the school's evidence. The Team could not confirm the use of higher level depth of knowledge (DOK) questioning in all classrooms. In addition, the Team noted the omission of instructional modifications in lesson plans.</b></p> <p><b>Recommendation: The OEPA Team recommended all school stakeholders establish non-negotiable school-wide expectations.</b></p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-	ACCOMPLISHED	We have high expectations for behavior at NMS *Our teachers greet students at the door; this increases hallway supervision as well. *We have established the S-3(Safe and Supportive	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



managed and clean and contributes to an engaging and inclusive atmosphere for learning.		Schools) committee to review the school-wide discipline data and make decisions about target areas. *We have reviewed the expectations in the cafeteria, gym, and classroom. *We have the Watch DOG program at our school. *There is a master calendar online-Office 365 and in the teachers' workroom. *Emergency team members carry walkie-talkies. *Hallway traffic patterns are established. *NMS has a key-card entry system and visitor procedures are established. *Students and staff practice lock-downs and fire drills 10x throughout the school year. *The building is clean and well-maintained on the inside and outside.		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal is the instructional leader of NMS *She looks for PD opportunities that will enhance her role and job responsibilities. *She distributes leadership within her building to promote growth and strengthen the vision of the school. *She meets with all stake holders on a scheduled basis and as needed to discuss instructional data, discipline data, goals, and expectations. *She is visible in the hallway, classrooms, and after school events. *She is a principal mentor. *She provides ongoing professional development through staff meetings 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.  <b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal develop a follow through plan for monitoring non-negotiable expectations at all grade levels.

		Tuesday Targets. *The principal meets twice a month with team leaders to communicate key information and distribute discipline data.(Team leader Meeting Agendas) *Monthly staff meetings scheduled for the year to share instructional information and important school-wide data.( Meeting Agendas) , Five Year Strategic Plan, Principal evaluation, Walk-through data, and Data team involvement.		
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	NMS has welll-established committees and teams that enhance the operation of the school *Through the LSIC we communicate discipline data and connect with our parent representatives and business partners.(LSIC agenda and minutes) *The IPI teams collect data 3 times a year and conduct faculty discussions to improve student engagement. *Our Curriculum data teams review data from common formative assessments and work on strategies to improve student achievement. *The S-3 Committee reviews discipline data to make building level decisions about target locations, specific interventions, and reward opportunities. *The School Leadership Team looks at data from the entire school to target weak areas and address the areas as needed. *The SAT team focuses on the individual student and interventions necessary to make them successful in the school setting. *The Faculty Senate is well managed and	EMERGING	<p>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.</p> <p><b>Rationale: The OEPA Team recognized that although teams were involved in analyzing data, classroom instruction did not reflect application of that information.</b></p> <p><b>Recommendation: The OEPA Team recommended all school teams work cooperatively, with increased administrative oversight, to establish a unified academic plan.</b></p>

		meets the instructional needs of the students and staff.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers are encouraged to get involved with the operations of NMS and the administration has an "open door policy" where teachers are welcome and supported. *Each teacher participates in a weekly data team meeting with their grade/subject level. This process is invaluable to see what students know and what students still need to learn. *The School Leadership Team has representation from each subject, grade, unified arts, and special education. *Two teachers have just completed their Leadership Internship. One teacher is currently in the Internship process, and another is in the program. *One social studies teacher is starting the process toward her National Board Certification. *NMS teachers provide county-level PD. *Our Data Teams were recognized by BCS in 2012-2013 for exemplary practices. *Each grade level team has a leader and each separate committee a chairperson. *Our teachers received over \$4,000 in grant money last year. *We have 2 IPI teams that collect and present.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teacher leadership as a topic for future professional development and/or professional learning communities (PLCs). In addition, the OEPA Team recommended planned collaborative time for teachers to lead professional development activities.
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a	ACCOMPLISHED	Students have numerous leadership opportunities at NMS. *Extended Day Activities, *Student Government, *Friends of Rachel *LSIC membership *Relay for Life activities, *Basketball teams, and Cheerleading, *Pep Band, *School Play, and *Show Choir	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

sense of responsibility for improving self, school, and community.				
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b> 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... *The teachers have posted classroom expectations. *The teachers greet their students at the door. *Each class begins with a bell-ringer. *Students have opportunities to work in partners, groups and as individuals. *Student engagement is a priority in every classroom.	EMERGING	<p>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.</p> <p><b>Rationale: The OEPA Team did not identify pervasive examples of student-centered lessons fostering student reflection and intellectual inquiry.</b></p> <p><b>Recommendations: The OEPA Team recommended all teachers implement APL and Marzano instructional strategies, for which they had received training. The Team further recommended the use of Instructional Practices Inventory (IPI) data in refining and improving classroom instruction.</b></p>
<b>Function B: Standards-Focused Curriculum.</b> 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	The lesson plans are checked four times a year. Teachers track their standards on the Berkeley County curriculum maps. The curriculum maps are aligned to the Next Gen. Standards. Teachers collaborate during data team time. PE teachers work toward the WV Fitness-gram test with their classes. The lesson objective is posted in every classroom and shared with the 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.
<b>Function C: Instructional</b>	ACCOMPLISHED	The teachers complete lesson plans that incorporate the Next Generation	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate

<p><b>Planning.</b> 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.</p>		<p>Standards . Collaboration is seen between grade level subject teachers as lesson plans are created. Lesson plans incorporate Next Generation Standards and Objectives for West Virginia Schools, objectives, differentiation of instruction, and accommodations. Data from Star Reading and Math is a tool to plan instruction. Grouping is fluid based on needs of the students. Common assessments are used as a pre and post assessment. Activation of prior knowledge is sought to begin a new learning activity. All teachers use data to determine progress of their students. Students are held accountable for their work, and homework lunch and test re-takes are options.</p>		<p>the school's self-rating; the Team determined a lower rating for this function.</p> <p><b>Comments:</b> Through observations and lesson plan reviews, the OEPA Team determined some teachers had incomplete lesson plans or were journaling as evidence by "Snow Day" documented in blank plan boxes. Five teachers did not demonstrate evidence of long term planning. Three teachers' plans did not include differentiation. Lesson plans for teachers delivering instruction in a co-teaching setting did not show evidence of being specially designed to include differentiation or accommodations. The Team further determined the following areas of concern for students with disabilities: access, class size, grade-level instruction.</p> <p><b>Recommendation:</b> The OEPA Team recommended staff actively address planning and delivery of instruction to include detailed short term planning, long term planning, and differentiation to meet the needs of all students.</p>
<p><b>Function D: Instructional Delivery.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>The teachers complete lesson plans that incorporate the Next Generation Standards and Objectives for West Virginia Schools. IPI collections and staff conversations regarding results. The data team agendas, grade level team agendas, examples of assessment, and student work all have examples of best practices and multiple strategies.</p>	<p>EMERGING</p>	<p>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.</p> <p><b>Rationale:</b> The OEPA Team did not observe pervasive efforts that facilitated engaging instructional experiences to enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.</p> <p><b>Recommendation:</b> The OEPA Team recommended staff utilize professional development and/or PLCs to focus on varied instructional strategies.</p>

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Parent Nights each month- i.e. Math Night, Book Fair, Social Studies Fair, Science Fair, Recognition of community "heroes" at basketball games, community dinners, student handbook, Engrade, Ntouch messaging, community use of facilities, i.e. rec. league, square dancers, Polling place, Relay for Life team and Habitat for Humanity volunteer opportunities.	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.  <b>Rationale: While the school did not feel they had reached the desired goal, the OEPA Team found evidence of pervasive efforts on behalf of the school to promote community involvement.</b>
<b>Function B: Student Personal Development.</b> 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 school has a wellness program, guidance program, nurse-eye exams and hearing exams, dental clinic, and a backpack program. We target special education-scheduling to meet the least restrictive environment needs of the student.	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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended adherence to the West Virginia Board of Education Policy 4321.1: 5.1.d and 5.1.e with regards to selling other food products during lunch service time.</b>
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Project Aware (On-campus assistance for students with Mental Health needs), Business partnership with Protel and MyBank, Health Dept. connection, Backpack program, Mental Health Agencies Referral Pamphlet, PTA Clothing Closet, McKinney Vento Support, and local counseling and crisis intervention agencies contact list readily	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



available to support parents and 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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The staff participates in 18 hours of county staff development. This year each team is using TPTs in their classroom and teaching the strategy to their department level team. The staff participates in IPI conversations after each collection with the focus of increasing student engagement with higher order thinking skills. Data teams collaborate to incorporate best practices and strategies for improvement in student achievement.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended professional development be aligned with the school's strategic plan.</p>
<b>Function B: Teacher Collaboration.</b> 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	The teachers participate in a variety of PLCs where data is studied for the purpose of improving student achievement. There are department data teams that meet weekly and during county 2-hour delay days. The county has trained these data teams through staff development to analyze the data, set goals, and work on specific strategies to meet those goals. The grade level teams have instructional meetings twice a week that are solely focused on TPTs (Total Participation Techniques), APL, Marzano, and cross-curricular content. The school leadership team has representaiton from each department and grade level; this team meets the first Monday of each month to discuss school-wide data.	EMERGING	<p>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.</p> <p><b>Rationale:</b> The OEPA Team determined that while school teams were meeting and collaborating, the Team did not observe a connection between data analysis and instructional practices among team activities.</p> <p><b>Recommendations:</b> The OEPA Team recommended school teams establish well-defined goals and maintain and share team meeting notes with all stakeholders. The OEPA Team further recommended team agendas reflect a connection between data analysis and instructional practice.</p>

<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	<b>ACCOMPLISHED</b>	Professional growth is fostered through the process of evaluation. All teachers complete a self-reflection in five standard areas by Oct. 1: curriculum and planning, the learner and the learning environment, teaching, professional responsibilities for self-renewal, and professional responsibilities to school and community. Teachers with 1-3 years' experience are observed four times and 4-5 year's experience two times; 6+ years no observations are required. Each teacher submits two learning goals by Nov. 1, and evidence is submitted ongoing. The final evaluation includes the school-wide growth in math and reading on the standardized test. Each teacher meets with their administrator for a summative evaluation conference in May. Teachers align their goals to the Strategic Plan.	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	<b>ACCOMPLISHED</b>	NMS has a clean an inviting school environment. There is one main point of entrance. Visitors must sign-in at the office. There is a fence around the trailers. *Classrooms, hallways, playground, other grounds have daily cleaning. *Students and staff participate in the required monthly fire/code-red/ and evacuation drills hallway movement student expectations displayed relationship with city police officer	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff inspect the outside grounds on a daily basis and remove trash and debris. In addition, the Team recommended repairs be made to the fire doors in the central stairway.</p>



		checks-in		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The NMS management procedures are proactive and fiscally responsible. *The principal establishes a yearly budget that is approved by the county. *The principal meets with the financial secretary weekly. *The principal and finance secretary meet weekly to review accounts and purchases. *Each month, the principal and finance secretary review the bank statement. *During the yearly audit, our school finances reflected minimal inaccuracies. *We follow the Accounting Procedures Manual for the Public Schools in the State of West Virginia in all our accounting. *There is a teacher training at the beginning of the school year on basic accounting procedures. *We have received grants Ecolab, Community mini-grant, BC Business Partner Grant, Action for Healthy Kids,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> 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 interviewed for highly qualified individuals to best serve our students. We work collaboratively with our personnel office to recruit applicants, hire quality staff, and retain effective teachers. *Staff members are evaluated based on the WV Evaluation system to provide growth and support to new teachers. *New teachers are teamed up with another experienced teacher to provide assistance and mentoring in the field.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information</b>	ACCOMPLISHED	NMS is infused with technology that	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		enhances the daily operations of the school, student engagement, and achievement. *North has a computer lab for each grade level. *Each team has a mobile laptop lab and iPad cart. *All classes are equipped with Smartboards and Elmos/Mimios. *The TIS(Technology Integrated Specialist) host bi-monthly trainings and supports classroom teaching. *WVEIS is update daily. *Student information is updated in WVEIS. *Links lesson for the students on Internet usage and safety.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Focused and Coherent Plan.</b> 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 and LSIC work collaboratively to establish the mission and goals outlined in the strategic plan. Our PLC, team meetings,S-3, Safety Committee, WellnessCommittee, LSIC, Tech. Committee, Grade-level, and curriculum teams serve to continuously monitor our progress and maintain our approach for improving our work toward our goals. Regular meetings of these groups provide guidance and support for our initiatives. • PLC –Focus on Student Achievement • Speech, Gifted & Special Ed Services • Strategic Plan Goals • After School Tutoring • ELA Blocks • ELL Services• Reports • Progress Monitoring/Benchmarks •Data Analysis• Personalized Learning 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.  <b>Rationale: The OEPA Team did not verify evidence of a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.</b>  <b>Recommendation: The OEPA Team recommended staff review and revise the strategic plan to better meet the instructional needs of all students.</b>
<b>Function B: Processes and</b>	ACCOMPLISHED	NMS has Team meetings MWF and	EMERGING	The evidence provided by the school and the additional

<b>Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		Data meetings Tuesday and Thursday; Leadership meetings; Team leader meetings; S-3 meetings; Climate Control meetings; SPL; Faculty Senate; Edline; Parent conferences; E-mails; SATs; IEPs; 504s; Phone logs in each lounge/Office 365 Professional development; Tech. training after school; Department meetings Positive student referrals; SAT meetings; Strategic Plan; Transition Meetings; 504 & IEP Meetings; PLCs; WATCHDOG DADS; Intramurals;		<p>evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p><b>Rationale:</b> The OEPA Team determined that while structures were in place for building professional relationships, all staff and stakeholders were not collaboratively engaged in actions to increase student learning.</p> <p><b>Recommendation:</b> The OEPA Team recommended administration, school teams, and other stakeholders work together to define the structures necessary to increase student learning.</p>
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Benchmarks are given a minimum of 3 times per year. Classroom assessments drive instruction. IPI Data is collected and discussed 3 times a year to improve student engagement, higher levels of thinking and learning. Common assessments are used across the core curriculum. Teachers, students, and parents/guardians work as a team to increase student learning and growth. Parents can access Edline to check on their child's academic progress which is updated on a weekly basis. Students record benchmark data results in their planners and take home to share with parents.	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.	We have a large population of low SES students and we believe that an interventionist in Reading and Math would be beneficial to help our at-risk students perform better in the classroom.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. The OEPA Team also recommended the school develop a process to more closely
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		monitor for results.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Our staff will benefit from continued staff development in the most up-to-date technology and motivating the unmotivated learner. We did a needs assessment at the September staff meeting and these were requested areas. The data teams have requested assistance with unmotivated learners as well.	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 further recommended staff implement and monitor current training and professional development along with their newly requested staff development.

### 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.	Advisory period- On Monday the group completes the Olweus anti-bullying lesson. One day the students record their grades and attendance in their student planner. Another day the class participates in an Advisory lesson. The students read a common book across the grade levels. The final day is up to the group. It can be a walk around campus or whatever they choose. The goal is to build relationships and improve climate.(Evidence- Olweus survey, Student planners, Engrade reports)	The OEPA Team commended the use of the advisory period. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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### 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
	<p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> <li>prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> </ul> <p>Participate in the review</p> <p>Participate in the Exit Conference</p> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>

### **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	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	
YES	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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.</p> <p>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)</p> <p>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.</p>	
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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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**

<b>YES</b>	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)
<b>YES</b>	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:**

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

#### **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.)
- L. Playgrounds/recreational areas were not well equipped and appropriate for the age level per State Board Policy 6200. (May adversely impact program delivery and student performance.)
- 7. Cafeteria/Food Service Area**
  - L. Dining area seating was not adequate (8-14 ft.<sup>2</sup> per student served). (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.)
- 10. Auditorium/Stage Facilities (Middle and High Required)**

School did not provide an auditorium. (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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Richard Messinger, OEPA Consultant

Team Member – Allen Sexton, Director, Office of Special Programs, Raleigh County Schools

Team Member – Ernie Jarvis, Director, Personnel and Food Service, Nicholas County Schools

Team Member – Amy Robertson, Principal, Greenbrier West High School, Greenbrier County Schools

Team Member— Darlene Murphy, Principal, Van Devender Middle School, Wood County Schools

Team Member—Bradley Martin, Technology/WVEIS/Testing, Preston County Schools

Team Member – Russ Collett, Principal, Elkins High School, Randolph County Schools

**Date of School Visit – 02/25/16**

# SCHOOL PROFILE

## 04-303 MARTINSBURG SOUTH MIDDLE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	878.0	892.0	897.0	917.0	799.0
Average Class Size	22.8	23.6	22.8	23.5	24.3
Attendance Rate	97.7	97.3	98.3	92.7	not available
Dropout Rate	0.2	0.3	0.0	0.0	not available
Pupil Admin Ratio	292.7	297.3	299.0	305.7	266.3
Pupil Teacher Ratio	13.5	13.3	13.6	14.1	15.2
Participation Rate-Math	98.06	98.98	96.80	96.61	not available
Participation Rate-Reading	98.40	98.64	97.13	96.83	not available
HQT Percentage - Total	74.3	84.3	88.3	81.5	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	74.4	91.1	78.0	76.4	not available
HQT Percentage - Reading/Language Arts	73.1	86.0	90.5	91.0	not available
HQT Percentage - Mathematics	84.6	82.9	94.7	85.9	not available
HQT Percentage - Science	66.0	84.9	86.8	67.1	not available
HQT Percentage - Foreign Languages	not available	60.0	42.9	60.0	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	79.4	69.2	100.0	84.6	not available
HQT Percentage - History	77.1	97.7	94.9	84.5	not available
HQT Percentage - Geography	72.2	90.0	95.5	87.6	not available
Educators on Permit/Authorization	11.0	7.0	14.0	8.0	4.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## MARTINSBURG SOUTH MIDDLE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	South Middle School's mission is to provide academic excellence in a caring environment to ensure responsible citizenship in a multicultural society. Ten of Ron Clark's 55 Essentials are displayed in the halls. AIR (Accountability, Integrity, and Respect) and Anti-Bullying banners are also displayed in halls. Administrative Meetings are held once a month along with scheduled Faculty Meetings. Core teams meet on Tuesdays. Students are recognized quarterly during a SPOTLIGHT(Students Positively on Track) Assembly. Above and Beyond Awards and Administrative Awards are also given. South Middle also has a South Bucks Reward system in place for doing the right thing. There are Extended	EMERGING	<p>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.</p> <p><b>Rationale: The OEPA Team did not observe a cohesive set of shared beliefs and values. Common beliefs and values could not be identified consistently.</b></p> <p><b>Recommendation: The OEPA Team recommended all staff have a voice in the shared beliefs and values of the school.</b></p>

		Day activities. The Mentoring Program (ABC- Attendance,Behavior, and Catch-up) is in place. At risk students are given the opportunity to work on missing assignments. The ZAP (Zeros are Preventable) program is in place. Guidance uses the Character Counts. "Be Your Best and Nothing Less" is our motto.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	There is a "Wall of Success" in the cafeteria. The Honor Roll is displayed for each nine weeks along with other accomplishments of students and staff. There is a SPOTLIGHT showcase in the main hallway with students pictures. There is a Honor Roll and Perfect Attendance Assembly for students. There are Data Walls in both conference rooms. Engrade is used for grades and for communication with parents. Students also write their academic scores and STAR results in their agendas. PEP Plans for 8th graders high school planning along with College Fund WV. Classroom Walk Throughs are made by the Administration. The WVDE Teacher Evaluation system is used for personal improvement and growth. The teachers follow CSO's and Curriculum Mapping in their teaching. Lesson plan books are checked quarterly. There are high expectations for classes. Every child should read, write, think, and speak in every classroom everyday is on the cover of the student handbook (it's online).	EMERGING	<p>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.</p> <p><b>Rationale: The OEPA Team did not verify evidence of consistent feedback from lesson plan reviews and walkthroughs.</b></p> <p><b>Although teachers monitored some hallways between classes, students were observed numerous times using inappropriate language in front of staff without redirection or consequence.</b></p> <p><b>Hallways were observed full of students as the tardy bell rang.</b></p> <p><b>The Team did not verify a schoolwide behavior plan.</b></p> <p><b>Recommendations: The OEPA Team recommended written expectations be provided to the faculty regarding long term and short term planning, instructional strategies, and bell-to-bell teaching. In addition, the Team recommended administration provide constructive feedback to teachers regarding lesson plan reviews. The Team also recommended the school implement a schoolwide behavior plan with consistent acknowledgements, consequences, and follow through.</b></p>



<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	<b>ACCOMPLISHED</b>	<p>Visibility in the hallways by Administration and Staff. are key. There are 799 students enrolled at South Middle School. The staff wear their ID badges. Visitors must enter the building through the main office. Outside doors are locked. There is an alarm system. There are 27 cameras at the school (inside and outside). There is a fence around the 12 learning cottages, and the teachers use walkie talkies to communicate with the main building. There are telephones in classrooms inside the building. South shares a Resource Officer with Martinsburg High School. Each student is given an agenda. The student handbook is online with the rules and regulations. The school philosophy is "If you want it, teach it". Students practice hallway, cafeteria, fire drills/evacuation procedures. Olweus, Advisor - Advisee programs are also in place. The custodians maintain the building and grounds. There is a garden area with a pond and butterfly hut which is used as an outdoor classroom.</p>	<b>EMERGING</b>	<p>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.</p> <p><b>Rationale:</b> During a walkthrough of the facility, the Team discovered locker room doors for both boys and girls propped open with the lights off and no supervision. The custodian admitted the doors should be locked.</p> <p>The Team did not observe adult supervision in the hallway leading to the outdoor cottage or outside during the 9:20 AM class change. The area was observed to be chaotic and students argumentative.</p> <p>At 11:00 AM, a student opened the main building door from the outside cottage area for an OEPA Team member.</p> <p>Many students indicated they did not feel safe or have a trusting adult to go to if needed.</p> <p>During physical education at 9:25 AM, the OEPA Team determined an excessive number of students were assigned to the activity, creating an unsafe environment utilizing bowling balls.</p> <p><b>Recommendations:</b> The OEPA Team recommended staff review and enforce safety procedures that keep students' well-being in mind. In addition, the Team recommended staff develop a plan to ensure safety in the gym during physical education activities.</p>
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**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
<b>Function A: Principal Leadership.</b> The	<b>EMERGING</b>	<p>There are monthly Administrative Meetings and Faculty Meetings. The</p>	<b>EMERGING</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the</p>

principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.		<p>Strategic Plan is in place and followed. The Local School Improvement Council (LSIC) meetings are held to discuss school-wide concerns and solutions. There are observations, evaluations and classroom walk throughs conducted by the Administration. The Administration is cooperative and communicative with the staff. The School Leadership Team initiates school-wide improvement through curriculum and professional development. Administration has implemented the Platinum, Gold, Silver and Bronze Cards for grades and attendance. South Bucks are also given to each student as a part of a rewards program. Each grade level determines how many bucks and what the reward will be. At the beginning of the school year, there is a Welcome Back cookout provided for the staff. The Administration attends extra curricula activities such as dances and basketball games to show their support for the students..</p>		<p>school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended additional support be provided in school management functions.</b></p>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	<p>The school core teams publish their team meeting minutes by way of email. Collaboration is on- going on each team and throughout the school. Data Teams meet to discuss academic issues and formulate solutions to problems. The LSIC members meet to discuss school-wide issues and to propose changes. The Strategic Plan is in place. SPL is taught every day by everyone for all students. The Student Assistance Team (SAT)</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team did not review evidence of a technology team.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school form a technology team with regular meetings, agendas, and record of activities to meet requirements in Policy</b></p>

		meets to discuss student concerns. Classroom walk throughs are done by the Administration. The Leadership Team consists of a representative from each of the teams and Administration. Advisor /Advisee meets weekly. The focus is on promoting student success. Parent conferences are scheduled during planning periods as well as the county scheduled conferences.		<b>2510.</b>
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	The Core teams of teachers collaborate on Tuesdays during their first planning period with each other in their team meetings. They discuss learning and discipline issues. They also meet with students for Olweus and Advisor-Advisee every week on Monday and Friday. Once a month (the second Monday) each team meets with Administration in Administrative meetings to discuss issues and concerns. Later in the month (the fourth Monday) the concerns are brought to the Faculty Meeting as a whole for discussion. Training is offered to teachers in new technology by the TIS. Bring your own device has been implemented for the students. There was training on how teachers can use the devices in their classrooms. There is also a teacher serving on county committees such as the Superintendent's Advisory Committee .	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.
<b>Function D: Student Leadership.</b> Students are	EMERGING	There is student representation on the LSIC committee. There are student representatives on the Student Council	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		from each homeroom. The students do community service by collecting food for families at Thanksgiving. They collected money to buy shoes for needy elementary students, and hygiene products for the women's shelter. The FCA (Fellowship of Christian Athletes) collects food for Loaves and Fishes. The Green Team (Recycling) collects paper for recycling after school in the extended day activity period. Students go to elementary schools and read to the younger students. Students are taken to the County Council meetings for experience in how government works. All of these activities provide leadership opportunities for students as well as community relationships are developed. Worth Waiting For program is done in 6th grade to promote self-worth. The Assets Program for 7th grade, and Career Van for 8th grade. Students participate with Relay for Life (money and walking).		school's self-rating for this function.
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection,	EMERGING	Student work is displayed in classrooms and hallways. There is a mural in the 8th grade science wing. The goals and objectives are posted on the white board along with bell ringers. Rooms are decorated tastefully. APL Strategies and Marzano Strategies are utilized in the classrooms. Students use their agendas to	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.

intellectual inquiry, and self-direction.		write down assignments, STAR scores and standardized test results.. Also Engrade is used for assignments and grades as well as parent-teacher communication. Classroom guidance is based on the state guidance curriculum. Some of the programs being done through counselors are Talk to Me for all students, Youth Advocate Program, Career Van, Worth Waiting For, Assets Program, Too Good for Drugs, attending a County Council meeting, and reading to elementary students.		
<b>Function B: Standards-Focused Curriculum.</b> 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 Curriculum Mapping as a pacing guide. They are found on line. Lesson plans have the CSO's posted and marked off with the lesson. Engrade is used for grades and to communicate with parents. Teachers implement a standards-based curriculum aligned with Next Generation Standards and Objectives. Data Team information is utilized for further student learning. Data results are in both conference rooms. Computer labs are used to practice on-line writing and test taking. Bring your own device (BYOD) has been implemented for technology purposes.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all teachers be knowledgeable of and utilize current State standards for short and long term planning.</b></p>
<b>Function C: Instructional Planning.</b> Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and	EMERGING	Teacher lesson plans are designed for guiding student mastery of Next Generation Standards and Objectives. There are bell ringers, goals and objectives posted daily. Interactive lessons and technology are used in the teaching strategies. Lessons are based on student abilities, grade level, curriculum	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team did not observe teachers using curriculum maps. Differentiation between general education classes and honors classes (example: math 6, honors math 6) was not observed</b></p>

Objectives based on the needs, interests and performance levels of their students.		maps and results from state assessment, and STAR Reading and STAR Math. They indicate student deficiencies. DLM (Dynamic Learning Map) lesson plans are for students following the "alternate" assessment track.		<p>in lesson plans. Teachers working in a co-teaching setting did not co-plan; therefore, special educators did not know how to accommodate students with disabilities to meet their needs.</p> <p><b>Recommendations:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers utilize county curriculum maps for long term planning. In addition, teachers who co-teach should co-plan. The Team further recommended lesson plans and instruction reflect differentiation between a general core class and an honors class of the same subject.</p>
<b>Function D: Instructional Delivery.</b> 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, MARZANO, Strategies, lesson plans, Data Teams, agendas, Curriculum Mapping, and student work are used to deliver the instruction. Multiple assessments are done. Many teachers use classroom data to determine need for enrichment and remediation. Students participate in writing contests (VFW and DAR). Students also participate in Golden Horseshoe, Science Olympiad, Science Fair, Math Olympiad, and Social Studies Fair. There are also Band and Choir competitions. The show choir won the state competition in Charleston, WV. Core teachers are data driven.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers investigate various instructional strategies to meet students' needs. In addition, the Team recommended teachers and students utilize technology at a high level to enhance learning.</p>
<b>Standard 4: Student Support Services and Family/Community Connections</b> - 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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the	ACCOMPLISHED	South Middle School has a PASS program. At the beginning of the year, there is Orientation for 6th graders. Then, a Meet the Teacher Night is set up	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.



students, families, and the larger community.		for 7th and 8th grade parents. Students can access the South Middle School Student Handbook and the Berkeley County School Handbook on line. There are printed copies in the office for students who don't have computer access. There is a South Middle School website which is updated regularly. There are Parent -Teacher Conferences on designated dates, but also conferencing by parents and/or teachers calling and setting appointments to discuss students. Parents and students have access to NTouch and Engrade. Adult and Community Education use our building for classes, Rec League and the Business Partner use our facility after school hours for sporting activities. Parents participate in Martins' A+ which provides money for the school. South is did a free Spaghetti dinner for families. The Choir caroled at our Business partner (BB&T).		<p><b>Rationale: Students reported inconsistent use of Engrade by all teachers. Students did not feel they could go to all teachers with a problem or concerns. Staff indicated parent involvement was low and parents did not check Engrade.</b></p> <p><b>Recommendation: The OEPA Team recommended staff explore ways to build positive relationships with all stakeholders. In addition, the Team recommended staff better utilize the established electronic reporting system as a communication tool between parents, students, and teachers.</b></p>
<b>Function B: Student Personal Development.</b> 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	All students participate in the Olweus program and Advisor-Advisee program. The Guidance Department has guest speakers and programs for each grade level Youth Advocate Program, Worth Waiting For, and Too Good for Drugs, and counseling the students. There is a Talk to Me Program run by an outside organization for all students. Careers has speakers also. There is Grab and Go Breakfast for the students who don't want to eat hot breakfast. There's hot lunch and salad bar. The Dental Clinic comes	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>twice a year. There is a school nurse shared with Martinsburg High School. There is Bags of Love for those students who won't have food over the weekend. There is also a Soup closet for students who wouldn't get lunch because the parents haven't paid the lunch bill. IEP meetings are convened for the Special Education students. Behavior interventions are done. There is also an ESL program. PLATO is also utilized to enhance learning for those who are behind in their schooling.</p>		
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	EMERGING	<p>The school has a relationship with our Business Partner. They are to provide judges for Science Fair and Social Studies Fair, come to talk about banking for Careers class. and the school sends the Choir to sing during Christmas, and also bakes cookies for their employees. The bank also has a program called BB&amp;T at Work Program. It is to let the staff know more about what is available for them at the bank. South Middle also supports Relay for Life by monetary means as well as walking for the cure. The Health Department also works with the Guidance Department. There is a PASS program at the school. Volunteers come in to work with students. Fellowship of Christian Athletes (FCA) meet before and after school during the month. Wyld Life Club meets after school. It has a religious affiliation in the community. Applebee's. Chick-fi-la, Buffalo Wild Wings, and Golden Corral</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>



		give gift certificates to their establishments as rewards for students.		
<b>Standard 5: Educator Growth and Development</b> - 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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Each staff member participates in 18 hours of Staff Development provided through the county. Several of the teachers are working on Masters Degrees or attend work shops. Total Participation Techniques (TPT) are used in classrooms. IPI conversations focus on increasing student engagement with higher order thinking skills. Data Teams incorporate Best Practices and strategies for improvement in student achievement. There are team meetings on Tuesdays by the Core Teams to discuss student improvement techniques. Teachers attend county training sessions and those done by the school TIS for technology. All new hires must attend 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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school plan ongoing embedded professional development to make data-based decisions to meet students' needs.</b>
<b>Function B: Teacher Collaboration.</b> 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	EMERGING	Teachers participate in PLC's where data is studied for the purpose of improving student achievement. Data Teams are by departments, and meet during county Continuing Education (CE) days to discuss new ideas. Staff development is used to train personnel to analyze the data, set goals, and strategies to meet the goals. Grade level teams meet at least once weekly to discuss students (academically or behaviorally). The school Leadership Team and LSIC meet to discuss school data. There is whole	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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school receive support to develop high functioning professional learning communities (PLCs).</b>

instructional practice.		school math and reading collaboration due to the Assessment results being low and STAR Reading and Math results.		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	All teachers are to do their Self-Reflections by October 1. Teachers with 1 - 3 years of experience are observed 4 times a year. Teachers with 4 - 5 years of teaching experience are observed 2 times a year. Teachers with 6 or more years require no observations. Administrators observe them also. There are to be two goals in place by November 1. The final evaluation includes school-wide growth in Math and Reading on the West Virginia General Summative Assessment Test. There is to be a conference with an Administrator. There are Classroom Walk Throughs done also. Teachers receive feedback from Administration on a regular 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 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	The doors are locked. Visitors must enter through the office. They are buzzed in by the secretary. There is a fence around the "learning cottages". There is an alarm system and 27 cameras located inside and outside the building. The staff takes pride in the building. Classrooms and hallways are decorated with student work and inspirational posters (AIR, anti-bullying, NO MORE!). There is a mural on the wall in the upstairs Science wing. Repairs are made accordingly.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments:</b></p> <p><b>Based on team observations, the OEPA Team noted the following facilities concerns:</b></p> <ol style="list-style-type: none"> <li><b>1. Network room door across from room 115 was unlocked.</b></li> <li><b>2. Multiple cleaners and other products were observed in unsecure areas (on desks or on</b></li> </ol>

		<p>Classrooms, hallways, and playground are clean. Trash is picked up daily. Grass is mowed, and flower beds are mulched. Leaves are bagged. New trees were planted. Windows are washed. In the winter, snow is removed from side walks and parking areas. To make the school aesthetically pleasing, scrubbers, buffers, tractors, mowers, weed eaters, snow blowers and other tools are used. The custodians do a great job maintaining the school and grounds.</p>		<p>open shelves).</p> <ol style="list-style-type: none"> <li>3. Cottage classroom A9 door was propped open to the outside, with the bolt slid to the lock position, allowing the door to remain open and not latch.</li> <li>4. Students reported restrooms had a terrible odor.</li> <li>5. A stall door was missing in the boy's restroom near the main office.</li> <li>6. Although outside gates were locked on the day of the review, students reported gates remained unlocked on a daily basis.</li> <li>7. Floor tiles in the stairwell to the second floor across from room 116 were chipped.</li> <li>8. The building was treated for mice and skunks; however, the students reported this was still a problem.</li> <li>9. Curse words were carved into stalls in both downstairs and upstairs boy's restrooms.</li> <li>10. One cottage served students with disabilities. (Policy 6200 requires all students with disabilities to be served in the main facility.)</li> </ol> <p><b>Recommendations:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:</p> <ul style="list-style-type: none"> <li>• Facility repair issues be addressed as soon as possible;</li> <li>• Prioritization of facility needs and consideration be given to replacing the 12 outdoor cottages (county plan to reconstruct with two 6-room units, each with restroom);</li> <li>• All cleaning products be removed from</li> </ul>
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				<p>classrooms or be kept in locked storage;</p> <ul style="list-style-type: none"> <li>• Reevaluate the cottage serving students with disabilities to comply with Policy 6200 (701.02 All classrooms for students with exceptionalities shall be 1) located within the main facility...).</li> </ul>
<p><b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</p>	<p>ACCOMPLISHED</p>	<p>A budget is established at the beginning of the school year by the principal. Monies are used to efficiently manage the school. Teachers are allocated money for classroom supplies. Purchase orders must be written before purchasing items. There are bills which need to be paid to run a school (copier cost is one of the major bills). Teacher needs are met. When they need equipment or books for student improvement, purchases are made. There is limited fundraising. Faculty Senate receives an allotment which is divided with the departments. Lots of teachers buy things for their classrooms with their own personal money. There is a meeting with the financial secretary and principal monthly (sometimes bi-weekly depending on purchases) to discuss monies spent.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.</p>	<p>EMERGING</p>	<p>There is a hiring committee to interview applicants for new professional positions. It consists of eleven members from the Faculty Senate as well as the Administration. The gifted teacher and ESL teacher are not certified. There are staff members taking graduate classes to earn higher degrees or be certified in their teaching area. There are several permanent substitutes working due to</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		staff members taking new positions at the beginning of the school year. Twenty-three staff members retired, transferred or went out of state at the end of the year. Service personnel are hired by seniority when there is a vacancy..		
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	There is a need for updated computers in the classrooms and more computers. There are four computer labs. . There are four portable computer lab. There is a PLATO Lab. There are white boards and and some Smart Boards. There are projectors and Elmos. Teachers use lap tops to project lessons for the class. Some teachers have IPads. There is a need for more technology. Students are allowed to bring their own device to use in the classes.	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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended student data, tracked in the planners, be placed in student data portfolios that will follow the student year to year.</b>
<b>Standard 7: Continuous Improvement</b> - 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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Multiple opportunities for teachers to analyze data (through WESTEST results, STAR Reading and STAR Math), and practice items for the West Virginia General Summative Assessment throughout the school year. Determine specific CSO's that have a history of being deficient in. Create SMART goals to address the deficiencies, and collaborate with colleagues. Identify students who fall within specific subgroups and provide them with additional instruction through SPL, 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.  <b>Comment: The OEPA Team determined 7<sup>th</sup> grade teachers were unsure of goals of the strategic goals.</b>

		PLATO. Encourage students to monitor their progress by weekly examining their grades on Engrade and charting progress with benchmark assessments in their agendas. Encourage parents to monitor student progress. Data analysis by the Data teams is very important. Teachers recommend students for the ZAP (Zeros are Preventable) program.		
<b>Function B: Processes and Structures.</b> 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	There are Core Team meetings on Tuesdays to discuss student learning and steps to improve it. Instructional Intervention Teams (IIT) and the SPL coordinator create a "watch list" to help ensure that students do not fall through the cracks. Scheduled STAR assessments measure SPL progress. Test results are recorded in student agendas as the information is available. During data team meetings, best practice and strategies for successful co-teaching is shared.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended special education teachers be included in core content team meetings and be provided equal planning time.</b></p>
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	The staff analyzes and monitors data from tests results. They discuss actions needed to improve test results (SPL, intensive interventions, and PLATO). Data walls are established and analyzed. IPI collection and results are utilized. Engrade is a key component in the stakeholders knowledge of the students' standings. Parents and students have their own passwords and can access the information at will. Common Core Standards are utilized by all teachers.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff receive support to better understand and implement support for personalized learning.</b></p>

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

<p>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</p>	<p>There are 799 students at South Middle School. There are 12 "learning cottage" and a metal building with two classrooms. There's a need for all students to be inside the main building. Communication with the "learning cottages " is by walkie talkie (interruptions to all classrooms). More computers needed. More cameras inside and outside the building (safety). Things happen on the playground/in the hallways that can't be seen even though staff is present. Thirty students in some classes.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's need for having students taught in the main building. This would ensure students receive uninterrupted bell to bell instruction.</p> <p>Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's need for additional computers based on the current utilization of stationary and mobile labs.</p> <p>Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's need for additional cameras inside and out. While additional cameras may be needed, this was a safety concern, not directly related to student performance.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>There is a need for more Office 365, My Learning Plan, One Drive and Engrade training due to new hires. There is a increase in new staff (16), some are permanent substitutes. APL training for new staff members is needed and as a refresher class. Teachers participate in a variety of PLC's where data is studied for the purpose of improving student achievement. There is a need for staff development to refresh staff on goal setting and specific strategies to meet the goals.</p>	<p>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. Teachers did not express the need for professional development as listed.</p>

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

<p>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.</p>	<p>South Bucks Reward Program - Students are given bucks to use for rewards because they are prepared for class, no tardies, and doing the right things. Teachers keep track of the amount of bucks. The teams decide the reward activity. The activities have varied. The first nine weeks the students need 10 bucks to attend the reward activity. The second nine weeks fifteen bucks are needed. The third nine weeks</p>	<p>The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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eighteen bucks are needed. The last nine weeks all twenty bucks are needed.
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### 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
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#### 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	The staff and LSIC members have sufficient knowledge of the standards in Policy 2322. They are aware of the seven common standards expected of schools to ensure high quality education. It represents a coherent and aligned set of expectations necessary to transform schools into accountable learning organizations that can prepare all students to be contributing citizens of the digital age of the 21st century.
YES	Complete the School Monitoring Report	The School Monitoring Report was done with collaboration from the Leadership Team, LSIC members, and staff as a whole. Everyone was



		presented with a copy of the report, and was given two weeks to rank the school and provide evidence for their decisions. Then, a final copy of their information was compiled by the principal and entered in the School Monitoring Report on line..
YES	<p>Participate in the on-site review process</p> <p>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</p> <p>ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>	<p>The staff was presented with the School Monitoring Report and the location of the policies which are relevant to the report. Prior to the scheduled review the report will be updated. The staff will be informed of logistics, responsibilities and expectations associated with the process. The staff and LSIC members will be aware of the deficiencies and how to correct them according to the timeline established by the WVBE.</p>

### **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)	The Leadership Team and LSIC members orchestrate the school's improvement efforts. WESTEST results and STAR Math and STAR Reading data is analyzed to determine needs. There is on-going staff meetings to determine how best to improve school and classroom strategies. These meetings involve the principal and staff members and the stakeholders.
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 analyzes WESTEST and STAR Reading and STAR Math results on continuing education day, and in their team meetings. It is the responsibility of all school personnel to improve the level of performance and well being of all the students. Deficiencies must be identified and the actions needed to correct them.
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)	Teachers create and manage classroom environments that are inviting and student centered. The CSOs are implemented and noted in the lesson plan books. Multiple strategies, appropriate assessments, and technology are utilized to master the curriculum. Evaluations are conducted to facilitate self-reflection and to inform the staff of areas which need professional growth.
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	After studying student performance data, SMART goals were written. The goal is to increase Math by 5% and Reading /Language Arts by 3%. on the statewide general summative assessment. Multiple opportunities for teachers to analyze data (WESTEST, STAR, and practice items for statewide general summative assessment throughout the year. Specific CSOs that have a history of being deficient are addressed. Data is used to identify students in subgroups who may fall through the cracks.

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)	All staff members (teachers, and aides) involved in administering tests must follow the test security procedures. There are training sessions. The Assistant Principal in charge of curriculum is the building coordinator. Testing material must be under lock and key when not being used. Personnel must sign in and out the test materials. Accommodation decisions are made on a student-by-student basis. Students with accommodations receive the necessary accommodations.
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)	IEP's must state what accommodations are needed in order for the student to participate in the assessment. Students with IEP's that require reading accommodations are read to. There is a need for a scribe for one of our students. He has a one on one aide who writes everything for him due to his handicap. Students are given their grade level tests. Alternative Assessments are administered to those few individuals with severe cognitive disabilities.
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	Accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. These interventions are

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)

over and above the accommodations available to all students. There are students with 504 Plans to have extended time on their testing, and others with the accommodation to have the test read aloud to them. They are given their grade level test and their accommodations are met.

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

FULL COMPLIANCE

### PARTIAL COMPLIANCE

The OEPA Team did not verify the existence of a formal technology team.

## 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)

The students have an opportunity to acquire a thorough understanding of content areas, do critical thinking and problem-solving in their classes through the use of CSO's. The academic needs of all students are met in the core subjects. There are high expectations for the students. Appropriate instructional strategies - APL and Marzano strategies are used. Students have Art, Music, Health, Woodcrafting, BASE, FLEX, Keyboard, Careers, and Computer Application..

**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 students have the five core subjects - Math, Reading, Science, Language Arts, and Social Studies. Eighth graders have Careers, and some students take Spanish. Everyone has Physical Education, Health, Art and Music (choral, instrumental, or general music).

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

Seventh graders have FLEX, and Sixth graders have Keyboarding. All classes are 43 minutes in length.

Students take the five core subjects. They have Physical Education Art, Health, BASE, Music (strings, band, choral, and general music), Woodcraft, Computer Application, Careers for eighth graders, Flex for seventh graders, Keyboarding for sixth graders, They are scheduled into computer labs for research and state testing. They have an advisor/advisee session twice a week. The Career Van comes once a year for eighth graders. Technology is used in the classrooms.

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

Class periods are 43 minutes in length. There are two planning periods for CORE teachers. Unified Art, Physical Education and Music have planning during lunch which gives them two plans with a duty. There are three 30 minute lunch shifts. Classroom Walk Throughs and observations are used to monitor instruction. Each teacher prepares their daily lesson plans and emergency plans. Engrade, phone calls, and conferences are ways to involve parents. Technology is used in classes.

- 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

Faculty Senate meets on designated dates. Their agenda includes reading of the minutes from the previous meeting, the budget, old business, new business and announcements. The LSIC meets once a month and discusses improving test scores, WESTEST results, best practices, and school concerns. SAT Team meets monthly to discuss students academics and behavior. The Leadership Team meets when the LSIC meets. Some members on this team are also members of LSIC. Technology Team does trainings for staff

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).

The school's mission statement is "Be Your Best and Nothing Less". Our philosophy is "if you want it, teach it". We use the Olweus Bully Prevention Program. We do "On the Spot" reporting for bullying. The students have an agenda with the county rules and regulations, and the school handbook has rules and discipline policy. Rules are posted in classrooms. Disciplinary procedures are implemented and followed in the WOW system. There is an emergency plan with crisis intervention procedures.

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.

Students whose disruptive behavior places them at risk of not succeeding in the traditional school setting are brought before the SAT Team after many interventions have been tried and they failed. Parents are notified and brought in. After the meeting, if it's determined that another setting is required, the student is sent to Transitional School. Special needs students are placed on Out of School Environment and are serviced by a teacher with their IEP revised.



## 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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>There are four Physical Education teachers. Students have Physical Education on alternate days. They have Music on the opposite days. They have 43 minute classes which includes calisthenics, running laps, and a game determined by the teachers. At the semester the schedule is rotated. Therefore, all students get the required minutes.</p>
YES	<p>tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</p>	<p>Sixth, seventh, and eighth graders have a PersonalBest/Fitnessgram test. It is comprised of aerobic capacity, body composition, curl-ups, upper body strength and flexibility. The categories are in the zone and out of the zone.</p>

YES	Results are shared with students and parents. (S7, FC)	Students receive their results orally. The teachers enter the results into Engrade for the parents to view.
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F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	FULL COMPLIANCE
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**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)	There are two guidance counselors. They provide classroom guidance, career education, pregnancy prevention counseling, individual counseling, problem-solving and conflict resolution skills, test interpretation classes, suicide prevention, and social appropriateness skills. The counselors make home visits once a month. They attend SAT meetings, teacher team meetings and behavior plans meetings.
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)	Four times a month the guidance counselors go into the classrooms and do group counseling. Once a week they spend time on student attendance intervention. They meet with two groups per week on social skills. They facilitate a character counts program.

**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. One receipt tested didn't have properly	YES

		completed cash receipts summary. That's being done. Properly pre-approved expenditures are signed and approved now.	
<b>B . Policy 2419: Education of Students with Exceptionalities.</b> Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	The number of Special Education referrals has decreased.	<b>YES</b>
<b>C . Fire Marshal?</b> Has the school addressed all non-compliances identified during the fire marshal review?	YES	Exit light bulbs have been replaced. The boys locker room door is not fire proof. The work order has been sent to maintenance.	<b>YES</b>
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	YES		<b>YES</b>
<b>E . School Building Authority (if applicable).</b> Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		<b>NOT APPLICABLE</b>
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	ESL program had no non-compliances.	<b>YES</b>

## 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.)

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

School did not provide an auditorium. (May adversely impact program delivery and student performance.)

### 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-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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Dr. Marsha Bailes, OEPA Consultant

Team Member – Greg Rothwell, Assistant Principal, Follansbee Middle School, Brooke County Schools

Team Member – Gene Brock, Principal, Warm Springs Middle School, Morgan County Schools

Team Member – Steve Rodriguez, Principal, Fairview Middle School, Marion County Schools

Team Member – Julie McBee, Principal, Keyser Middle School, Mineral County Schools

Team Member – Dr. Cathryn Carena, Curriculum Assistant Principal, John Adams Middle School, Kanawha County Schools

Team Member – Pam Abston, Special Education Director, Morgan County Schools

Team Member – Shelly Prince, Curriculum Specialist, Raleigh County Schools

**Date of School Visit – 02/25/2016**

# SCHOOL PROFILE

## 04-304 MUSSELMAN MIDDLE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	1145.0	1174.0	1200.0	643.0	621.0
Average Class Size	22.2	22.6	23.6	21.8	22.0
Attendance Rate	97.5	97.3	96.9	92.8	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	286.3	293.5	300.0	214.3	310.5
Pupil Teacher Ratio	13.9	13.9	14.0	13.3	13.4
Participation Rate-Math	99.02	99.31	98.69	99.36	not available
Participation Rate-Reading	99.11	99.31	98.60	99.36	not available
HQT Percentage - Total	83.6	91.6	87.9	89.1	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	75.6	86.3	90.0	82.4	not available
HQT Percentage - Reading/Language Arts	85.3	86.7	85.5	94.8	not available
HQT Percentage - Mathematics	74.9	95.4	94.7	87.4	not available
HQT Percentage - Science	81.8	86.2	73.0	93.8	not available
HQT Percentage - Foreign Languages	100.0	100.0	not available	100.0	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	87.1	97.1	96.4	81.4	not available
HQT Percentage - Geography	87.1	94.5	93.5	62.8	not available
Educators on Permit/Authorization	10.0	9.0	6.0	2.0	2.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## MUSSELMAN MIDDLE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	MMS grew in this area two years ago as we gathered a team of teachers who volunteered their time to reshape our school as it was reduced in size by one half. We did a book study on team building and looked at every part of our school culture to make changes to better serve our students, families, faculty and staff. We reworded our Mission Statement to make it more memorable for Faculty and Staff. "Preparing Students for Success, Physically, Academically, Globally, Emotionally, and Socially. (PAGES)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team confirmed a commitment to strong collaboration and understanding of the school's mission and goals.</b>
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are	ACCOMPLISHED	We have re-examined classroom and school wide expectations. We instituted nine weeks reward assemblies. T.A.G. (Targeting Academic Greatness) will use aluminum tags for each 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.  <b>Comment: While objectives were not posted in all</b>

written, clearly communicated and readily observed in educational practice and personal behavior.		area. One tag will be for the top students in each curriculum area by GPA and then a student who is most improved. Parents will be invited for each student awarded, some for the first time in the student's school career . Our school theme this year will be "Time to Shine" which will be on a poster at the front hall of the school. We will include that theme in our various theme weeks including Olweus and Red Ribbon Anti-Drug Week. Our school provides after school activities that include opportunities for student leadership, tutoring, performance, and team sports. Each grade level has special recognition for their students monthly in areas like citizenship for 6th grade and subject areas for the 7th and 8th.		<b>classrooms, teacher interviews supported a commitment to achieving stated objectives.</b>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Our hallways have been much better this year with less crowded conditions and more effective supervision. Our Watchdog program is in it's third year and though we have fewer dogs, each one is great to have on the job when they come in. They are very well received by our students. Our OLWEUS program is most successful in getting kids off the sidelines and into supporting the victim. Our pairs of teachers teaching the lessons are a big help in keeping the meetings on track and maintaining program integrity. Our school is a clean and secure environment that welcomes students to achieve.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all unused classrooms and storage rooms not used for instruction be locked or secured. In addition, the Team recommended the use of proper safety equipment, including goggles, during all laboratory activities.</b></p>

**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Our administrative team supports the school program through SAT Team, Curricular Team Meetings, 504 Meetings, Team Leader input sessions, and 5 Year Strategic Plan sessions. "Walk Through" Observations also provide an administrative eye into the everyday classroom activities. Administratively we operate an "Open Door Policy" seeking to be as responsive to teacher, staff, student and parents needs as we can be- helping to fix problems and promote good educational decisions as much as possible.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team determined administrative walk through observations, lesson plan reviews, and collaborative work with established teacher-led committees were evident through observations and interviews.</b>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Our Curricular Teams maintain their weekly notebooks in our Data Room. We have at least bimonthly Team Leader Meetings where the school's leadership is briefed on school issues, concerns, Healthy Schools, Assessment, Technology, and the Strategic Plan. The group also gives important feedback to key educational issues facing our school. Our PTSA provides for the Parent part of LSIC input, and our Student Council is another excellent sounding board. Our teachers will maintain individual Data and Monitoring notebooks starting this year to have a common location for important 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.  <b>Commendation: The OEPA Team commended staff for the establishment, maintenance, and use of student data notebooks.</b>
<b>Function C: Teacher Leadership.</b>	ACCOMPLISHED	Our Team Leaders, Hiring Committee, IPI Observation Team, Data Teams, 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.		OLWEUS Committee, provide a great deal of the peer instructional leadership for our school. Two Candidates for the Principalship have been volunteering to support several initiatives as well as always being prepared to help in any area of need. Our counselors have been of great help in heading-up Peer Mediation, TAGS Program, and supporting yearly testing.		school's self-rating for this function.
<b>Function D: Student Leadership.</b> 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 Leadership is provided for through our Student Council under the guidance of three teacher sponsors. They have provided great re envisioning ideas for our school for noontime activities, and other school improvements that can be done as a smaller school. Students also provide key leadership in our Morning Broadcast at WMMS, our news video program. Student's act as director, weather person, camera operator, and anchors.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team recognized the school's commitment to fostering a strong student council.</b>  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue development of this group.</b>

**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Our teachers go over class rules and expectations as well as key APL style items like how to enter the class, and what does the end of the class period look like. They lesson plan effectively and keep up on Engrade weekly postings that are monitored by administration. Our Classroom student engagement is also monitored through IPI Data Collection. With smaller numbers of	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.  <b>Rationale: The OEPA Team did not observe student-centered learning, student reflection, intellectual inquiry, and self-direction in most classrooms. The Team also observed teacher-led instruction in most classes.</b>

		teachers this year the IPI Team can observe each classroom several times on the day of observation. As noted previously- the Walk-Through Program allows administration to view each room at least each 9 weeks and provides for follow-up support for classroom teachers who need it.		<b>Recommendation: The OEPA Team recommended in school examine strategies to increase student engagement, including student reflection, intellectual inquiry, and self-directed learning opportunities.</b>
<b>Function B: Standards-Focused Curriculum.</b> 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 plan together, and work on common assessments this year to improve instruction. Curriculum Maps that we do have, keep everyone on track and eliminate side tracking the instruction. Our computer labs are much more available for teacher use this year and it has been much more helpful.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended continued staff development at the district and school level on the effective use and integration of technology.</b>
<b>Function C: Instructional Planning.</b> 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	Our Teacher have daily bell ringers, follow the Curriculum Maps, and Content Standards. Teachers meet weekly as able, to compare assessments, instructional effectiveness, and student progress. County Data Days allow our teachers extra time to review instruction completed and plan and coordinate future 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.  <b>Comments: In select classrooms during support for personalized learning (SPL), some students were not engaged. In addition, when asked how students moved up or out of targeted instruction, one teacher's response was, "It's up to me." The OEPA Team did not verify data were used regularly for instructional planning and decision making for SPL.</b>  <b>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended a more formal, data-based assessment of SPL progress throughout all</b>

				<b>grades.</b>
<b>Function D: Instructional Delivery.</b> 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	Our teachers use the Data Team planning times.to make the most of Instructional Delivery. We also have nearly every teacher trained in APL Instructional Techniques and we look for their use during IPI Observations and Walk Throughs. Assessments are to be designed to provide for effective preparation for the students for higher DOK and Spring School Wide Assessments.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Rationale: The OEPA Team did not observe the guiding principles of co-teaching or higher level depth of knowledge (DOK) assignments and strategies.</b></p> <p><b>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff receive additional support in effective co-teaching strategies. The Team further recommended the school seek district assistance in identifying developmentally appropriate materials to increase rigor.</b></p>

**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Our Students have been engaged in their community through our PTSA, Student Council service projects, welcoming Watch Dog Dads in, community and other schools use of the gym, and auditorium. Our Student Advisory Period allows for teachers to develop strong working relationships with students to support academic and personal goals. Our PTSA plans monthly activities to encourage student and family building of relationships through positive activities like Karaoke Night, Family Lazar Tag and Christmas	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		Gift Pottery Decorating Night and Gym Game Night.		
<b>Function B: Student Personal Development.</b> 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	MMS does Eye and Dental Exams, provides for grab and go breakfasts, helps to support needy students who have experience fires through clothing shopping as designated by the county, the Backpack Food Program, and a very supportive guidance program. In addition our PE Program and Healthy Schools programs have seen a huge change in effectiveness since only 2 classes are in the gym classes each period. Class instruction is happening and rules and strategies are being taught before each unit. Participation in classes is way up! MMS Also supports students through 504, SAT Meetings, OLWEUS Classes and anti-bullying policies and procedures of reporting and resolution.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended staff for the additional support offered to students and their families beyond the classroom.</b></p>
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Our PTSA is very supportive of many of our school initiatives including Watch Dogs, Backpack Program and Rewards Assemblies. Our Business Partner F&M Insurance provides for our big end of the year picnic at Clearbrook Park for the kids that earn the RSP Reward. Our Sunday Church that uses the auditorium weekly provides volunteers for our PASS Program, and Watch Dogs. This group also is partnering with us to provide \$35,000 of the \$55,000 to upgrade our school's lighting system in the auditorium.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Our staff meets on Instructional Support Days to go over Data, Train with specialists in various curriculum areas, and work together to plan the next units they will teach. Our R/LA teachers finished last May with Professional time to plan ahead for the block reading and the new reading series. We were the only middle school that had this opportunity. Our Staff is required to complete several safety and student support computer based trainings at the beginning of each school year. In addition MMS has the most personnel trained in "Student Mental Health First Aide" a grant program for Berkeley County to eventually train all staff in the best ways to support students in crisis.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school utilize Instructional Practices Inventory (IPI) data to plan appropriate professional development.</p>
<b>Function B: Teacher Collaboration.</b> 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	Teachers meet weekly and across the grade levels to connect with each other for common planning, study of relevant data, planning assessments, and mutual support.	EMERGING	<p>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.</p> <p><b>Rationale:</b> The OEPA Team recognized teachers met and discussed data; however, staff did not have a defined plan for student improvement.</p> <p><b>Recommendation:</b> The OEPA Team recommended various teams better utilize collaborative planning and include results of relevant data to meet the instructional needs of all students.</p>

practice.				
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Teacher complete their self reflection by October 1 and their personal and professional goals by November 1st. Newer teachers of 1-3 Years are observed 4 times and evaluated twice. teacher of 4-5 years experience get observed twice and evaluated once. Every teachers evaluation is finalized when the test results are back in the Fall. . IPI reviews are conducted 3-4 times a year by our team of reviewers, The results are gone over with the faculty along with support information intended to give teachers help in planning for better engagement levels for every day 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	MMS is a much more secure facility this year since we don't need to use the portables anymore. Visitors must use the buzzer for access and any storms can be reacted to in a much safer response. Any graffiti, repairs or issues are fixed immediately. A daily check is conducted by our head custodian. As suggested by our 6th grade team at the beginning of this year, we are entering all our students into the main doors by the main office where we have more staff to monitor their entry along with any parents visitors. this allows us to secure the North and South entryways and	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended staff on the cleanliness and maintenance of the facility.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended administration submit work orders to repair:</b></p> <ul style="list-style-type: none"> <li>• doors #35 and #32 so that they will properly close;</li> <li>• roof leak in the gymnasium; and</li> <li>• water fountain in the 6<sup>th</sup> grade south end of the building.</li> </ul>



		focus on one.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	<b>ACCOMPLISHED</b>	MMS has an experienced financial secretary who does an excellent job in meticulously following the financial directives from the handbook. We set a yearly budget and follow it carefully. county money is strictly given out to academic and arts block teams in a fair and equitable manner. the Principal's account comes from the yearly fundraiser in the fall and is used to support student reward programs, assemblies, technology needs and other areas not covered by the team funds. A carry over fund is in place to account for variances in yearly fundraising and county support capability. Sub groups such as the Music Department, Student Council and the school as a whole fundraise for their program support, or worthy cause support like American Cancer Society and the American Heart Association.	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Commendation: The OEPA Team commended the administration and school secretary on a flawless financial audit report.</b>
<b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	<b>ACCOMPLISHED</b>	Personnel are interviewed by committee and the most qualified and best fit candidate is selected. Our committee is very thoughtful in their deliberations and is very helpful in the process. Musselman follows all state and county policies and works with the county HR Department to hire the most qualified staff. We also pair new staff up with exceptional teachers to develop their instructional and classroom management skills	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	<b>ACCOMPLISHED</b>	We added a lab this year and now have four labs available for teachers to reserve. In addition we have 2 mobile labs also available for signing out for class use. We are also allocating funds this year for a tablet cart and 30 tablets to be purchased next year. Our teachers all have whiteboards, Mimeos or Elmos to integrate technology into their lessons. We now have enough labs to allow our teachers regular use of the labs and computers for classroom application as well as the regular testing.	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the district consider strengthening the technology infrastructure to accommodate the "bring your own device" (BYOD) initiative.
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**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	<b>ACCOMPLISHED</b>	Our curriculum Teams meet weekly with each other to establish goals, check student performance and develop common assessments. They do long range planning of units and do a great job of adjusting instruction based on data detailing student needs. We complete the Strategic Plan and distribute it to all stakeholders and revisit it's progress several times a year.	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all	<b>ACCOMPLISHED</b>	We meet with Team Leaders as needed (usually bimonthly at a minimum) to discuss issues and for us to get input. Data Teams meet weekly and are very productive. the core group of teachers who participated in the Reimagining Meetings continue to be a very supportive and engaged group. I am very pleased to work with them and value	<b>ACCOMPLISHED</b>	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.		their judgment!		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	MMS Administration is able this year to better monitor various sources of data such as Math and Reading STAR, Interim Assessments, Attendance of students and staff, and various surveys. Our IPI Team was able to complete their first review and get into each room twice, unheard of in the past. Our new data room is a welcoming environment with lots of good information posted. In addition it is connected electronically and so data and curriculum searches during data meetings can now take place. We also monitor Engrade postings by faculty though we find parental and student use is not as high as we would like- to justify the effort faculty has to expend to maintain it.	ACCOMPLISHED	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.	We are struggling with the reality of large class sizes in the range of 30-35 in our 7th and 8th grades. Most of our 6th grade classes are in the range of 26-28 with LD students added in. We also are struggling with keeping our Mildly Mentally Impaired Classes up to speed with our regular classes so they are as well prepared for Spring Testing. They are mostly required to take the standard test and struggled a great deal and especially in Math.	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.	We are working with our new county writing specialist in Language Arts to support on the newest standards, We have Special Ed. coordinators to review best techniques for supporting autism students.	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 as teachers did not mention these.

		The OEPA Team recommended additional training on effective co-teaching strategies and differentiated instruction.
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### 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 does a great job in integrating fathers of students into our school program in the "Watch Dog" Program. They help in classes, class changes and noontime supervision. We recruit yearly and train them efficiently. Our TAG Program (Targeting Academic Greatness), conducted every 9 weeks, has been very well received by our students and their parents. Many students who have never been recognized in their entire school career, are being challenged to excel now.	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> <li>• "Watch Dog" Program</li> <li>• Targeting Academic Greatness (TAG) Program</li> </ul> <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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### 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	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> <li>prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> </ul> <p>Participate in the review</p> <p>Participate in the Exit Conference</p> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>

### **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.
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	(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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> </ul>

- 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**

<b>YES</b>	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)
<b>YES</b>	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:**

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

**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.)

**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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Richard Messinger, OEPA Consultant

Team Member – Allen Sexton, Director, Office of Special Programs, Raleigh County Schools

Team Member – Ernie Jarvis, Director, Personnel and Food Service, Nicholas County Schools

Team Member – Russ Collett, Principal, Elkins High School, Randolph County Schools

Team Member – Gene Brock, Principal, Warm Springs Middle School, Morgan County Schools

Team Member – Bradley Martin, Technology/WVEIS/Testing, Preston County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-305 SPRING MILLS MIDDLE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	692.0	704.0	712.0	756.0	793.0
Average Class Size	22.8	23.1	22.4	24.1	24.1
Attendance Rate	98.1	97.9	97.8	92.2	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	346.0	352.0	356.0	378.0	396.5
Pupil Teacher Ratio	13.6	14.1	13.4	14.3	15.3
Participation Rate-Math	98.26	99.12	98.21	98.31	not available
Participation Rate-Reading	98.26	99.12	98.21	98.83	not available
HQT Percentage - Total	81.1	82.6	90.6	90.0	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	80.6	96.0	88.2	94.0	not available
HQT Percentage - Reading/Language Arts	77.6	95.5	91.9	91.4	not available
HQT Percentage - Mathematics	58.4	71.1	91.0	97.2	not available
HQT Percentage - Science	96.3	80.0	76.7	76.0	not available
HQT Percentage - Foreign Languages	100.0	not available	100.0	100.0	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	86.6	100.0	96.4	not available
HQT Percentage - History	88.4	74.9	95.7	87.6	not available
HQT Percentage - Geography	100.0	81.9	100.0	77.1	not available
Educators on Permit/Authorization	4.0	2.0	7.0	4.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## SPRING MILLS MIDDLE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	At SMMS we believe we are accountable, have integrity, and respect all - evidence of our culture is described below: *Welcome Back picnic hosted by the administration to foster team spirit and respect *Collaboration among teachers - data teams, team meetings, various committees, and PLC groups *Hosting a community-wide Veterans Day Program to honor those currently serving and all retired military personnel *WV Success School - achieving above target level *Exemplary Data Team Award *Participation in Berkeley County's Relay for Life, \$9,300 donated *Patriot Awards to recognize students for positive actions *Participation in Hoops for Hearts, raising over \$4000 last year *Family, School, and Community	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.  <b>Comment: The OEPA Team verified the school used shared beliefs and values to intentionally shape the climate and culture to focus on student achievement.</b>

		group to foster stronger relationships *Parent volunteers for chaperones, in the library, as positive mentors, and for special events *SMMS A.I.R. initiative for high expectations *Business Partnership with Brown Funeral Home * Student created cards for the VA hospital		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	DISTINGUISHED	SMMS sets high expectations for students, staff members, and administrators *Staff members are charged to be accountable for student learning and growth - they are expected to handle all aspects of their professional life with integrity whether dealing with students, parents, or peers *Respect for all, self, and school is expected everyday *Lesson plans that can be clearly followed and utilize Next Gen/CCR Standards are checked each nine weeks * Teachers are also required to post grades to Engrade at least once a week *Technology is integrated into teaching and students are expected to improve their understanding and use of technology *APL Strategies are part of classes *Both staff members and students have access to our handbook that is reviewed annually - the student handbook of expectations is part of the SMMS website *Both students and staff set learning goals and data walls are on display throughout the building *SMMS A.I.R. initiative * Data walls throughout SMMS	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.  <b>Comments: The OEPA Team recognized the strong use of APL instructional strategies in all classrooms. In addition, the Team also recognized the commitment to the tenants of AIR (Accountability, Integrity, Respect) throughout the school.</b>
<b>Function C: Safe, Orderly and</b>	ACCOMPLISHED	*Behavior expectations are clearly part of the SMMS culture - our student	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p><b>Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>		<p>handbook describes expectations, as well as, interventions to change behavior          *The building is clean and well-maintained *SMMS practices lock-down/fire drills - ten times during the school year *There is a master office calendar and upcoming events are also posted online *Teachers on duty have walkie-talkies to communicate with each other and the administration *There is noon procedure/expectation re-teaching (working lunch) on each core team          *Hallway traffic patterns are established to maintain order and safety *SMMS has a key card entry system *Visitor procedures are established *Students sign-in when they enter late and sign-out when the leave early *There are security camera both inside and outside the school *We have an anti-bullying lesson once each week - Olweus *Students meet with their academic advisory twice a month *All rooms have internal phones          *Olweus groups meet weekly</p>		<p>school's self-rating for this function.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all unused areas and rooms throughout the building be secured at all times (i.e. cafeteria storage room, the doorway off of the stage, and the lounge area for related arts).</p>
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**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
<p><b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</p>	<p>ACCOMPLISHED</p>	<p>The principal is the instructional leader of SMMS *She participates in PD opportunities that have led to SMMS utilizing best practices, data analysis, and growth *She encourages teachers and staff members to take leadership roles in the school and to be life-long learners *She meets with stakeholders on</p>	<p><b>DISTINGUISHED</b></p>	<p>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.</p> <p><b>Rationale:</b> The OEPA Team confirmed the principal was committed to life-long learning, and extended leadership and professional growth opportunities to all staff members. In addition, the Team recognized teachers regarded the principal as a person who</p>

		<p>a regular basis to discuss school expectations and goals and welcomes new ideas *She is a member of the BCS Steering Committee that developed the the A.I.R. beliefs, which have been fully adopted at SMMS and drive both school management and educational decisions</p> <p>*She is in hallways, classrooms and after school events *She was a proponent for data teams at SMMS and pushed to change CORE from what was easiest for the teacher to what is best for the student</p> <p>*Additionally, she promotes activities that involve stakeholders *She served on RESA VIII panel discussion board at the Principals' Academy *In the Catalyst School Survey, teachers cited leadership SMMS's strongest area</p>		sought staff input for solution to problems
<p><b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	DISTINGUISHED	<p>SMMS has well-established committees and teams that lead to smooth operation of the school *Data Teams began meeting in 2011 and have continued to develop and to support student achievement -the data managers takes a leadership role in the teams *IPI collections are performed 2 - 3 times per year to insure and improve student engagement *Grade level academic teams meet twice weekly and provide meeting notes to the administrators *Our SAT meets twice monthly, every team is represented, and develops needed pathways for students in need of support beyond the classroom setting or related to home circumstances *LSIC meets quarterly, the committee has grown in</p>	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended the school and its staff for the initiative taken by all grade level teams to utilize data-based decision making to improve educational practice, student achievement, and personal behavior.</b></p>



		membership in the last few years *A Leadership Team was established three years ago - this team helps guide SMMS policies, procedures, and deliver staff-led professional development *The SMMS Faculty Senate works efficiently to identify and assist in areas of need at SMMS *PRIDE Team supports positive student actions		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teacher Leadership is encouraged, and SMMS administrators have an "open door policy" * Each grade level team has a team leader *Teachers are encourage to obtain masters degrees, to pursue National Board Certification, and to participate in BCS, RESA and WVDE professional development *Teachers are asked to present at professional development on AIT, CE, Data Team days *Four teachers chair the Olweus anti-bullying team *Our data teams have been recognized by BCS for exemplary practices and currently Renaissance Learning uses a teacher created video demonstrating effective data teams in their school training workshops *During the 2014-2015 school year, teachers applied for and received over \$5000 in grant monies for items to benefit our students - classes that benefited included music, PE, math, language arts, and the media center *The last two years SMMS has had a BCS Teacher of Year finalist *SMMS has six NBCTs *SMMS teachers provide county PD	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D:</b>	ACCOMPLISHED	Developing student leaders is considered	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		part of the SMMS school culture *Each quarter homeroom teachers nominate students who have excelled in attendance, academics, attitude or personal growth - they give a PATRIOT Award for student achievement and are recognized at an assembly that includes parents *We have three student representatives on our LSIC *Student Council members organize dances and recognize teachers/classes for innovative or inspiring ideas *Live Eye News is a student-led morning news show *Students participate along with staff members in raising awareness and funds for Hoops for Heart, Relay for Life, and a Veterans Day service project each year *Students participate in The Patriots Pen essay contest sponsored by the American Legion and the Daughters of the American Revolution essay contest - we have had many students win and place in these contests *We also have many after school activities to support student interests/leadership *Tri M Music Honor Society		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered	ACCOMPLISHED	*Classroom management systems are in place and expectations of positive student behavior and student achievement are established *APL Strategies are non-negotiable in the classrooms-bell ringers, agenda, check	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended increased hands-

and fosters student reflection, intellectual inquiry, and self-direction.		for understanding, one-the clock *Data walls are in place to help students and teachers monitor and set goals *Student work is displayed *Classrooms are well organized and provide opportunities for student collaboration *Teachers participate on data teams and collaborate to utilize best practices *Extended classroom activities include: math Olympiad, math field day, science Olympiad, National Geographic Geography Bee, Golden Horseshoe, West Virginia History Bowl, Guppy Bowl (based on Shark Tank), science and social studies *Two high school credit classes are offered to students who qualify *DAR and Patriot Pen contests, social studies and science fairs, Show Choir and State Orchestra are offered *Students track their personal data *Project based learning is encouraged		on, laboratory-type instruction in 7 <sup>th</sup> grade science.
<b>Function B: Standards-Focused Curriculum.</b> 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, walk-throughs, and observations reflect Next Generation Standards *Teachers use BCS curriculum maps in their planning *Mimeo boards, document cameras, LCD projectors and laptops are part of everyday instruction in CORE classes *Computer lab sign-up books indicate heavy usage *All Math and ELA teachers have participated in Next Generation Standards training *75 ipads are available for student use *A touch screen mobile computer lab was purchased in 2014-15; we added 30 HP Streams in 2105 *Teachers collaborate	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Commendation: The OEPA Team commended staff on the extensive use of technology in the school and their willingness to participate in the “bring your own device” (BYOD) program in select classrooms.</b>

		<p>to create and use cross-curricular units</p> <p>*SMMS is piloting a BYOD program in four classes</p> <p>*Several teachers use Twitter to showcase student work and for professional development</p> <p>*Media Specialist explores new technology and shares ideas with the staff</p> <p>*The process of reconfiguring the media center to incorporate 21st Century learning stations has begun</p> <p>*A number of grants have been received to enhance existing technology and improve student learning</p>		
<p><b>Function C: Instructional Planning.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>*Teachers use APL strategies</p> <p>*Marzano practices are reviewed each year and are utilized</p> <p>*Curriculum guides are used to guide plans</p> <p>*Plans are developed weekly and are able to followed by a substitute</p> <p>*Teachers are required to develop emergency substitute lesson plans and keep them in a specified location in their classroom</p> <p>*All teachers include student modifications in their plans</p> <p>*Core subject teachers have one planning period daily dedicated to collaboration</p> <p>*Data Teams develop and initiate best research based practices</p> <p>*All teachers participate in data analysis of the West Virginia Summative Assessment (WVSA)</p> <p>*Common Formative Assessments are used in all CORE subjects</p> <p>*STAR is used to screen students and to identify target and intensive needs for individual students</p> <p>*STAR is utilized to measure all student growth</p> <p>Benchmarks are used by RLA and Math teachers to gather data on</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		student comprehension *Teachers create SMART goals after the WVSA data is released		
<b>Function D: Instructional Delivery.</b> 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 collect and analyze Instructional Practice Inventory data three times per year *Grade level teams meet twice weekly and provide notes to the administration *All teachers are members of a data team *Our TIS provides support and new technology ideas to teachers *Faculty Senate, Student Council and the administration worked together to purchase a new touch-screen mobile computer lab *SMMS has 75 Ipads that were obtained through grant writing *RLA and Math teachers are using book studies to improve teaching strategies and student engagement *Policy 2340 is implemented for all standardized testing *Teachers create and utilize common formative assessments *Teachers and students use Office 365 *Teachers collaborate across disciplines to support each other (i.e. choir and social studies) *Our Media Specialist supports and develops instruction for teachers *SMMS is piloting a BYOD program in four classes	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Commendation: The OEPA Team commended the staff on the diversity in instructional strategies observed throughout the school.</b>

**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
<b>Function A: Positive Relationships.</b> Positive relations	ACCOMPLISHED	*SMMS utilizes Ntouch to communicate with families through text messages and phone calls *New student orientation 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.

exist between the school staff and the students, families, and the larger community.		held in August *Students Helping Students *Engrade - online live gradebook that also allows for private or mass message - it also provides an email platform for teachers and parents to conveniently use for regular communication *All staff email addresses are posted online *A monthly parent newsletter is online to support parents *SMMS hosts an annual Veterans Day assembly and invites community members *SMMS students, staff, and parents participate in activities to support Relay for Life and Hoops for Heart *We participated in a December food drive and warm clothing drive *The school policy for teachers and administrators is to answer all phone messages within 24 hours *The Family School and Community club is an upstart group to foster these relationships *Brown Funeral home has a positive business partnership *Anthony's Pizza is a new partner		
<b>Function B: Student Personal Development.</b> 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	*Our counseling staff provides a comprehensive, developmental, standards- based guidance and counseling program aligned with the WV School Counseling Standards *Counselors also have developed a resource pamphlet for parents and students who need support *Our part-time nurse coordinates with our dentistry out-reach to serve nearly 100 students; she performs hearing checks and eye exams on all new students *The school	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended adherence to the West Virginia Board of Education Policy 4321.1: 5.1.d and 5.1.e with regards to selling other food products during lunch service time.</b></p>

Second Language.		lunch programs follows all WV requirements for nutrition and ice cream sold at lunch meets all food standards for a healthy snack *SMMS participates in Berkeley Co. Backpack program to provide weekend food *The special education team is a model for the BCS with use of time and resources *SMMS has a highly qualified ELL teacher to serve students and families *An Academic Advisory period has been created and meets once a week *Olweus anti-bullying groups meet weekly *Annual Career Fair has 30+ community members participants *8th grade visits JRTS and Blue Ridge		
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	*SMMS works a variety of organizations to meet the needs of our students *Guidance brochures provide mental health, physical health, and financial resources *Information linked to Martinsburg Parks and Recreation, Boy and Girl Scouts, and other positive organizations is available to all students *Our librarian works closely with the public library *We offer links to community agencies and organizations on our website *Bekeley County Parks and Recreation uses SMMS facilities *Three homeowner associations use the facility for their meetings *A local church uses the building for Sunday services *Macy's Distribution Center used the gym as a fund raiser for the Backpack Program *Family, School & Community Club hosts parent 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.



		student events *Recycling is a partnership with Rescue Mission *Teachers and community members donate to the Needy Student Fund *Student art work is displayed at Brown Funeral Home *Community members present at our annual Career Fair		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	*SMMS staff members participate in 18 hours of PD annually provided by BCS/SMMS *APL training is strongly suggested for all 1st year teachers *IPI staff conversations are held 2-3 times per year *All opportunities for staff development are communicated to the staff *Teachers are encouraged to take leadership roles in school - several have completed or are in administration certification programs, advanced degree programs, and NBCT *One teacher serves on the BCS special education advisory team *One teacher serves on the teacher advisory committee to the superintendent *Six teachers are National Board Certified Teachers and 3 are currently in process *All teachers are trained in suicide prevention, blood borne pathogens, and anti-bullying programs *Data Teams meet for collaboration at least four times per year *Professional articles are shared with the staff by the administration *SMMS is a Catalyst School - focusing most 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.



		PD *Staff uses My Learning Plan		
<b>Function B: Teacher Collaboration.</b> 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	*Other than Unified Arts, teams are arranged by grade for collaboration opportunities - all teams are expected to meet weekly and provide notes to the administrators *Data teams meet to analyze ongoing data at least four times yearly *IPI conversations take place 2-3 times per year *Grade level teams meetings take place at least one a week *There is a Leadership Team with representatives from across the school that works with the administration to address needs that may improve student achievement and safety *Teachers teach teachers at many of our meetings - such as IPI, technology, Catalyst Cohort, Strategic Plan and OEPA Monitoring self-reflection report *Teachers engage in peer observations *Our SPED Team visits every team and personally reads each IEP for that grade level to the team members and answers any questions *Lesson-plan feedback is provided by the administrators *Peer observations are encouraged	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.  <b>Rationale: The OEPA Team verified evidence of cross-curricular collaboration and team planning involving both core and unified arts teachers.</b>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	*The administrators follow the WV deadlines for observations and conferences *Official and unofficial walk-through are done on regular basis *Walk-through feedback is emailed to staff members *Faculty members participate in the School Satisfaction Survey, Catalyst School Cohort Survey, and the various surveys related to our school *The administration has an	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>"open-door" policy for staff *Data Teams reflect on how to improve their process and increase student achievement *Teachers are supported and encouraged to attend PD outside our school that they feel will improve their instruction and student success *Each 9 weeks staff members who have perfect attendance are entered into a drawing to win a restaurant gift certificate</p> <p>*Administrators attend parent meetings and IEPs *All teachers complete a self-reflection prior to October 1 *RLA and Math data teams do a self-reflection at the end of each to their discuss professional and student growth</p>		
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	<b>ACCOMPLISHED</b>	<p>*Our building and grounds are clean and inviting - the custodial staff takes great pride in their work *The building is handicapped accessible *Fire drills, Code Red drills, and tornado drills are practiced by all students and staff *There is a student hallway movement protocol established *Student work is displayed throughout the building *Student expectations are also posted in all classrooms and common areas *SMMS has a great working relationship with both the WV State Police and the Berkeley County Sheriff's Department</p> <p>*An SMHS resource officer is available to assist in emergency situations *Photos</p>	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school consider relocating students served in Room 200, as it was not adequate and comparable to other classrooms. In addition, the Team recommended replacing multiple missing ceiling tiles above the stage area and repairing the access glass on two fire extinguisher boxes.</p>

		<p>of students and staff members are displayed in the main hallway *Patriotic banners line the driveway *Visitors must be "buzzed in" - all doors are kept locked</p> <p>*Desks, tables, and restrooms are modified as needed for accessibility by our physically challenged students</p> <p>*Custodians are assigned a specific area of responsibility</p>		
<p><b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</p>	ACCOMPLISHED	<p>*SMMS follows all accounting regulations given by the state of WV and BCS - audit findings have been mininial or non-existant *Teachers are trained every year in established financial procedures and the *In 2014-15 teachers received over \$5000 in grants from BCS Instructional Grants, EWVCF grants, Ecolab, and the US Tennis Association</p> <p>*Co-curricular fundraisers are also in place for our music department, cheerleading, etc.- these are managed by activity advisors *Bank statements are reviewed by the principal and the financial secretary; there have never been any discrepancies. *SMMS maintains a healthy account balance</p> <p>*Laptops are replaced for subject area teachers on a rotating basis *There is an established procedure in place for outside agencies that would like to use the SMMS building or grounds</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and</p>	ACCOMPLISHED	<p>*Administrators implement staff evaluations according to WV Code and WVBE policy and use evaluations for individualized improvement planning and personal growth *Policy 5000 is</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

are purposefully assigned and retained to effectively meet the identified needs of students.		<p>followed regarding hiring; however, teachers are asked to unofficially participate in interviews</p> <p>*SMART goal writing is reviewed annually</p> <p>*Teachers are assigned to teach in areas where they are highly qualified</p> <p>*Turn-over rate at SMMS is very low - teachers who have transferred from other schools are very complimentary of the SMMS culture and expectations</p> <p>*There is a mentor program established by the county and the administration is provided timely feedback on their observations; unofficially teams mentor new members</p> <p>*Administration works closely with BCS HR to insure all potential employees are properly certified</p> <p>*BCS holds a new teacher orientation and SMMS has a new teacher brochure</p>		
<p><b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b></p> <p>The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.</p>	ACCOMPLISHED	<p>*Most classrooms have mimeo boards, LCD projectors, laptops, and document cameras</p> <p>*There are 75 iPads in the building, all obtained from grants obtained</p> <p>*There were 30 tablets purchased in 2014 and 30 added in 2015</p> <p>*Teacher laptops are replaced on a rotating basis - 2015-science laptops</p> <p>*Teachers/students have two clicker response systems for their use</p> <p>*Online IEP can displayed during IEP meetings with the use of three tablets that have been purchased by Special Education - changes can be made on the spot</p> <p>*The student disciplinary information is shared with all stakeholder and information provided helps determine</p>	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>school interventions *SMMS has four computer labs available to teachers and students - labs contain sign-up books that verify constant usage *All students participate in an internet safety lesson each year *Engrade allows online communication, assessments, and notes *Our SYSOP is very responsive and issues are addressed quickly *WOW is utilized by the staff</p>		
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**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
<p><b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.</p>	ACCOMPLISHED	<p>*SMMS has a clear and established Strategic Plan *There is a defined process for identifying and supporting struggling students *Plato is the web based math intervention utilized *SMMS has intensive support for math and reading *There is SAT team established that meets twice a month to assist students and parents *Data is ongoing systemically analyzed by data teams and in team meetings to improve student achievement *Parent/Teacher conferences, meetings, and family events are held *Increasing parent involvement is priority in the Strategic Plan and events are planned to encourage and increase involvement - i.e. Middle School Matters, Family Movie Night, and Volunteer Luncheon *SMMS is a Catalyst School - PD is based in identified needs * Parent communication is well-established through phone calls,</p>	DISTINGUISHED	<p>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.</p> <p><b>Rationale: The OEPA Team reviewed strong evidence supporting a direct correlation between the strategic plan, the School Monitoring Report, and instructional practices.</b></p>

		emails, Ntouch, mailings, flyers and newsletters *Perfect attendance is recognized for students & teachers *Success is acknowledged and celebrated		
<b>Function B: Processes and Structures.</b> 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	*Administrators and leadership team members work with all stakeholders on continuous school improvement and student growth *Stakeholders have continuous communication and collaborative discussion about data - building consensus for decisions has lead to our collective commitment for student growth *Schedules are arranged to provide teams with a common planning on a daily basis *PASS volunteers meet with at-risk students on a regular basis *There is a student reward program in place - PRIDE *Students Helping Students helps new students get oriented to SMMS *AA Leadership Group works to create dialogue with community and county administrators *Perfect Attendance for students and staff is recognized and celebrated *Teachers are on Yammer and Twitter to widen their PLC *SMMS Special Education includes both self-contained and inclusion classes that best serve student needs *Special Education students are cross-programed to best serve 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.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements	ACCOMPLISHED	*Teachers set learning goals that are reviewed and reflected upon *The faculty and students know and understand A.I.R. as our beliefs *Data is analyzed and monitored in 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.  <b>Commendation: The OEPA Team commended the</b>

adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		meetings, faculty meetings, data teams, and LSIC meetings *Data walls are displayed *Teachers participate in the School Climate Survey - survey results are used to make decisions regarding school improvement *PD is encouraged and in many cases, provided to teachers *IPI data is collected and discussed to improve student engagement *SMMS maintains an informative and well-organized web-site *Engrade provides students/parents with live grades *Report cards go home four times per year *SMMS Leadership Team agendas reflect a focus on student achievement and academic growth *Team meetings allow for members to reflect on student success and best practices *Observations and walk-throughs (formal and informal) are to monitor teaching and learning		<b>staff for developing a well-defined and functioning support for personalized learning (SPL) process.</b>
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**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 Family and Consumer Science teaching position was eliminated from the unified arts rotation last year. Parents, students, and staff members have expressed the need for the program to be re-established at SMMS. They believe that the life skills taught in the class were very beneficial to many students. Bringing the FACS program back would also decrease the class size in general music and computer application classes, both currently have class sizes from 29-34.	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.	SMMS is a member of the WVDE Catalyst School initiative. Our professional learning is based on the our school's greatest identified need. This year that need has been identified as RLA and Math improvement. We have	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building



	developed several in-house tools to support RLA and Math across all subjects. We have future plans to include math and reading specialists and student engagement specialists work with our staff for continuous improvement.	needs.
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### 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.	SMMS has exceptional RLA and Math data teams. Data is continuously monitored and teams collaborate to meet the needs of all students. BCS has named SMMS as having Exemplary Data Teams and Renaissance Learning uses a video our teams working for data team training. SMMS is a Success School. The latest data indicated that SMMS has 55% Proficiency (students who met grade level expectations), 78% of Achievement Gap has close, and Observed Growth was 86% (students who are improving).	The OEPA Team commended the use of reading language arts and math data teams. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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### 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 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> </ul>

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

**Facility Resource Needs**

**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 and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Richard Messinger, OEPA Consultant

Team Member – Allen Sexton, Director, Office of Special Programs, Raleigh County Schools

Team Member – Ernie Jarvis, Director, Personnel and Food Service, Nicholas County Schools



Team Member – Darlene Murphy, Principal, Van Devender Middle School, Wood County Schools  
Team Member – Bradley Martin, Technology/WVEIS/Testing, Preston County Schools  
Team Member – Russ Collett, Principal, Elkins High School, Randolph County Schools

**Date of School Visit – 02/24/16**

# SCHOOL PROFILE

## 04-306 MOUNTAIN RIDGE MIDDLE SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	not available	not available	not available	607.0	643.0
Average Class Size	not available	not available	not available	22.5	24.1
Attendance Rate				92.7	not available
Pupil Admin Ratio	not available	not available	not available	303.5	321.5
Pupil Teacher Ratio	not available	not available	not available	14.6	15.9
Participation Rate-Math	0.00	0.00	0.00	99.50	not available
Participation Rate-Reading	0.00	0.00	0.00	99.50	not available
HQT Percentage - Total	not available	not available	not available	88.7	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	subject not present	76.9	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	subject not present	88.2	not available
HQT Percentage - Mathematics	subject not present	subject not present	subject not present	87.5	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	87.1	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	100.0	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	subject not present	subject not present	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	93.4	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	93.0	not available
Educators on Permit/Authorization	not available	not available	not available	4.0	0.0
Administrators not Credentialed	not available	not available	not available	0.0	0.0

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

## **MOUNTAIN RIDGE MIDDLE SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	MRMS had a series of meetings, before the school opened in 2014, with our staffulty which we called our Imagining Team. In these meetings, we created the core beliefs, mission, and vision of our school. We included these beliefs and statements in our student handbook, and have discussed them with our students. Some teachers have created banners that display what it means to be a Dragon, our school mascot. Our Imagining Team also worked together to create our school's discipline policy, which is followed by all students and enforced by staffulty. Our teams met at the end of the 2014-15 school year to determine any updates needed to our policies and procedures in order to benefit our students. Our 6th grade team tailored	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: Through the school's Renaissance Committee, staff worked to improve school climate and school pride and increase student attendance.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended in the future, staff track related data to support consideration for a best practice.</b></p>

		their discipline procedures to assist our 6th graders' transitions to MRMS. Our Renaissance committee and student council have worked to establish a positive culture that promotes success in academics and attendance, extra-curricular activities, and social interactions		
<b>Function B: High Expectations for All.</b> 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 mission statement is included in our student handbook, and has been discussed with students personally, in class meetings and in homeroom. Teams establish expectations and procedures that are practiced consistently in classes. Lesson plans are checked on a monthly basis, and classroom walkthroughs and observations are also used to monitor instruction and progress with NxGen standards. Our Renaissance committee and student council are in the process of creating rituals, ceremonies, and traditions that will celebrate our core beliefs, that include: student and staffulty "shout outs", music between classes, spirit weeks, pep rallies (both academic and athletic), and student awards. Our students hold leadership positions in our clubs, student council, and PTSA. Our Olweus class meetings are held weekly to ensure that students know how to treat each other with respect and dignity. Staffulty members have been trained in and follow Olweus procedures for handling student conflicts.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team did not verify evidence of a school-wide positive behavior support program. The principal provided a copy of the school-wide discipline plane which identified consequences for inappropriate behavior. While a school-wide discipline plan was documented, the Team determined each grade level team implemented a set of consequences different than the written plan. The grade 6 team had a "Tail Slips" program; behavior programs in grades 7 and 8 varied from classroom to classroom and were not consistent with the identified school-wide plan.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school establish a school-wide positive behavior support program with consistent rules, acknowledgements, and consequences across all grade levels.</b></p>
<b>Function C: Safe, Orderly and</b>	ACCOMPLISHED	Our Safety committee established evacuation and emergency procedures	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<b>Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		for the school. Fire drills and site evacuation drill have been completed. School evacuation routes are posted in each room. The staff was trained during the 2014-15 school year by county and state police, in a simulated gun shot drill, and emergency procedures are revisited yearly. Our Olweus class meetings take place on a weekly basis, and staffulty have been trained in Olweus procedures. We have staffulty monitoring hallways, cafeteria, gym, and play ground before and after school and during lunches. We have grade level meetings on a weekly basis to discuss and address student needs and concerns. Our subject area data teams meet monthly to review data and discuss student needs, common assessments, and instructional strategies.		school's self-rating for this function.
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The administration makes it a priority to motivate students and staffulty, and make them feel welcome and positive about the school. Daily student and staffulty "shout outs" are communicated through school-wide announcements, email, and during staffulty meetings. The administration is visible and accessible throughout the school day and collaborates with staffulty individually and in SAT, team meetings, and data team meetings to benefit students. Daily updates are sent to staffulty via email to	EMERGING	<p>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.</p> <p><b>Rationale: Staff members and students spoke highly of the principal. He was very respectful of them and had created an environment where teachers and students wanted to come to school. However, the OEPA Team determined the professional development plan did not support school goals; technology use by students and teachers was observed at a low level; documentation of required teams and councils consisted of agenda templates completed with notes</b></p>

		communicate important information, deadlines, and notes of appreciation, and announcements are made in the morning and afternoon. Full staffulty meetings and team leader meetings are held monthly and have been informative and efficient. The assistant principal works daily with teachers regarding discipline and decisions are made collaboratively and in a timely manner.		<p>of activities during the meeting. Memberships, goals and agendas prepared in advance were not available. While lesson plans were reviewed and feedback was provided, at least five teachers did not have lesson plans for a significant part of the school year. The Team did not determine data analysis was being used in instructional planning and delivery. A discipline plan was provided by the principal which enumerated consequences for inappropriate behavior; however, the Team observed variation among grade levels and teachers regarding consequences.</p> <p><b>Recommendation:</b> The Team recommended the principal ensure:</p> <ol style="list-style-type: none"> <li>1. membership lists for each school team are developed and maintained;</li> <li>2. agendas are developed prior to team meetings to ensure goals and items are effectively discussed and problem-solving occurs;</li> <li>3. professional development plan aligns with school goals;</li> <li>4. long and short term lesson plans are completed in advance by all teachers; and</li> <li>5. school-wide discipline plan is consistently followed by all grade-level teams.</li> </ol>
<p><b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	ACCOMPLISHED	<p>Opportunities are developing as principal leadership identifies areas of need and concern. Data teams currently meet monthly, and the administration visits each meeting. Administration works with the grade level team leaders to distribute information and assure that all teams are promoting the school's mission. School committees/councils include: Safety, Renaissance, Social, PTSA, Olweus, IPI, ILI, and LSIC. One goal for this school year is to implement the Watchdogs Program in order to</p>	EMERGING	<p>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.</p> <p><b>Rationale:</b> The principal indicated the local school improvement council (LSIC) only met twice a year. State policy requires this team to meet four times a year, once per nine weeks. The OEPA Team did not verify evidence, through written documentation, of these meetings. In addition, the Team was not provided documentation of curriculum team, technology team, faculty senate, student assistance</p>

		increase parent participation and the presence of authority figures in the school.		<p>team (SAT), or parent-teacher-student association (PTSA) membership and agendas developed prior to meetings.</p> <p><b>Recommendation:</b> The OEPA Team recommended teams and councils maintain formal written documentation of membership, agendas, and minutes to track activities and effectiveness of teams and councils.</p>
<p><b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	ACCOMPLISHED	Teachers in the building have been given numerous opportunities to participate in academic and extracurricular functions (i.e. Olweus, SAT, Duties, Book Fair, Open House, SPL, clubs). Every teacher in the building is involved in something outside of their classroom. Teachers have been provided training on best practices, instructional expectations, and technology. Many teachers have taken advantage of professional development opportunities over the summer. The administration has been involved in the establishment of each teacher leadership position.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<p><b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	ACCOMPLISHED	Students hold leadership positions in the PTSA, peer mediation, student council, clubs, and sports. Student clubs, PTSA, and student council have been instrumental in developing some of the programs in the building such as recycling, Renaissance, peer mediation, and our open house. There is also student representation on our Guidance Council Advisory Committee. The Olweus program encourages students to assume proactive roles in bullying, and student	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: Students were included as officers, along with parents, on the PTSA.</b></p>



		"shout outs" encourage those students who are caught going above and beyond.		
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Teacher lessons plans demonstrate the use of instructional strategies and technology that engage students in the learning process. APL, Marzano Strategies, and Total Participation Techniques are promoted in order to establish classroom environments that are conducive to learning. Teachers collaborate in grade level teams and content data teams to create common assessments, discuss student needs, analyze data, and share instructional strategies. Olweus meetings are held weekly to establish norms for behavior and promote social development. Our SAT and SPL initiate strategies and interventions that benefit student learning on a daily basis.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team observed top scoring FitnessGram results for pacers and pushups posted on the wall outside the gym.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers increase opportunities for student reflection, intellectual inquiry, and self-direction. In addition, the Team recommended teachers not publicly post individual, identifiable results.</b></p>
<b>Function B: Standards-Focused Curriculum.</b> 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	ACCOMPLISHED	Teachers collaborate on grade level teams and content data teams to share instructional strategies and create lessons and common assessments. Teachers are provided with and follow curriculum guides provided by the county. Benchmark and Star tests are given to every student and the data is analyzed by the data teams. Programs such as Science and Math Olympiad, Math Field Day, Golden Horseshoe, Geography Bee, Science and Social Studies Fairs	EMERGING	<p>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.</p> <p><b>Rationale: Some evidence may not fit the function.</b></p> <p><b>The OEPA Team observed little hands-on technology by students to enhance learning at a high level. Few classes were observed implementing the "bring your own device" (BYOD) initiative. The Team observed lesson plans containing academic content standards; however, teachers did not demonstrate how they</b></p>



Technology Tools.		promote 21st century concepts.		<p>tracked delivery of technology standards. Teachers did not have plans for the last period of the day that included clubs, SPL, and tutoring. This time was subtracted from daily instructional time since lesson plans were not developed to identify skills being taught.</p> <p><b>Recommendation:</b> The OEPA Team recommended administration assure that all teachers complete lesson plans with a clear focus on content and technology standards, as well as detailing skills taught during the last period of the school day.</p>
<p><b>Function C: Instructional Planning.</b> 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.</p>	ACCOMPLISHED	<p>Teachers use curriculum maps to plan instruction. Lesson plans include objective/standard, activity, and assessment. Teachers use Marzano strategies, APL, and Total Participation Techniques to maximize student participation. Teachers use data from STAR, Benchmark, and classroom assessments to plan instruction. SPL and PLATO are used to meet students' individual needs. Curriculum data teams meet monthly to collaborate, analyze data, and plan instruction and lessons. Teachers complete personal reflections and set goals to improve student content mastery in their classes.</p>	EMERGING	<p>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.</p> <p><b>Rationale:</b> Four teachers had no written lesson plans for the year; one teacher had no plans for the period being observed; one teacher had a lesson plan book with August and December labeled and completed with standards; however, nothing was written in between. Teachers did not consistently have plans for advisor/advisee or Friday activities during homeroom.</p> <p>Little differentiation was documented in lesson plans. Teachers demonstrated evidence of short- and long-term planning; however, the Team did not verify a strong connection between student data and instructional planning.</p> <p><b>Recommendations:</b> The OEPA Team recommended school teams, which had common planning, meet to develop long-term plans based on data they analyzed. In addition, the Team recommended the administration ensure all teachers develop long and short term plans in advance to improve instructional planning and delivery.</p>
Function D:	ACCOMPLISHED	Teachers use STAR and benchmark	ACCOMPLISHED	The evidence provided by the school and the additional

<b>Instructional Delivery.</b> 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.		testing data to plan instruction. Objectives are clearly posted in lesson plans and classroom. Teachers use Marzano, APL, Total Participation Techniques, and technology in class to maximize student engagement and learning. Instructional strategies are monitored through walkthroughs, observations, lesson plans, and IPI. Students are rewarded for academic success through grade level and team awards, and are recognized during our academic pep rally and through announcements.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: Some evidence may not fit the function.</b>  <b>Recommendation: The OEPA Team recommended the school review and align evidence to meet the language of the function, specifically the last item in the school's evidence.</b>
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	We have organized a PTSA and LSIC to allow for parent involvement. We have established a business partnership with MVB Bank. Parent volunteers have provided assistance with fundraising and book fair. We held an open house and orientation at the opening of our school, and have 2 nights dedicated for parent teacher conferences. Parents use Engrade and email to communicate with teachers. School uses Engrade, School website, handouts, and Ntouch to communicate with parents. Student Council and Environmental Club are involved in community service projects. Our concerts and athletic events provide opportunities for parents to observe the successes and culture of our 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.  <b>Rationale: During interviews, the OEPA Team did not verify evidence of positive relationships among stakeholders.</b>  <b>Recommendations: The OEPA Team recommended staff develop programs that reach out to family and community members. In addition, the Team recommended school teams and councils develop agendas and conduct regular meetings to strengthen PTSA and LSIC.</b>

<p><b>Function B: Student Personal Development.</b> 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.</p>	<p>ACCOMPLISHED</p>	<p>Olweus class meetings are held weekly. Students meet with their adviser daily (homerooms) and have Advisory lessons every other week. School nurse facilitates eye and hearing exams, dental program, and is on site for student health issues. Kidz Power Pacs program provides food for needy students. Cafeteria menus follow health guidelines and are posted and announced. Peer mediation program is provided through the guidance office. Guidance counseling program aligns with WV school counseling standards. SAT meets weekly and works with teachers to provide for the needs of referred students. We work with Musselman High School to ensure smooth transitions for our 8th graders to high school. ESL services are provided for students. Recess period and clubs/intramurals provide opportunities for physical activity. In the past, our faculty has initiated donations to families in need.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	<p>EMERGING</p>	<p>Our business partner, MVB Bank, provides assistance with student recognition, concession stand, and science/social studies fair. Our business partner is promoted by a school sign, logo on the school website, and is invited to participate in various activities. The Kidz Power Pacs program provides food for students in need.</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The staff fully engages in at least 18 hours of county and school based professional development. Many employees take advantage of professional development opportunities over the summer, and are taking courses for additional endorsements. Additional staff development opportunities include: APL training, content specific classes, and conferences geared toward maintaining and improving school culture. Data teams collaborate monthly and grade level teams meet weekly.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team did not verify existence of alignment between the goals and the professional development in order to implement the action steps in the strategic plan.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all professional development supporting goals in the strategic plan be linked to action steps.</b></p>
<b>Function B: Teacher Collaboration.</b> 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	Data teams analyze the results from STAR, Benchmark, and common assessments. Grade level teams meet weekly and discuss student needs, issues, and Olweus practices. Team leaders meet with the administration monthly to discuss a variety of instructional and curricular issues. Team leaders then share this information with their teams. Our teachers collaborate within their own discipline, and extend collaboration into other disciplines in their teams, in order to best meet the needs of individual students. Our co-teachers collaborate within their classes.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended analysis and use of student data be considered in instructional planning. Professional learning community (PLC) time could be dedicated to this purpose in place of discussing other school concerns.</b></p>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of	ACCOMPLISHED	Data teams reflect on current testing statistics and instructional strategies. Staff meetings have provided opportunities for self and school 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.

evaluation that facilitate self-reflection and informs the process of professional growth.		reflection. Committees such as Olweus, Safety, and Renaissance analyze school procedures. Teachers participate in self reflections, yearly, and create their own student learning goals for the year.		
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Facility is well maintained and cleaned by custodial staff. Teachers organize and maintain classroom environment that is conducive to learning. There is positive collaboration between all staffulty and students in order to maintain a clean, safe, and positive school environment.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comments: The OEPA Team observed the custodial hallway door beside the cafeteria propped open and both custodian rooms, 119 and 125A, unlocked. Additionally, the Team observed a spray can of cleaner on a cart in the corner of the cafeteria, outside the custodial area.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended when supervision was not available, the custodial hallway be closed and/or all individual rooms containing supplies be locked. The Team also recommended all cleaning supplies be stored in a secure area.</b></p>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Staffulty has been trained in the purchasing process and strictly adheres to this policy. This policy is strictly adhered to. Financial support has been garnered through fundraising. Technology is maintained and used in a way to benefit students. Each classroom has access to Viewsonic Interactive board and computer. School website, Ntouch, Remind 101, and Engrade 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.

		used to correspond with staff, parents, and community members. County Office provides opportunities for professional development as well as resources for the teachers.		
<b>Function C: Personnel.</b> 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 administration works with the Human Resources department to assure that all staff is certified and/or working on the appropriate license. The staff has been trained in the evaluation policy and the administration follows through with this policy. All beginning teachers are assigned a mentor from the county, who visit their classes and meet with them. All new teachers are provided with county and school orientation. Administration provides new teachers with training and all school 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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Staff uses WVEIS to input referrals, access the evaluation system and look up student information. Secretaries keep this data up to date. School Technology Instruction Specialist corresponds with the county office and collaborates with staff to ensure that technology is implemented successfully. Teachers use Viewsonic Interactive Board and computer labs in classes. Students and staff have access to five mobile carts and three labs. Engrade is used by students and parents to access grades/attendance, and to take tests and quizzes. Each classroom has access to Viewsonic Interactive board and computer. The school is piloting the Bring Your Own Device program in	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: Based on a review of computer logs and observations, the OEPA Team did not verify high use of technology throughout the school.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended mobile labs and the BYOD initiative be used more frequently to enhance instructional delivery and student learning.</b></p>



		order to increase the use of technology in our classrooms. School website, Ntouch, Remind 101, and Engrade are used to correspond with staffulty, parents, and community members. County Office provides opportunities for professional development as well as resources for the teachers.		
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**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
<b>Function A: Focused and Coherent Plan.</b> 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 vision statement was written through a collaborative effort of the staffulty during our Imagining Team meetings and revisited at the beginning of this school year. Data teams set SMART goals regarding curricular achievement. Teachers write individual SMART goals that are in conjunction with the school vision, and meet to discuss these with the administration. We have established, with staffulty input, the 3 pillars of MRMS, academics, extracurricular activities, and social interactions. These 3 pillars align with our core beliefs, and include the aspects of our school culture that we believe to be important in the success of our students beyond our walls. Elements of our strategic plan and culture are discussed at staffulty meetings in order to maintain a cohesive approach to student education throughout the school 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.
<b>Function B: Processes and</b>	ACCOMPLISHED	Every teacher holds a leadership position	EMERGING	The evidence provided by the school and the additional

<p><b>Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</p>		<p>in the school (i.e. club adviser, committee member, athletics, data teams). Business sponsorship, PTSA and LSIC provide for community involvement. Grade level teams have common planning periods and meet weekly, and time is allotted monthly for content area data teams to meet. Grade level teams provide input for strategic plan and OEPA report. Staff development is provided by the school and county, both in person and online.</p>		<p>evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p><b>Rationale:</b> The principal recognized he was not using the LSIC to its fullest potential. The school's PLC structure was not high functioning. Staff indicated the PTSA had an attendance of only 5-6 members.</p> <p><b>Recommendations:</b> The OEPA Team recommended staff consider inviting the school business partner to participate on the LSIC to further strengthen this connection. The Team further recommended the school investigate opportunities to build PTSA involvement in the school. Also, the Team recommended PLCs focus on strategies to increase student learning.</p>
<p><b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</p>	<p>ACCOMPLISHED</p>	<p>School core beliefs, mission, and vision were established collaboratively in Imagining Team meetings and revisited at the end of last year in order to improve upon our procedures and culture. All areas of concern were addressed to start this school year. Data teams, grade level teams, clubs and Intramurals, Olweus, SAT, Advisory, guidance, and athletics are all programs in place to help achieve school goals. Data is analyzed by teachers, data teams and administrators. SMART goals are written in data teams and by individual teachers.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment:</b> The OEPA Team verified students tracked their data and kept personal learning data in their agendas.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended expanding the student portfolios, enabling students to track progress throughout grades 6-8.</p>

## SECTION 2: What Support do you need for improvement?

### Needs Analysis, Capacity Building and Efficiencies

<p>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</p>	<p>The staffulty is concerned about the limit placed on photocopies.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs in regard to limits</p>
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		placed on photocopies. Through interviews, the Team determined limits were not placed on the number of copies teachers could make and copiers did not have codes. Some materials were sent to outside printers. The Team noted students using materials that were photocopies.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Professional development on goal setting and the writing of vision statements at the data team level has been proposed by the staff. The administration believes it would be beneficial to provide professional development for our math teachers regarding the WV General Standardized Assessment in conjunction with the NxGen 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.  Professional development in goal setting and developing vision statements for data teams was confirmed. Although math teachers did not specifically mention professional development during interviews, one of the school's strategic plan goals was to increase math proficiency by 12 percent. In order to help reach this goal, the Team confirmed further training on the general summative assessment and the link to State standards would be beneficial.

### 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 have worked hard to establish a culture in which we recognize, reinforce, and reward success in academics, attendance, and attitude. During the 2014-15 school year, over two-thirds of the student body was recognized for outstanding accomplishments and/or good deeds. We recognize students through daily shout outs, pep assemblies, school awards, and over announcements. Our attendance rate, which was at one point the lowest of the county middle schools, is now second in the county at 96.1%.	Although many positive accomplishments were mentioned in this section, no specific best practice was described. Thus, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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### 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	<b>PARTIAL COMPLIANCE</b> The school did not provide evidence that test taking security measures were followed. No sign-in sheets were found. Training occurred January 2016. Evidence from previous years was not provided.
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### 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	<b>PARTIAL COMPLIANCE</b> Lesson plans were not developed for the homeroom period, 24 minutes daily, for advisor/advisee Wednesdays and Thursdays or for activities during this time on Fridays. These minutes were subtracted from the total instructional minutes per day. The total minutes were
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315 three out of five days per week. Further, the Team verified the local school improvement council did not meet the required number of times during the school year.

## 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional</li> </ul>

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

#### NON-COMPLIANCE

The county provided a packet for alternative education placement; however, the OEPA Team did not verify the existence of a written plan for students placed in alternative education setting or a transition plan back to the general population.

### 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	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p>
YES	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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.</p> <p>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)</p> <p>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.</p>

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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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**

<b>YES</b>	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)
<b>YES</b>	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:**

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

**Findings**

**Policy 4373: Expected Behavior in Safe/Supportive Schools: Ensure staff are knowledgeable in placement procedures for students placed in alternative educational settings. In addition, ensure 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 are provided.**

**Facility Resource Needs**

**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 is used to reduce unwanted noise from the seating area. (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-4 Podium. (May adversely impact program delivery and student performance.)

**17. Science Laboratories and Facilities**

- A. Science facilities were not adequate in size (45-60 ft.<sup>2</sup>/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-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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Dr. Marsha Bailes, OEPA Consultant

Team Member –Greg Rothwell, Assistant Principal, Follansbee Middle School, Brooke County Schools

Team Member – Darlene Murphy, Principal, Van Devender Middle School, Wood County Schools

Team Member – Steve Rodriguez, Principal, Fairview Middle School, Marion County Schools

Team Member –Julie McBee, Principal, Keyser Middle School, Mineral County Schools

Team Member – Dr. Cathryn Carena, Curriculum Assistant Principal, John Adams Middle School, Kanawha County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-501 HEDGESVILLE HIGH SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	1712.0	1796.0	1267.0	1196.0	1228.0
Average Class Size	17.2	18.3	14.9	16.6	19.3
Attendance Rate	97.2	97.1	96.5	91.3	not available
Graduation Rate 4 yr cohort	80.3	81.4	87.0	86.7	not available
Graduation Rate 5 yr cohort	86.1	not available	84.0	87.0	not available
Dropout Rate	3.5	1.7	2.6	1.5	not available
Pupil Admin Ratio	428.0	449.0	316.8	239.2	245.6
Pupil Teacher Ratio	14.6	15.3	12.2	12.9	15.1
Participation Rate-Math	97.77	98.15	95.73	96.73	not available
Participation Rate-Reading	98.61	98.15	94.02	95.92	not available
HQT Percentage - Total	87.8	91.2	90.2	91.1	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	87.9	82.6	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	74.4	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	89.6	89.0	82.9	94.2	not available
HQT Percentage - Science	71.7	92.0	77.5	68.7	not available
HQT Percentage - Foreign Languages	100.0	100.0	81.3	79.3	not available
HQT Percentage - Civics and Government	96.4	95.9	100.0	100.0	not available
HQT Percentage - Economics	100.0	subject not present	subject not present	100.0	not available
HQT Percentage - Arts	100.0	100.0	96.9	100.0	not available
HQT Percentage - History	87.1	90.9	100.0	100.0	not available
HQT Percentage - Geography	100.0	subject not present	not available	not available	not available
Educators on Permit/Authorization	39.0	19.0	24.0	6.0	10.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## **HEDGESVILLE HIGH SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Our mission statement is "The ABC's of HHS-Always Positive, Building Futures, Changing Lives". Most of our staff has bought into this statement and have established methods of obtaining the goals of that mission. We have used Josten's Renaissance Program for the past four years to enhance our school's climate and culture. Our county and our school have established the core values as Excellence is in the AIR – meaning accountability, integrity, and respect for all. We have modeled good decision making skills, emphasized good behavior through our positive referral/Why You're Awesome slips, We have incorporated the the "Talk to Me" program to provide additional emotional support for our students and a Mental Health initiative	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: Based on observations and interviews, the OEPA Team determined the school had a set of shared beliefs and values in place that promoted a climate and culture for student success. The Team noted the following additional evidence:</b></p> <ul style="list-style-type: none"><li>• Freshman Academy</li><li>• Saturday School</li><li>• Awesome Slips</li><li>• Talk to Me</li><li>• Outside agencies supported students</li></ul>

		through East Ridge Counseling. Additionally we support our students academically through our Saturday School program for tutoring and mentoring.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	Goals for the teacher evaluation system are discussed and observed through giving teachers time to collaborate and establish clear and concise expectations for learning. We believe that we are here for all students and that each student can learn; our mission statement makes that a must! In addition, our Commitment to Graduate Wall makes the goal clearly visible to all stakeholders (Community, Parents, Students, and Faculty and Staff). Non- honors students at the 9th grade level are placed in the freshmen academy in attempt to provide more individualized attention and supporting their transition to high school. In addition, a lunch study program has been developed to provide remediation for students who are not completing homework, assignments, or simply having difficulty in class. Tutoring is also available after school by teachers and National Honor Society students. Saturday school is used as a retraining and remediation time using teachers and NHS tutors.	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: Based on observations and interviews, the OEPA Team determined staff exhibited high expectations for students, and the administration exhibited high expectations for students and staff. The Team noted the following additional initiatives and programs:</b></p> <ul style="list-style-type: none"> <li>• Back to school orientation</li> <li>• Expectation in the strategic plan goal to increase graduation rate to 95% and to increase math by 13% on the West Virginia general summative assessment (WV GSA)</li> <li>• High level of differentiation in English classrooms</li> <li>• Expectations of the staff placed on students' performance to exceed standards</li> </ul>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean	ACCOMPLISHED	We follow the rules set forth in Policy 4373. We have established our Olweus anti-bullying program, including an anonymous tip text line at our school. We also have established the advisory	ACCOMPLISHED	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 contributes to an engaging and inclusive atmosphere for learning.		program to support all students. We have a resource police officer in our school daily and he has been with us for 8 years. Our guidance department, through the use of community resources, has established a number of groups to address mental health needs, as well as school support programs. An online referral process has allowed students, parents, and teachers to refer students in need. In addition, we have a student run TV news program that highlights positive goings on, and key announcements. We also have a Positive Referral program known as “Why You’re Awesome” that has proven to be very successful in accentuating positive behaviors while reducing negative behaviors. Eagle SOAR Awards continue to be used to highlight not only outstanding academic achievement, but also positive change.		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	Our county provides much support and opportunities for professional growth through our Principals’ Leadership Academy each summer. We are exposed to the latest trends and techniques to help create a successful school for students. I attend the WVASSP Conference annually to network and learn from others in the field. I was fortunate enough to attend the NASSP State	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.  <b>Rationale: Based on observations and interviews, the OEPA Team determined the principal exhibited professional skills that illustrated a climate and culture conducive to student success. The Team observed an atmosphere of collaboration among administration and staff with a sincere focus on the school’s mission of a positive, caring environment. The Team further noted</b>

		Principal of the Year conference in Washington, D.C. in the fall of 2014. I was able to network and learn from some of the best principals in the nation. We take all of the information obtained at those conferences, in addition to the pertinent information that needs to be shared with staff and disseminate it to the appropriate parties. We conduct weekly administrative meetings to plan for the week ahead. We conduct monthly leadership team meetings, as well as monthly faculty meetings.		<b>the administrator reinforced expectations through lesson plan reviews.</b>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	We have an LSIC team that involves stakeholders from the school, students, families and community to have a shared vision and responsibility in leading our mission. Our leadership meets regularly after each county level instructional meeting as well. Our guidance department has created an advisory council that includes counselors, parents, students, teachers, and administrators to help address the social and emotional needs of our students as well. Our guidance department, in conjunction with our guidance advisory council, has started a monthly newsletter. Our guidance department also does a needs assessment and where possible changes are made to better serve our students. We have an active SAT Team that discusses and deals with students issues on a weekly basis.	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: Based on observations and interviews, the OEPA Team determined school teams and councils functioned effectively to advance the mission and goals of the school. Through interviews and review of agendas, the Team noted teachers volunteered time to conduct meetings after school hours. In addition, staff held regular team meetings to review data and other pertinent information to problem solve areas of concern. A student assistance team (SAT) meeting was observed during the review. SATs were conducted each Wednesday with representation from various departments and a true focus on student support.</b></p>
<b>Function C: Teacher</b>	EMERGING	We are very supportive of teacher leaders and have many within our school. Our	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the



<p><b>Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>		<p>content-specific data teams are led by teachers who guide the teams on improving student achievement and best instructional practices. Our department chairs provide leadership and information to their departments as well. We have a leadership team that focuses on change and processes. Social studies teachers have worked on county standards for their department. One social studies teacher is on the advisory council to the superintendent. We have an IPI team that supports quality instruction and reflection. Our Vocational Agriculture teacher has led the way in our district in turning his program into a simulated workplace. We have encouraged aspiring administrators to attend the BCS Leadership Academy. We have also encouraged our teacher leaders to become active in IPI.</p>		<p>school's self-rating for this function.</p>
<p><b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	<p>EMERGING</p>	<p>Our students are involved in several leadership opportunities. We have students on the Berkeley County Student Advisory council where they collaborate with students from the other high school and members of the Department of Instruction. We have a Leadership class that meets during the day and members of our Student Government Association and Renaissance team work on many projects for the school. There is guidance advisory council and our LSIC which also provide leadership positions to students. Our class officers are also a vital part of student leadership at our</p>	<p>ACCOMPLISHED</p>	<p>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.</p> <p><b>Rationale: Based on observations and interviews, the OEPA Team determined the school offered many opportunities for student leadership that developed self-direction and a sense of responsibility. Examples of these included but were not limited to:</b></p> <ul style="list-style-type: none"> <li>• <b>Leadership class for 11<sup>th</sup> and 12<sup>th</sup> grade students</b></li> <li>• <b>National Honor Society mentoring and tutoring</b></li> <li>• <b>Variety of clubs</b></li> <li>• <b>Lunch tutoring program</b></li> <li>• <b>Student advisory council</b></li> </ul>

		<p>school. National Honor Society Tutoring for our Freshmen Academy, as well as after school tutoring. We also have a very active Junior Civitan that plans and organizes our Eagle SOAR assemblies. All students are involved even students with exceptionalities in school beautification and grab and go breakfast through work exploration. We also have students who represent our school at monthly Rotary meetings.</p>		<ul style="list-style-type: none"> <li>• <b>Career technical programs promoting entrepreneurship</b></li> <li>• <b>Work-based learning opportunities</b></li> <li>• <b>Simulated Workplace opportunities for career technical students</b></li> </ul>
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	<p>We have encouraged our teachers to be creative and to build a positive environment within their four walls. We have utilized our "You Are Awesome" referrals to recognize good behavior and our Renaissance Program recognizes individual and class successes. We utilize the APL technique for classroom management and instruction, as well as Marzano's Strategies. We utilize IPI to check on levels of student engagement three times per year. We have a School - Within- A-School Program that assist at risk students during their first two years of high school. We have also established a Freshmen Academy to facilitate success among our freshmen students. We have also started after-school Professional Development opportunities for teachers.</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<b>Function B: Standards-</b>	EMERGING	<p>We have implemented NexGen standards</p>	EMERGING	<p>The evidence provided by the school and the additional</p>

<b>Focused Curriculum.</b> 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.		throughout our building. We utilize our data teams along with county curriculum maps to make sure that we a pacing instruction properly and that student learning is occurring. We utilize Grad Point as a mode of credit recovery. We also have increased the number of computer labs and have laptop and iPad labs available for teachers. We have also created a media room this year which is available to teachers.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Instructional Planning.</b> 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.	<b>ACCOMPLISHED</b>	Lesson Plans are required and checked regularly by administrators. We utilize common pacing guides where we can to eliminate inconsistencies. We use STAR for remediation or to accelerate instruction and to measure student growth. We require bell ringers for all classes. We use the IAB assessments and the ICA assessments for English and Math. We utilize self reflection and goal setting through the teacher evaluation system.	<b>EMERGING</b>	<p>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.</p> <p><b>Rationale: The OEPA Team determined some lesson plans were inadequate or did not exist. Also, some lesson plans were from previous years, and others were journaled after the calendar date, based on "snow days" recorded as the only plan for those days.</b></p> <p><b>Recommendation: The OEPA Team recommended the administration review the process for monitoring teachers' instructional planning and ensure all administrators consistently review plans, verifying teachers are developing both short and long term instructional plans.</b></p>
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies,	<b>EMERGING</b>	IPI is used to measure levels of engagement. Observations and evaluations are used to help teachers to become more reflective in their practice. We share best practices in department meetings and data teams and as a county we highlight creativity that occurs at each instructional level. We utilize walk	<b>ACCOMPLISHED</b>	<p>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.</p> <p><b>Rationale: Based on observations and interviews, the OEPA Team determined teachers' lessons were engaging and enhanced individual student progress and mastery. The Team observed teachers using digital tools, best practices, scaffolding, re-teaching,</b></p>

appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		throughs to look at teaching strategies, student engagement, APL, and Marzano techniques. We use all digital tools available to our teachers (see Standard 6 Function D)		<b>higher order thinking strategies, and cross-curricular activities.</b>
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	We have created an environment that is welcoming to the community, the parents, and most importantly our students and staff. The principal has started to use Twitter to highlight positive events that are taking place at Hedgesville High. We have forged a relationship with local mental health care providers to assist students with individual needs to help them feel secure. We are a part of the local counseling advisory board and behavioral health work-group. We have established the "Talk to Me" program through an outreach of the faith-based community. We have the backpack program to help our economically disadvantaged students have food for weekends. We have the PASS program to provide self esteem and academic support for our students. We have also partnered with SYLVAN Learning to offer ACT and SAT assistance. Through Project Aware we have East Ridge services. CFWV week promotes college 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.
<b>Function B: Student Personal</b>	ACCOMPLISHED	As noted above- we have a school based	ACCOMPLISHED	The evidence provided by the school and the additional

<p><b>Development.</b> 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.</p>		<p>mental health program that includes various groups to deal with issues that are prevalent among our students. We have dental clinics to assist those less fortunate with their dental needs. We have an ESL program, numerous guidance programs, Special Education Programs and students with 504 Plans. We have a Freshmen Academy to address the needs of many of our Freshmen. We also offer a School Within A School Program that addresses the needs of our high risk students in their Freshmen and Sophomore years. We also have our Freshmen Academy to target success at the freshmen level. Our Work Exploration program provides Special Education students with opportunities to experience the world of work. All that we do to support student success is based on our SPL model.</p>		<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended the school for the variety of student support initiatives that promoted academic growth and well-being. More specifically, one newly implemented program, East Ridge School Based Mental Health Program, provided support for high risk students.</b></p>
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	<p>ACCOMPLISHED</p>	<p>We have several programs to enhance parent and community relationships. Fall sports partner with youth sports leagues for facility use and entry to events. Our guidance department also provides times in the evening for parents to come to school for scheduling and also scholarship and FAFSA assistance. In an effort to communicate as effectively as possible, we use the inTouch messaging system for texting and emailing information about events to parents and community members. We have a very active alumni association as well as an Athletic Hall of Fame that recognizes</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		former Eagles. We have strong relationships with our business partners, including Quad Graphics, CNB and MedExpress. In addition to our business partners, we raise money for United Way, Relay for Life, and the Backpack program. We also work to involve our local Veteran's on Veteran's Day. We work with our community leaders to have mock interviews for all 11th graders.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	In addition to AP Institutes, which all AP instructors complete, we have several professional development opportunities for our teachers. Our teachers attend the Berkeley County Summer Institute, the Leadership Institute, RESA and county based professional developments also provides opportunities for our staff. At a school level we share the C and I Newsletter provided by Berkeley County Schools. We also have introduced a Math Chat for all BCS teachers on Twitter. We also have after school Professional Development Roundtables.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional learning communities to collaborate on the improvement of	EMERGING	Each department has monthly meetings after our curriculum team meetings. Within the departments, we have content area specific data teams where much time is spent on best practices and student achievement. Our IPI team holds reflection sessions to discuss how we can	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.



student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		improve student engagement as well. We have also began peer observation in some departments.		
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	We provide our teachers time to work on their self reflections through data teams as well as work within these teams to develop student learning goals for the Evaluation System. We conference with our teachers about their goals and annually for their evaluation conference. We have post observation and post walkthrough conferences as well. We have recently started sharing the walkthrough feedback electronically with the teachers as well. We have used Focus Support Plans to assist teachers when 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.

**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	We have a safe and secure facility that requires all outside visitors to be buzzed into the building and then sign in and receive a visitors pass. Each member of the staff and faculty has an electronic keycard that allows them access to the building. We have a Resource Officer that is assigned to our school at all times. We complete our fire drills, lock downs and codes regularly. Our custodial staff takes care to maintain a 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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff review classroom locations and consider relocating two rooms serving students with disabilities. Both rooms were significantly smaller than the dimensions in West Virginia State Board Policy 6200 and did not meet the requirement of adequate and comparable to other general education</b>

		environment and address all physical plant issues that arise.		<b>classrooms as indicated in West Virginia State Board Policy 2419. One of the classrooms was not located near other academic instructional areas.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	We utilize SFO software as our method of record keeping. We have in place policies and procedures which adhere to state regulations for financial record keeping. We have a strict approval process for any expenditure. We track all purchases made with our P-Card. We have a budget submitted annually. All staff expenditures are approved by the principal. We train all staff on proper financial procedures at the beginning of each 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.
<b>Function C: Personnel.</b> 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	We have utilized Policy 5000 and our faculty is currently involved in the hiring process for new personnel. Our county's Human Resource Department works diligently to provide excellent candidates for us to select from. We have sought highly qualified teachers in all 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.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and	ACCOMPLISHED	We have a TIS and a SYSOPS that do an outstanding job of integrating technology into the classroom. We have 9 computer labs, 4 laptop labs and 4 iPad labs available to the faculty. We have encouraged teachers to utilize technology available to them where applicable. We have place a mimio in each classroom. We have also encouraged teachers to allow students to use their own technology devices. Our server has been upgraded to allow for a more unimpeded	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school work with the central office to determine infrastructure needs related to instructional practice, instructional delivery, and student engagement.</b>



student learning.		wireless access. Every student has an Office 365 account and we are a Bring Your Own Device (BYOD) school.		
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**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	We have a clear mission and vision outlined in our Strategic Plan that is supported by all stakeholders. Our county provides time and training for the development of our SMART goals and guide our improvements. We have members of the administration, faculty, service personnel, students, parents and community members who serve as part of our plan 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.
<b>Function B: Processes and Structures.</b> 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 Strategic Plan is a living document that is revisited and reflected upon many times throughout the year. Our leadership team meets throughout the year as does our LSIC and curriculum teams to monitor progress towards our goals. We utilize staff development days for Data teams, goal setting, and training. Our SAT team works diligently to address struggling 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.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and	EMERGING	We utilize our data teams and test analysis to evaluate student learning. Star is a key component to assessing student growth and identifying students in need of remediation. We are sharing our results with all of the stakeholders as we progress through the academic year to	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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal and staff continue to collaborate and evaluate student data related to school</b>

communicates the progress to all stakeholders.		make sure that we are working towards our goals. The LSIC report that we give annually to our Board of Education highlights successes and areas of potential improvement.		improvement initiatives. STAR was the main focus of formative assessments. Although the OEPA Team recognized the importance of this program, the Team recommended the staff also utilize other assessment tools, including benchmarks and progress monitoring to evaluate students more frequently and implement instructional changes accordingly.
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## 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.	Increasing enrollment may be a concern.	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.	Continued funding for Data Teams will significantly enhance student performance. The shift to the simulated workplace may require more professional development.	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.	HHS has implemented a number of programs to increase student achievement and reduce major discipline issues. Our Positive Referral program encourages good citizenship, positive choices and good character. We have had 417 positive referrals this year. Saturday School has reduced OSS from 132 thru in the 2014-15 school year we have seen a 50% reduction in OSS this year. Our Freshmen Academy has reduced the failure rate among freshmen from 31% to 4.7% in the 2014-15 school year.	The OEPA Team commended the identified 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.
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## 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"><li>• 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:</li><li>• 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)</li><li>• Utilizes standards-focused curriculum</li><li>• Develops physical health and wellness</li><li>• Develops global competence</li><li>• Utilizes formative assessment processes</li><li>• Utilizes technology integration</li><li>• Develops student success and career readiness</li><li>• 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)</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Utilizes standards-focused curriculum</li><li>• Provides physical education, physical activity and health/wellness education</li><li>• Develops global competence</li><li>• Utilizes technology integration</li><li>• Utilizes formative assessment processes</li><li>• Utilizes personalized career portfolios to develop career awareness</li><li>• Offers visual arts, choral, and instrumental music courses</li><li>• Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Utilizes Standards-Focused Curriculum</li></ul>

- 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

**PARTIAL COMPLIANCE**  
**The FitnessGram was administered; however, results were not communicated to parents. The physical education department chair indicated a document was in place to communicate to parents for the 2016-2017 school year.**

## 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

<b>YES</b>	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
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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
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	<b>YES</b>	All non-compliances have been addressed and corrected.	<b>YES</b>

<b>B . Policy 2419: Education of Students with Exceptionalities.</b> Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
<b>C . Fire Marshal?</b> Has the school addressed all non-compliances identified during the fire marshal review?	YES	All non-compliances have been corrected.	<b>NO</b> Inspection dated 4/16/15 had 8 findings. The OEPA Team could not confirm that all non-compliances were addressed and the most recent work order request for corrective action was dated 2/23/16, one day prior to OEPA visit.
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	YES	All non-compliances have been addressed.	YES
<b>E . School Building Authority (if applicable).</b> Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		YES
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

## Finding

**Fire Marshal: Ensure findings in the Fire Safety Inspection Report are corrected in a timely manner.**

## 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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Chris Perkins, OEPA Consultant

Team Member – Bob Wilmoth, Principal, Buckhannon-Upshur High School, Upshur County Schools

Team Member – Pam Wilt, Assistant Principal, Preston High School, Preston County Schools

Team Member – Melinda Kasekamp, Principal, Paw Paw Schools, Morgan County Schools

Team Member – Ron Reedy, Principal, Sissonville High School, Kanawha County Schools

Team Member – Lori Shumaker, Assistant Principal, Grafton High School, Taylor County Schools

Team Member – Joe Starcher, Career Tech Director, Brook County Schools

Team Member – Troy Ravenscroft, Assistant Superintendent, Grant County Schools

Team Member – Amy Robertson, Principal, Greenbrier West High School, Greenbrier County Schools

Team Member – Kristin Garretson, Academic Coach, Calhoun County Schools

Team Member – Pam Abston, Director of Special Education, Morgan County Schools

**Date of School Visit – 02/24/2016**

# SCHOOL PROFILE

## 04-502 MARTINSBURG HIGH SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	1750.0	1646.0	1312.0	1268.0	1313.0
Average Class Size	17.7	17.6	16.2	17.5	21.6
Attendance Rate	97.1	95.4	97.4	91.1	not available
Graduation Rate 4 yr cohort	74.3	79.9	80.9	82.1	not available
Graduation Rate 5 yr cohort	75.8	not available	82.9	80.9	not available
Dropout Rate	3.7	2.9	1.7	2.8	not available
Pupil Admin Ratio	350.0	329.2	262.4	253.6	262.6
Pupil Teacher Ratio	14.8	14.4	13.0	13.4	15.4
Participation Rate-Math	99.45	98.99	98.74	98.81	not available
Participation Rate-Reading	99.45	98.99	98.74	98.81	not available
HQT Percentage - Total	79.2	86.2	90.5	92.1	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	83.3	83.0	95.2	92.7	not available
HQT Percentage - Reading/Language Arts	60.2	87.5	85.7	80.0	not available
HQT Percentage - Mathematics	82.0	86.4	76.9	91.5	not available
HQT Percentage - Science	59.3	78.0	86.8	92.6	not available
HQT Percentage - Foreign Languages	87.1	89.1	83.9	64.7	not available
HQT Percentage - Civics and Government	80.4	91.4	100.0	92.1	not available
HQT Percentage - Economics	subject not present	100.0	subject not present	subject not present	not available
HQT Percentage - Arts	95.7	96.4	100.0	100.0	not available
HQT Percentage - History	81.4	90.7	100.0	99.1	not available
HQT Percentage - Geography	100.0	100.0	100.0	subject not present	not available
Educators on Permit/Authorization	37.0	29.0	20.0	9.0	3.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## MARTINSBURG HIGH SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	We have our Mission Statement & Belief Statements posted in every classroom for teachers, students and parents to view and we share them via social media, our website and during meetings. We have our Bulldog Beliefs on display that show the character traits that we would like our students to display. Data Teams meeting with common planning on a weekly basis to discuss student performance and best practices that are occurring within their classes. We have Accrued Instruction Time 2hr delay days when all faculty meet in a data team to discuss student data and teacher best practices. Agenda's and minutes are collected from these meetings. We display Excellence is in the AIR-County belief statements; Accountability,	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating and observed collaborative efforts on the part of the staff to promote beliefs and values, to strengthen the function, the Team recommended students be active stakeholders in the strategic plan goal number 2, which addressed respectful behavior.</b></p>

		Integrity, and Respect. We have a once monthly leadership team meeting where team leaders discuss the many aspects of what is occurring in their respective departments. We have a once monthly faculty meeting and our Dept. Chairs meet with their Dept. monthly.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	WV Teacher evaluation are discussed at the beginning of the year and observations of teachers are conducted throughout the school year. Bulldog Belief's Mission Statement & Belief Statements which reflect high expectations for all. Teachers have syllabi that explain their expectations We have an AIR award each nine weeks that teachers give to students who have shown Accountability, Respect or Integrity in their classes. 9th grade students who are not performing well in core classes are expected to attend lunch tutoring.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended lessons be designed to make high expectations a priority for students and staff and lessons incorporate a variety of strategies, including technology utilization by students and staff.</b></p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	We abide by Policy 4373. Olweus anti-bullying program. Advisory lessons once a week that discuss character and personal responsibility issues for students. All doors are locked during school hours and visitors enter through one central location. Custodian checklist is used to ensure cleaning tasks are taken care of. We have a 10X10 rule for students. They are to be in the classroom the 1st ten minutes and the last ten minutes of class. We have a Martinsburg City Policeman who is stationed in our building. We have a broadcasting class	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff review the implementation of their Olweus anti-bullying program and advisor/advisee program for consistency and efficient use of time.</b></p>

		that produces morning announcements which are shown to students and placed on our website daily. We work with the county coordinator for Project Aware; a program to help students with mental health issues.		
<b>Standard 2: School Leadership</b> - 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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	We conduct weekly Administrative Leadership meetings to discuss the business of the week and discuss teacher observations that were conducted the previous week. All Administrators attend the Berkeley County Leadership Academy every summer. Attend State Principals Conference Have a Leadership team that is used to assist in decision making process. I send out a weekly reminder email for all faculty concerning issues that teachers need to be made aware of.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the administration diligently follow their observation and walk through schedule and have a clear presence in classrooms to monitor instructional strategies and practices as they relate to student achievement.</p> <p><b>Commendation:</b> Based on interviews and observations, the school was welcoming and inviting. Weekly reminders were emailed by the principal, and teachers indicated the administration implemented an open door policy which encouraged cohesive culture and collaboration. The principal maintained multiple notebooks for monitoring finance, data, and school team meeting agendas, etc. The administrative staff was reduced by one and had efficiently reorganized administrative duties.</p>
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals	EMERGING	Data Teams. LSIC Committee meets quarterly to discuss school wide initiatives. Student Council Administrative Team meets on a weekly basis to discuss school business. Leadership Team meets on a monthly	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment:</b> Through observations and interviews, the OEPA Team confirmed teams were established and</p>



of the school through leadership, planning, and problem-solving.		basis to discuss school wide initiatives & how to best implement them. Olweus Anti-Bullying Team meets on a monthly basis to discuss anti-bullying initiatives and how they are being disseminated at the school level. Faculty Senate Leadership Team Our Student Assistance Team meets weekly to discuss struggling students and school issues. Our curriculum team meets monthly following our Leadership Meeting to discuss curriculum issues.		<p>agendas were reviewed for seven teams.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to work collaboratively and consistently with all stakeholders to support the mission and goals of the school.</p>
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Department Chairs disseminate information to teachers in their department and provide resources for them. We have teachers that serve on the Berkeley County Leadership and Learning Team. Data teams serve as leadership for the school and there is a leader of each team that drives the discussion. Our Leadership team meets monthly to discuss school direction and issue to be dealt with. We have teachers who conduct IPI walk throughs and discuss the data with our faculty. We involve teachers who are aspiring Administrator's in Administrative duties.	EMERGING	<p>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.</p> <p><b>Rationale:</b> Based on observations and interviews, the OEPA Team determined information was not disseminated effectively among teachers by the department chairs. Based on interviews, the Team confirmed Instructional Practices Inventory (IPI) collection had occurred; however, the observations did not reflect level 4 and above practices occurring consistently in the classroom. Teachers could not discuss how IPI data influenced their instructional planning.</p> <p><b>Recommendation:</b> The OEPA Team recommended the staff explore opportunities for taking ownership to enhance instructional practice and school improvement. These practices should promote the school's core belief that each teacher has accountability for learning for every student.</p>
<b>Function D: Student Leadership.</b> Students are	ACCOMPLISHED	We have Youth Leadership Association, Student Council and many different clubs that influence school activities. We	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		have National Honor Society, Science National Honor Society, Spanish National Honor Society and Art Honor Society. We have a Leadership class that is very involved in community service opportunities. We have students who serve on the county Student Advisory Council. We have a Rotary Interact club and our Student Council President serves on our LSIC committee. We have students who help with our Freshman Lunch Tutoring. We have the Work Exploration Program which gets special needs students into community work environments to prepare them for life after high school.		
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**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Our county provides APL classroom management training each summer and many of our teachers are trained in these techniques. Administrators look for these techniques during observations. We use IPI data to measure student engagement. Each Administrator checks the lesson plans of the Dept. that they are in charge of observing. The WV Teacher Evaluation system is used by all Administrators. We have a Student of the Month Program where each teacher picks a student. Teachers display class rules. Data Teams discuss student centered lessons and student performance and our SAT team	EMERGING	<p>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.</p> <p><b>Rationale: Based on observations and interviews, the OEPA Team determined training received and the practices in place in the classroom were not connected. Teachers were trained on the use of APL instructional strategies; however, the Team did not observe these strategies consistently implemented.</b></p> <p><b>Recommendations: The OEPA Team recommended the school collectively define expectations of an engaging and inviting classroom environment. Areas of concern included cell phones, listening devices, hats, disengaged students without redirection, and proper times technology can be utilized in the classroom.</b></p>

		discusses at risk students.		
<b>Function B: Standards-Focused Curriculum.</b> 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	We have county provided curriculum maps that our teachers follow. WV CSO's are to be in each teachers lesson plans. Core teachers have common planning where they discuss the implementation of WV CSO's in their lessons. We utilize Gradpoint as a credit recovery for students who need the credit. We have computer labs, laptop carts, and an Ipad cart for student 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.
<b>Function C: Instructional Planning.</b> 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	Our teachers utilize the self-reflection as part of the WV Teacher Evaluation system. We have data teams which meet weekly to discuss planning and pacing, as well as, best instructional practices and individual students. We utilize teacher lesson plans. We analyze the teacher grade distribution at the end of each of the 9 weeks. Our data teams analyze common assessment data from their students and use that information to drive their instruction. We use the county pacing guides to keep the curriculum on track and we use STAR assessments to track the growth of our students.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: Through observations and interviews the OEPA Team determined that some lesson plans were shared and not individualized to include modifications and support for personalized learning (SPL) to meet students' needs.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended lesson plans be individualized across all subjects and grade levels and include differentiation per period and long term planning.</b></p>
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in	EMERGING	We use IPI data to measure student engagement in our classes and our teachers discuss the results. We use the post observation discussion to talk about student engagement and techniques that were used or not used in the class. We	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.

mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		spotlight teachers who have very engaging lessons. Our teachers discuss best instructional practices in their data teams. We conduct walk throughs on a weekly basis to ensure instructional delivery is what we want.		
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	We use social media to stay in touch with students and parents. We use Engrade which allows parents and students to see student grades and attendance at anytime they would like. Engrade also has a message component where anyone who is signed up can receive a message from our school. We use ntouch, which is a text message that can reach all students and parents who are signed up. We have a Talk To Me program that allows community members to talk with our students about social issues. We have the Berkeley County Backpack Program which provides food for needy families. We participate in the PASS Volunteer program where our students go to the middle school and elementary school to assist their students. Our announcement are on our website for the public to view. We have the Watch DOG program in our school. Many of our teachers use Remind.com to contact students and parents. We use social media; Twitter,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Commendation: Through observation and interviews the OEPA Team commended the staff for numerous programs and initiatives to promote positive relations among all stakeholders. These included but were not limited to:</b> <ul style="list-style-type: none"> <li>• Project AWARE</li> <li>• WV Workforce</li> <li>• Bulldog Mentor</li> <li>• Talk To Me program</li> <li>• Educating TeenAge Parents (ETAP)</li> <li>• After-school and lunch tutoring</li> <li>• Principal luncheons</li> <li>• Backpack program</li> </ul>

		Facebook and others to connect with students and parents.		
<b>Function B: Student Personal Development.</b> 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	Advisory program weekly and Olweus Anti-Bully program weekly. We have a nurse in the building at all times. We offer bag breakfast at the end of 1st period for all students. We have a comprehensive physical education program and we offer intramural basketball during lunch. Our Guidance Dept. meets with students on a daily basis. We have a program called "Talk to Me" where volunteers meet with freshman students to discuss their well being. We have an ESL teacher who meets with our ESL students on a daily basis and let's teachers know of the students needs. 2014 OEPA Audit of our Special Education Department was met with minimal issues. We have started lunch tutoring for 9th graders who are failing a core class. We have Support for Personalize Learning that assists struggling students. We have a Work Exploration Program that gets special needs students into local businesses. We work with Mountaineer Challenge, Option Pathway, & Job Corp.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended adherence to the West Virginia Board of Education Policy 4321.1: 5.1.d and 5.1.e with regards to selling other food products during lunch service time.</b>
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs	EMERGING	We have an active LSIC committee. We have business partners. We work with the Berkeley Co. Backpack Program, East Ridge Mental Health. We use social media, Intouch and many other outlets to disseminate information to our parents and community. We have a tailgate party prior to each home game that we invite	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.  <b>Rationale: Through observations, interviews, and evidence collected, the OEPA Team determined the school had developed outstanding parent and community partnerships. Examples included but were</b>

of all students.		students and parent to attend. There is free food and games. We raise money for the American Cancer Society through the Berkeley County Relay For Life when we conduct our annual Strike Out Cancer week every year. We have raised over 10K per year for the last 5 years. We have a Hall of Fame event each year where former contributors and athlete's are honored. Our Guidance Dept. holds free FAFSA workshops twice a year and they take students to a college fair every year. We have a working relationship with Parks and Rec and the local little league organizations that allows them to use our facilities when needed.		<b>not limited to:</b> <ul style="list-style-type: none"> <li>• <b>Collaboration with Grafton School to assist students with special needs</b></li> <li>• <b>Collaboration with Division of Rehabilitation Services to assist with student transitions</b></li> <li>• <b>Hospice counseling for students affected by calamity</b></li> <li>• <b>AP Achievement for first generation college students</b></li> <li>• <b>Career Technical Education (CTE) collaboration with community resources</b></li> <li>• <b>Friday night tailgate sponsored by local Ford Dealership</b></li> <li>• <b>CTE supported workforce placement</b></li> <li>• <b>Social media, Engrade, and Intouch for school communications</b></li> </ul>
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Berkeley County Schools conducts many great professional development opportunities throughout the school year some of which include, but are not limited to: Summer Teacher Institute Math Training and Resources Literature Circles Data Teams Training AP Institute is paid for by the county. IPI Training The county facilitates a Math Chat on Twitter for county math 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.
<b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional	ACCOMPLISHED	We conduct IPI collections to measure student engagement and teachers discuss the data. We have data teams in the 4 core areas that meet on a weekly basis 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.



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.		discuss student data and best practices. All departments meet to discuss data during our AIT days. Departments meet on a monthly basis to collaborate.		<p><b>Rationale:</b> Based on observations and interviews, the OEPA Team confirmed data were reviewed by data teams; however the Team did not confirm data were used to guide instruction.</p> <p><b>Recommendation:</b> The OEPA Team recommended staff receive additional support to improve utilization of data to direct instructional practice.</p>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	We conduct goal setting and evaluation conferences as outlined in Policy 5310. We also conduct a post observation conference with each teacher within 10 days of the observation as outlined in Policy 5310. Teachers discuss best practices in their weekly data team 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.

**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	We have all exterior doors locked during the day and all visitors must enter through a reception area where they must be buzzed in to the school building by a receptionist. All employees have ID badges which allow them to enter the building. We have a School Resource Officer from the Martinsburg City Police on duty at all times. Our building is an older building and is hard to keep clean so this is an area where we need to continue to improve. We conduct the required number of fire drills and lock	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Recommendations:</b> While the OEPA Team substantiated the schools rating, to strengthen the function, the Team recommended the administration evaluate the cleanliness of the facility and prioritize areas needing immediate attention. Further, the Team recommended the administration develop a checklist of routine tasks and those more detailed tasks, divided among custodians, to maintain a clean facility.</p>

		down drills that are expected.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	We have School Financial software that is used to track all transactions that are made. We have a financial secretary to assist with financial transactions and paperwork. All staff expenditures must be approved by the Principal. We must submit a budget to the central office on a yearly basis. We use the WV Local Government Purchasing Card. I meet with the Financial Secretary on a bi-weekly basis to discuss the overall health of our finances.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended the principal for the development of a financial notebook to monitor policies and procedures in place for efficient management of school resources.</b></p>
<b>Function C: Personnel.</b> 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	Faculty Senate votes on their involvement with the hiring process. I always involve Department Chairs in the interview process. Berkeley County Human Resources works hand in hand with us in the hiring process. We have rubrics for the hiring process. The observation and evaluation process from Policy 5310 is used in the retention and support process of personnel.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	We have a Technology Information Specialist in our building. We use WVEIS, STAR, and Engrade reports to evaluation student performance and behavior. We have 4 computer labs that are available for teacher use, we also have a laptop cart for each of the 4 core areas. We also have an Ipad cart for student and teacher use. Each of our classrooms has an LCD projector and a mimio for teacher and student use. Our school has a BYOD network that is	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: Through observations and interviews, the OEPA Team determined technology was implemented in some classroom activities by both teachers and students.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the schools rating, to strengthen the function, the OEPA Team recommended staff receive support to design instructional activities to increase use of technology by students.</b></p>



		accessible by students.		
<b>Standard 7: Continuous Improvement</b> - 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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	We promote our Strategic plan and share it with Leadership groups, students and parents Data Teams discuss student achievement and how the student data can be used to enhance the classroom instruction to improve student achievement. We post the Mission and belief statements, Bulldog Beliefs and brief picture of the school strategic plan in each classroom for teachers, students and parents to see.	EMERGIING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Processes and Structures.</b> 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	LSIC Committee Staff Development days. Accrued Instruction Days that are used for Departments and Data Teams to meet. Student Assistance Team County wide Math Chat on Twitter. AP Institute	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the	EMERGING	Data Teams discussions. LSIC meetings Our students take STAR assessments and teachers discuss the results and use them to drive their instruction. We conduct WVGSA test results analysis at the beginning of each year and in our data teams. Our teachers have data walls in their rooms, their departments, 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.  <b>Comment: The OEPA Team acknowledged the school for implementing the Data Team Guide and encouraged them to review the data team processes of the guide to improve data analysis and utilization.</b>

progress to all stakeholders.		there is a school wide wall outside our Guidance Dept.		<b>Recommendations:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal and staff continue to collaborate and evaluate student data to support school improvement initiatives. In addition, the Team recommended the staff monitor and implement changes accordingly.
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**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.	Fluctuating enrollment has an impact on student achievement.	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.	There are no needs at this point that are significantly affecting our ability to improve student performance.	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.	We implemented the Data Teams model approximately 6 years ago and we now have data teams in all of the four core areas that meet on a weekly basis. These teams, some better than others, do a good job discussing student achievement and sharing best practices. The teams meet weekly on Thursdays. Our student growth from 9th to 11th grade shows that this process is having an impact on our student achievement. We implemented lunch tutoring for 9th grade students who are failing a core class.	The OEPA Team commended these practices listed in the school monitoring report. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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**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**

<b>A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)</b>	<b>FULL COMPLIANCE</b>	<b>FULL COMPLIANCE</b>
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## 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	Each Dept. gave the Principal input on the OEPA monitoring report during the opening days of the 2015-16 School year.
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	We are participating in all these activities to prepare for our February 2016 OEPA onsite review.

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### 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.

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### 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)	We have school teams that guide us in the direction that we need to go that include, but are not limited to the Administrative Team, Leadership Team, LSIC Committee & Student Council.
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)	We look at school accountability data in our leadership team and in our data teams to determine the direction of our school.
YES	Assess School and Classroom Learning Conditions – all staff must	All staff were involved in adding information to the school monitoring

	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)	report and we meet with all of our teachers concerning their evaluations.
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.)	All staff were including in formulating the strategic plan. Our Mission Statement and Belief Statements are posted in all of our classrooms and in other areas of the school. We begin each day by reciting our Mission and Belief Statements via the intercom.
B . Policy 2340: West Virginia Measures of Academic Progress		FULL COMPLIANCE
<p style="text-align: center;"><b>COMPLIANCE CHECKLIST: POLICY 2340</b>  <b>West Virginia Measures of Academic Progress</b></p> <p><b>DIRECTIONS:</b> 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:</p> <ul style="list-style-type: none"> <li>• Full Compliance = Compliant with <b>all</b> items listed below.</li> <li>• Partial Compliance = Compliant with <b>more than half</b> the items listed below.</li> <li>• Non-Compliant = Compliant with <b>half or less</b> of the items below.</li> </ul> <p>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).</p> <p><b>Compliance Core Areas of Policy/Code</b></p>		
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)	We put procedures in place that ensure these things are happening.
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)	We met the participation rate in this area.

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)	All of our 504 students participate in 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)	Our teachers differentiate their instruction so as to reach each of the different learners in their classrooms. We conduct observations and walk throughs to ensure this is happening.
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)	We offer the classes and teach the curriculum that is outlined in the Berkeley County Program of Studies. Our Program of Studies follows the WV guidelines as it pertains to classes & curriculum.
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the</li> </ul>	We meet all the requirements listed under adolescent education.

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)

We meet all the requirements as listed in this area.

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)

We utilize all the teams listed in this area.



- 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).

Our Berkeley County Student Handbook covers all this information and we go over it with each of our students at the beginning of the school year. We follow Policy 4373 in the behavior interventions that are conducted.

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.

Berkeley County has an alternative school setting that allows students to continue their education in an alternative setting.

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

#### PARTIAL COMPLIANCE

The FitnessGram was administered; however, results were not communicated to parents. In speaking with the physical education department chair, a document is in place to communicate to parents for the 2016-2017 school year.

### 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	<p>Time Requirements (S3,FB)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	We have certified Physical Education teachers and we teach many Physical Education classes including: PE, Team Sports, Weightlifting, & Advanced Nutrition.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	All of our PE students participate in fitness testing.
YES	Results are shared with students and parents. (S7, FC)	All results are share with students and parents.
F . Counseling Services W. Va. Code §18-5-18b		<b>FULL COMPLIANCE</b>

## 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	Our School Counselors are constantly meeting with students to help guide them through their high school careers and prepare them for their
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	address the problem of potential school dropouts. (S4,FB)	future endeavors.
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)	We ensure that our School Counselors are free to work directly with students at least 75% of the day.
<b>Verification of Other Monitoring Reports:</b>		
	School Response	OEPA Team Comments
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	YES
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	<b>NO</b> <b>Most recent Fire Safety Inspection was conducted by the Fire Marshal on 4/22/15. The OEPA Team verified some work orders were submitted just one day prior to the on-site review. School Dude report indicated 7 work orders were submitted from fall 2015 to February 22, 2016.</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	YES
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	YES
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	YES

## Finding

**Fire Marshal: Ensure findings in the Fire Safety Inspection Report are corrected in a timely manner.**

## 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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Chris Perkins, OEPA Consultant

Team Member – Bob Wilmoth, Principal, Buckhannon-Upshur High School, Upshur County Schools

Team Member – Pam Wilt, Assistant Principal, Preston High School, Preston County Schools

Team Member – Melinda Kasekamp, Principal, Paw Paw Schools, Morgan County Schools

Team Member – Ron Reedy, Principal, Sissonville High School, Kanawha County School

Team Member – Lori Shumaker, Assistant Principal, Grafton High School, Taylor County Schools

Team Member – Joe Starcher, Career Technical Director, Brook County Schools

Team Member – Troy Ravenscroft, Assistant Superintendent, Grant County Schools

Team Member – Amy Robertson, Principal, Greenbrier West High School, Greenbrier County Schools

Team Member – Kristin Garretson, Academic Coach, Calhoun County Schools

Team Member – Pam Abston, Special Education Director, Morgan County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-503 MUSSELMAN HIGH SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	1571.0	1538.0	1444.0	1524.0	1525.0
Average Class Size	20.9	20.8	20.6	21.4	22.7
Attendance Rate	96.3	97.2	96.6	90.7	not available
Graduation Rate 4 yr cohort	85.4	89.8	91.2	92.7	not available
Graduation Rate 5 yr cohort	89.8	not available	92.2	91.2	not available
Dropout Rate	1.5	1.9	0.5	0.8	not available
Pupil Admin Ratio	314.2	307.6	288.8	304.8	305.0
Pupil Teacher Ratio	15.9	15.8	14.8	15.6	16.4
Participation Rate-Math	98.17	98.07	97.64	96.82	not available
Participation Rate-Reading	98.43	98.07	97.64	95.86	not available
HQT Percentage - Total	83.7	95.0	97.4	95.5	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	66.7	98.8	96.0	92.9	not available
HQT Percentage - Reading/Language Arts	22.2	57.1	50.7	100.0	not available
HQT Percentage - Mathematics	88.9	85.3	100.0	97.7	not available
HQT Percentage - Science	88.7	94.4	97.2	91.5	not available
HQT Percentage - Foreign Languages	83.0	100.0	93.9	93.5	not available
HQT Percentage - Civics and Government	91.2	100.0	100.0	100.0	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	97.3	not available
HQT Percentage - History	90.5	98.3	100.0	100.0	not available
HQT Percentage - Geography	100.0	100.0	not available	100.0	not available
Educators on Permit/Authorization	26.0	13.0	10.0	4.0	6.0
Administrators not Credentialed	1.0	0.0	0.0	0.0	0.0

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

## MUSSELMAN HIGH SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Our leadership team work with our staff to develop our mission, goals, and 5 year strategic plan. Our plan comes directly from the feedback and suggestions from our staff. Our staff also has a Renaissance team that address our school climate and culture. Our departments meet regularly in data teams to monitor student progress and share best practices. Our missions and beliefs are posted in every classroom along with the county AIR statement. AIT days are set aside so our staff may set goals and continue to focus on our mission. Some faculty is trained in IPI training to get a teacher snapshot of instruction.	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.  <b>Rationale: While in most situations, the OEPA Team observed shared beliefs and values, there were pockets of staff and students who could not demonstrate these values.</b>  <b>Commendation: School pride was evident throughout the building.</b>
<b>Function B: High Expectations for All.</b> The staff establishes high	EMERGING	Through department meetings, data teams, and faculty meetings our staff discusses, shares, and sets goals that are	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		clear to our school. Musselman has grade level, department, and school wide goals. Our monthly data teams reiterate what expectations are and to ensure we are headed to toward our goals. Teacher also have personal and student goals that reflect their classroom. In order to strive for high expectations we have in place a freshmen PLC and a freshmen cohort to help with the transition to high school. We have beginning of the year class meetings to aide in setting our expectations. Also, our freshmen sign a commitment to graduate banner. Our student council students work closely with administration and teachers through planning and organizing activities throughout the school year. Renaissance changed to focus more on attendance. The SAT team meets twice per month to discuss students who need assistance. Students are rewarded with a variety of academic assemblies.		school's self-rating for this function.  <b>Comment: The OEPA Team determined the freshman professional learning community (PLC) contributed to increasing high expectations at the school.</b>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Musselman High School has a beautiful facility. All students are housed under one roof. We have spacious, clean classrooms, and technology is available at all times. Musselman has a school resource officer that is a valued member of our staff. Also, our Renaissance program gives all students the ability to be recognized and part of a successful school. All visitors enter into one entrance in the main office through a buzz in system and sign in to the school. We follow policy 4373 and offer Owleus	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team verified the head custodian was well respected and appreciated by the staff.</b>



		twice a month and are in the process of starting project aware. We have an online referral program to help teacher with any discipline issues. A safe schools hotline number is also available to those who wish to remain anonymous. Teachers are in the hallways between classes. Emergency buttons are available in classrooms. Administration regularly does walk throughs and gives feedback to teachers.		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	The principal has created a team-centered approach at Musselman through the use of school wide data teams and collaborative efforts among departments, leadership and curriculum teams. The use of faculty meetings, walk-throughs, and visibility in the building have created a hands-on management style that allows the principal to be aware of what is going on in the school while also allowing the teachers to be managers of their own classrooms. The principal also attends and collaborates with other administrators at the State Principal Conference and Berkeley County's Principal Leadership Academy. The principal holds monthly curriculum team meetings and weekly admin meetings. Every teacher is on a team that meets on CE and AIT days. A weekly newsletter is sent out to staff.	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.  <b>Rationale: Through interviews with students and staff, the OEPA Team concluded the principal demonstrated the level of professional leadership skills needed for an accomplished rating. The development and implementation of the professional learning community (PLC) and the Renaissance program had a positive impact on students.</b>

<p><b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	<p>EMERGING</p>	<p>There is collaboration and shared responsibility between the administration and staff at Musselman to establish clear goals that can be both attainable and achievable. The principal also meets regularly with the LSIC, Leadership, and Renaissance Team to interact with various staff and community members to find solutions on potential problems in the building and discuss positives. Our LSIC was instrumental in our school revamping our website for better parent and community communication.</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The Renaissance team had coordinated well with the rest of the school to build a very strong culture and climate program.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue to build consistency across all teams.</b></p>
<p><b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>The principal empowers the teachers to be managers of their own classrooms and to be accountable for student achievement. This occurs through data teams, Renaissance Teams, and Leadership Teams. Teachers present ideas to administration throughout the year. Musselman High School also utilizes a Freshmen PLC that allows freshmen core teachers to collaborate with each other during a common planning period when scheduling allows. Additionally, data teams are expected to meet regularly and not only discuss data analysis but also common assessments and student performance as well. Department chairs also contribute information regarding areas of improvement specific to their content areas as a means of finding solutions with their colleagues. Musselman also has a Leadership Data Team with a group of teachers who meet and discuss</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		data analysis issues that face the entire school. This team deals with more of a macro perspective than the individual content area data teams		
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	<b>ACCOMPLISHED</b>	Our Leadership Class empowers students to take an active role in school improvement. Student Council and Musselman Renaissance have also created an environment where students are encouraged to be stewards of the school and community as well. Students are encouraged to be involved with as many activities as possible while they are enrolled as a student. Musselman High School also offers students a number of clubs and school organizations such as Student Government, YLA and work-based learning that provides them with an opportunity to sharpen their own decision making skills. Additionally, Musselman High School has implemented OLWEUS Bullying Prevention this year in an effort to empower students to create positive change in the school climate. Our PLC principal calls every freshman in to see if they are a part of a school activity. Students are encourage to join a club if they are not involved. Every club at Musselman is required to complete two community service projects.	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Commendation: The OEPA Team commended the leadership class for the development and implementation of a large number of student activities in the school.</b>

**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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Our teachers utilize differentiated instruction to actively engage students with a variety of methods for learning. History classes, for example, use an activity such as the "wallet activity" where students analyze the contents of the wallet to determine the historical figure represented. Science classes are focusing on weekly labs for students to have hands-on self-discovery experience, critical thinking, and collaboration. English classes have students creating "mobiles" for breaking down their thoughts on their reading. The instruction is presented to students using APL classroom management strategies where all students are encouraged and expected to participate and learn. Vocational classes offer a wide variety of hands on projects. They design tickets, yearbook covers, and event brochure for the school. The school leadership uses walk-through data, IPI observations, and best teaching practices to further the enhancement of 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.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue to strengthen co-teaching strategies to target and build student achievement and continue to improve practice in co-planning.</b>
<b>Function B: Standards-Focused Curriculum.</b> Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and	EMERGING	Our school's primary focus is to ensure that the curriculum maps align with the WV content standards. Through data team meetings, our teachers analyze and discuss the topics to be taught, making sure that we are teaching those standards that are administered on the state	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.  <b>Comment: The OEPA Team acknowledged strong standards-based instruction in the social studies department.</b>

Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		standardized assessment. Lesson plans are checked on a monthly basis where teachers indicate CSO's covered. Several teachers utilize the Commonteaching.com website, which aligns the CSO's for them in their lesson plans. An online program, Gradpoint, is also utilized for credit recovery and homebound instruction.		
<b>Function C: Instructional Planning.</b> 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 meet on a regular basis through the data team process to analyze student achievement from assessments such as the spring state testing, common assessments, STAR tests, benchmark, etc. Based on the results and common formative assessments, student's needs are addressed through reteaching and review on the subject areas where deficiencies are present. The data team meetings allow for teachers to collaborate and determine their plan of best reaching students, whether it be to create bell ringers, common assessments, computer lab activities, etc. Musselman is doing a great job transitioning into these standards. Students are offered career assessment skill certifications and microsoft office certifications.	EMERGING	<p>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.</p> <p><b>Rationale: The OEPA Team determined a substitute could not follow most lesson plans, as they lacked enough detail. Long-term planning was also not sufficient. Teachers of freshman had detailed, consistent plans.</b></p> <p><b>Recommendation: The OEPA Team recommended administrators and staff develop consistency in expectations for lesson plans. Staff could benefit from professional development in short and long-term planning.</b></p>
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using	EMERGING	The instructional delivery of our teachers is done through APL classroom management strategies to enhance student engagement. Administrators consistently monitor teacher's delivery through classroom walkthroughs and observations to assist and encourage best teaching practices. The data team	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team observed high levels of engagement in fine arts and science classes.</b></p>

multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		analysis process allows for teachers to collaborate and discuss methods of instruction that work in a way that the teachers can learn from one another for improving student engagement. A team of teachers has been trained in IPI to give feedback to teachers. Our Math teachers are receiving ongoing training to transition their teaching strategy to a more student centered classroom.		
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Our LSIC is much more active and involved. Also, this year we have Senior Sunday activity to walk our parents through senior expectations. Our freshman orientation allows students and parents to have more of an insight to all the clubs, expectations, and programs. Our golden apple and achieving Applemen assembly allows several hundred parents to attend and celebrate academic achievement. We also communicate through ntouch and engrade. Our community offers the back pack program for students in need and East Ridge is an excellent resource for students emotional well being. Teachers are being trained this year on Project aware to help identify students in need. Each of our clubs must complete two community service projects throughout the year. Our work exploration program allows special needs students to work 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.  <b>Comment: The OEPA Team verified positive relationships with the community were built through community projects in clubs.</b>

		local business. Musselman High is the center of the community for community events such as 5Ks, Holiday events, Relay for Life, and Veteran's Day Programs.		
<b>Function B: Student Personal Development.</b> 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	By making our staff more aware of what is available to our students needs the support has been tremendous. We have grant monies for student's mental health needs which is new to our program. Our special education department works with our staff by include as many students as possible at all levels. Work exploration allows students with disabilities to learn job skills in a local business. We have an ESL program available daily. We offer a listener program for students that need someone to talk to on a regular basis. We have 504 plans students who need support because of emotional or medical needs. For those students who are need a different educational setting we offer or option pathway or Mountaineer Challenge Academy.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended the level of dedication to student personal development exhibited through the PLC.</b></p>
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Musselman High has partnerships with a variety of local businesses. They are extremely supportive of our student initiatives. They constantly donate incentives for our students for grades, attendance, and extra curricular accomplishments. We also have an excellent relationship with mental health facilities and law enforcement. Our clubs and departments adopt Christmas Families from our community each year. This helps to meet the needs of the	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Commendation: The OEPA Team commended the level of community support for the Renaissance program.</b></p>



		population we have that are less fortunate it fosters a culture of community and giving among our students. Musselman has two local business partners that are becoming more involved with Musselman High. One of our teachers initiates the HR Block Budget Challenge to help off set the costs of post secondary education. Many of the communities local organizations gives back to Musselman High with scholarships and grant opportunities.		
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Our teachers are afforded the opportunity to attend a teacher institute every year. Also, APL strategies are offered every summer for classroom management. The county provides writing training with Betsy Dove and literature circles. Our Math teachers have recently had TPT training and have worked with John Strebe to help with a more student centered math approach. Our teachers also regularly attend AP Conferences. Our Special Education teachers are also trained in Crisis Prevention Intervention (CPI), IEP's, and iPad Literacy. The county offers professional development throughout the year. Our Technology Specialist offers monthly technology training for staff to help them in the classroom. This has become an excellent addition to our professional	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: The OEPA Team determined the technology integration specialist (TIS) provided invaluable support through professional development to integrate technology in the classroom.</b>



		development. Teachers take advantage of this regularly to enhance technology in their classroom.		
<b>Function B: Teacher Collaboration.</b> 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	<p>Our teachers regularly meet on data teams. There they analyze student data by class, grade level, and individual student performance. Also, teachers share best practices and develop common assessments. Another way best practices are exchanged are through IPI, peer observations, and department meetings. We also have a PLC for all 9th graders where the majority of their core classes are housed. There are opportunities for collaboration and common planning for the 9th grade teachers as well. Our vocational teachers belong to state and county teams for collaboration and we have a teacher who is currently a member of DECA's WV Board of Directors for 17 years. Our Special Education Department share resources and work on IEP teams to help in the process with finding the best environment for our special needs children. Many of our general education classes will collaborate with our Special Education teachers as well to provide lab time, cooking stations and life skills as well.</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team did not observe evidence of teachers using assessment data to improve specific instructional practice, although there was a strong foundation.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue strengthening the use of data teams to guide instruction.</b></p>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and	EMERGING	<p>Administration meets with teachers before students arrive to explain their self reflections to start the school year. Next goal setting conferences are set up with individual teachers to discuss their student's expectations. Throughout the year walk throughs, observations, and</p>	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: Through observations and interviews, the OEPA Team verified observations, walkthroughs, and feedback occurred regularly.</b></p>

informs the process of professional growth.		evaluations are completed. Teachers are given immediate feedback and open discussions are encouraged. Walk throughs are done regularly. Teachers are emailed walk throughs immediately so they may get immediate feedback.		
<b>Standard 6: Efficient and Effective Management</b> - 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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	School is well maintained. Work orders are put in when issues arise. Doors are locked during the school day and there is a buzz in system for visitors. Our school has a resource officer and staff wear ID badges. Visitors are greeted by a secretary upon entrance to main office. Special Education files are kept locked in file cabinets and teachers set up their classrooms to accommodate student needs and learning styles. We have practice and game facilities for our sporting programs. Our art classes have painted walls of departments to display content taught. Our landscaping is kept up and beautiful. Custodians have a daily, weekly, and seasonal checklist.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	We have SFO financial software that is accessed by Principal and secretary. Proper financial recordkeeping and procedures are followed. All expenditures are approved by the principal before a PO is given. P-card is used for purchase. Budgets are submitted annually. Budgets are discussed with department chairs and each department 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.

		given a budget to work with throughout the year. The staff is trained every year on the purchasing process.		
<b>Function C: Personnel.</b> 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 faculty senate votes on involvement in the hiring process. HR department is an active partner in the hiring process. Berkeley County has hiring rubrics for in and out of county hires. Observations and evaluations are done regularly as well. We have a high percentage of highly qualified teachers. Those who are not are currently in a program to become teacher certified in their content area.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Musselman High School has a full-time Technology Integration Specialist (TIS) on staff to help teachers integrate technology into their classrooms. She offers staff development monthly. There is also a part-time SYSOP that supports the TIS to create student usernames and passwords, assign benchmark tests, and manage the school's technology budget. The school also has seven computer labs, four mobile computer carts with laptops, two iPad carts, and new desktops in each classroom for teacher use. Each classroom is also outfitted with either a SmartBoard or Mimio interactive board to aid in instructional delivery. Musselman High School uses STAR Testing to help monitor student achievement in Math and English as well as Engrade to record student grades. Additionally, Musselman High School utilizes WVEIS to keep data on student discipline and attendance 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.

		create monthly reports. Our Vocational Department uses the WIN program to evaluate and teach student workplace skills. BYOD		
<b>Standard 7: Continuous Improvement</b> - 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
<b>Function A: Focused and Coherent Plan.</b> 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 helps develop our 5 year strategic plan. It is then shared with LSIC. Our testing data drives our strategic plan and its goals. Our leadership team also reviews our school monitoring report/ strategic plan to make sure we are progressing toward our goals. By meeting regularly in data teams teachers have the opportunity to continually work toward their goal.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: Processes and Structures.</b> 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 school has LSIC and community outreach programs. Staff deveopment is given throughout the year and on AIT days for teachers. We also have a SAT team to help students. This year we received grant money for at-risk students that were placed in a cohort in 9th grade. Our Renaissance program drives our students to meet high expectations. Students are rewarded for good behavior, assessments, grades, and attendance. We also take students to Rotary meetings each month to foster relationships with our local businesses.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and	EMERGING	Our staff reviews our strategic plan and makes adjustments to reaching student goals. Our LSIC team is knowledgeable in our goals. We send data home 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.

implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		parents to review regarding grades, STAR, bench mark testing, and statewide assessments. Also, OEPA is given a clear picture of our best practices. Our Renaissance program changed expectations to focus more on attendance. Engrade is used schoolwide by staff, students, and parents. This allows for constant communication between all stakeholders.		
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## 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 are concerned with our continued growth in student population. Musselman has had 28 classrooms added since it was built in 1998. All students are housed under one roof in a beautiful facility, however the estimated future growth in student population is a constant concern.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. The facility supported the current enrollment.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Data team days and monies for substitutes are imperative to student data analysis and tracking student performance. This has been the greatest impact on our student growth models for academic achievement. Also, training for our staff to use technology in order to examine data if valuable.	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.	Five years ago Musselman High implemented a professional learning community directed at our freshman class. We were seeing a high failure rate 34% of freshman failing one or more classes. This was causing students to get behind in credits and ultimately affected graduation. At this time we have a 4% failure rate and a graduation rate of 92%. Last year we were awarded an Innovation zone to target at risk students in 9th grade. Our Renaissance program is a large part of our school culture.	<p>The OEPA Team commended this practice:</p> <p style="text-align: center;">Freshman PLC (similar to other freshman academies)</p> <p>Consideration was not based on lack of data; however, the Team did not determine the Freshman PLC demonstrated sufficient uniqueness as a best practice, significantly different from other freshman academies.</p>
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## 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	The policy is what drives our school. This policy is discussed throughout the school year with staff.
YES	Complete the School Monitoring Report	We used input from staff, LSIC, school improvement team, and curriculum team to 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	As a school, we will continue to update the school's monitoring report and continue to document school progress.

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)

Our school data teams having done an excellent job preparing  
 instructional materials and analyzing data. Teachers not only



	n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	analyze core subjects, but also discipline, Renaissance, and best practices.
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)	Our data teams are by department as well as grade level. Our teachers also, focus on the performance of each individual student. They target the student's weak areas to help improve performance.
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)	Teachers are met with throughout the area to monitor their goals and evaluation. Through observations, walk throughs, and face to face meetings it is determined if teachers are working toward their goals.
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.)	Our strategic plan was developed by our staff and LSIC. It is discussed throughout the year and monitored to reach the set goal.
B . Policy 2340: West Virginia Measures of Academic Progress		<b>FULL COMPLIANCE</b>

## 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.
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	(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
<p style="text-align: center;"><b>COMPLIANCE CHECKLIST: POLICY 2510</b></p> <p style="text-align: center;"><b>Assuring the Quality of Education: Regulations for Education Programs</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Full Compliance = Compliant with <b>all</b> items listed below.</li> <li>• Partial Compliance = Compliant with <b>more than half</b> the items listed below.</li> <li>• Non-Compliant = Compliant with <b>half or less</b> of the items below.</li> </ul> <p>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.</p> <p><b>(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).</b></p> <p><b>Compliance Core Areas of Policy/Code</b></p>		
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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> </ul>	

- 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**

<b>YES</b>	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)
<b>YES</b>	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:**

	<b>School Response</b>	<b>School Comments</b>	<b>OEPA Team Comments</b>
<b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	<b>YES</b>	Yes. We submitted an action plan for all deficiencies to the County Board Finance office.	<b>YES</b>
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	<b>YES</b>		<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	<b>YES</b>	Yes. All information is with our head custodian.	<b>YES</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	<b>YES</b>	Yes. Any deficiencies were immediately addressed and corrected.	<b>YES</b>
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	<b>NOT APPLICABLE</b>		<b>NOT APPLICABLE</b>
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	<b>NOT APPLICABLE</b>		<b>YES</b>

**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.)

**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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Jim Strader, OEPA Consultant

Team Member – Sabrina Skidmore, Transformation Specialist, Preston County Schools

Team Member – Suzanne Viski, Special Education Director, Taylor County Schools

Team Member – Stacy White, Principal, Meadow Bridge High School, Fayette County Schools

Team Member – Shelly Prince, Curriculum Specialist, Raleigh County Schools

Team Member – Avery Anderson, Director of Instruction, Hardy County Schools

Team Member – George Aulenbacher, Principal, George Washington High School, Kanawha County Schools

Team Member – Kristin Tuttle, Assistant Superintendent, Morgan County Schools

Team Member – Tim Derico, Curriculum Director, Upshur County Schools

Team Member – Lori Moore, Principal, Pendleton County Middle-High School, Pendleton County Schools

Team Member – Jamie Harris, Assistant Principal, Berkeley Springs High School, Morgan County Schools

**Date of School Visit – 02/23/2016**

# SCHOOL PROFILE

## 04-504 SPRING MILLS HIGH SCHOOL – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	not available	not available	843.0	1163.0	1252.0
Average Class Size	not available	not available	15.7	19.5	22.3
Attendance Rate			96.8	90.8	not available
Pupil Admin Ratio	not available	not available	281.0	290.8	250.4
Pupil Teacher Ratio	not available	not available	12.0	14.8	17.3
Participation Rate-Math	0.00	0.00	0.00	97.93	not available
Participation Rate-Reading	0.00	0.00	0.00	98.76	not available
HQT Percentage - Total	not available	not available	73.1	87.3	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	82.8	98.4	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	71.3	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	70.1	81.2	not available
HQT Percentage - Science	subject not present	subject not present	61.3	74.6	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	100.0	76.2	not available
HQT Percentage - Civics and Government	subject not present	subject not present	not available	91.7	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	subject not present	82.8	97.0	not available
HQT Percentage - History	subject not present	subject not present	59.4	93.6	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	not available	not available
Educators on Permit/Authorization	not available	not available	13.0	4.0	6.0
Administrators not Credentialed	not available	0.0	0.0	0.0	0.0



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

## SPRING MILLS HIGH SCHOOL in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	We have curriculum and leadership teams that work together to ensure that the school mission and vision as well as Berkeley County School's Excellence is in the AIR initiative is being attained. The teams work on continual school improvement through constant data analysis, sharing best practices, and discussing progress toward the goals included in the school strategic plan. Our subject-specific curriculum data teams meet weekly during their common planning time to assess progress toward school-wide goals and initiatives. They use data and share best practices to best meet the needs of their students. Our whole-school PLC works to create a united vision of high expectations leading to greater 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.  <b>Commendation: The OEPA Team observed a cohesive attitude despite the relative newness of the school. The hiring process allowed the school to establish shared beliefs and expectations from the beginning.</b>

		Through school-wide data meetings, staff members work in cross-curricular teams to analyze data, problem-solve, and develop strategies to improve best practices leading to greater student success.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Spring Mills High School shares its high expectations for learning and 21st century teaching for all students through the wording of our school mission statement, the symbols on our crest, school website, school newspaper, and multicultural plan. Our school-wide data team collaboratively defined high expectations and student engagement. Teams meet monthly to learn and implement effective and engaging teaching strategies. Teachers are required to teach bell-to-bell, post daily agenda, and utilize APL strategies to implement 21st century lessons. All teachers spend the first days of school teaching expectations and procedures and revisit as needed. All teachers set two goals, one personal and one departmental, at the beginning of the year as part of the teacher evaluation system. Additionally, all teachers participate in county and school professional development on effective teaching strategies and receive feedback from administrative walk-throughs and 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.
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment	ACCOMPLISHED	Spring Mills High School follows rules set forth by Policy 4373. Through the adoption of the Olweus Anti-Bullying program, students receive training twice	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		a month. The Olweus Survey is given annually to all students 90% of our students have zero referrals and 95% have one referral or less. The county resource officer and our school emergency plan includes all doors remaining locked with visitors being admitted only through the front office. All staff members are on hall duty between classes. Data teams meet during collaborative planning time to analyze data from academics, discipline, and attendance and make recommendations for change. Students are engaged through the delivery of 21st century lessons. Teachers and our librarian, work together to develop active, student-driven lessons that utilize our library's collaborative hubs. A student engagement survey is given twice a year and engagement is monitored through IPI.		
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**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
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Through a flow of committees and staff meetings from the county level to the individual teachers, the principal involves all stakeholders in decision making. Information is communicated to all stakeholders through email, school bulletin, school website, newspaper, and through monthly staff meetings. Student input through LSIC, county student advisory, SGA, and class officers gives student voice. The principal facilitates	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: Principals set high expectations and were instrumental in creating the vision for the new school.</b>

		the development of a variety of school-wide initiatives including the STEM program as well as the initial school opening and creation of a positive school climate. Students are recognized through the Cardinal Award, attendance incentives, and the development of our Cardinal Pride wall. The principal shares staff recognition for grants and awards at staff meetings. Staff members are given information about professional development opportunities and are to participate and present. He also shares and encourages staff to apply for grants and awards.		
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Curriculum Team meets monthly to discuss and propose changes to school policies related to academics. Data Teams meet weekly to analyze current statistical information and create lessons and assessments to support student learning. School-wide Team and Cross-Curricular Teams meet frequently to analyze statistics pertaining to school programs and policies. Additionally, these teams have input on all documents pertaining to school culture and climate (School Monitoring Report and Strategic Plan). Leadership Team meets monthly to discuss and propose changes to school policies relating to all aspects of school management. For example, the team collaboratively designed a new bathroom policy to utilizes positive reinforcement and student time-on-task. LSIC meets four times a year to discuss and propose	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		changes to school policies.		
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers on staff demonstrate leadership skills through the design and implementation of professional development. Leadership opportunities for the staff include department chair, data team leaders, textbook adoption committee, school committee chairs (ex. diversity, Renaissance, IPI). Participation in professional development is encouraged to support the staff in growing as leaders. (ex. Leadership Academy, BCS Summer Institute, APL training, NBCT). Staff members exhibit leadership skills through the presentation of staff development programs at the school and county levels with a variety of topics including but not limited to, student engagement, 21st century teaching strategies, technology tools, and sharing best 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.  <b>Commendation: The OEPA Team observed a collaborative atmosphere among teachers in a very short time.</b>
<b>Function D: Student Leadership.</b> 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 Spring Mills High School have the opportunity to be engaged in age-appropriate leadership opportunities that include: student government, class officers for all grade levels, leadership class (elective course), LSIC - student members, administration meetings with SGA officers, special event committees, county student advisory, as well as leadership roles within club and school organizations. The Cardinal News, daily morning news program, is student-led and directed. Additionally, specific class programs allow students to share what they are learning with primary 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.

		students (for example: education classes, PASS program, and Spanish National Honor Society). Students in our education classes designed and led staff development for our faculty on technology integration.		
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	In order to achieve the goals of our school mission statement, the leadership communicates clear and common classroom expectations (bell-to-bell, student engagement, 21st century teaching strategies, collaboration, and differentiation) through our opening day meeting, monthly staff meetings, lesson plans, walk-throughs. Teachers are encouraged to respond to unique learners by using the data obtained from assessments (formal and informal). This data is the foundation of goal-setting and teaching strategies that are created during common planning time. Administrators share APL and engagement data collected during observations with staff for utilization of differentiation to meet the needs of individual students. Additionally, staff members discuss the IPI data collected to collaboratively set goals to improve student engagement. Our opening agenda demonstrates our focus on teaching procedures and expectations. (Harry Wong Model)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers increase student engagement through the use of technology.</b>
<b>Function B: Standards-</b>	ACCOMPLISHED	Teachers implement a standards-focused	ACCOMPLISHED	The evidence provided by the school and the additional

<p><b>Focused Curriculum.</b> 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.</p>		<p>curriculum through the use of the following tools and resources: Next Generation Standards, Common Core, Berkeley County Curriculum maps, lesson plans, common planning, instructional resources, Gradpoint/credit-recovery, EverFi Financial Literacy program, Microsoft Innovation Academy program, and WIN. WIN is utilized for assessment in the CTE program as with our at-risk students (interventions and learning skills). Teachers develop lessons and assessments that align with the Next Generation standards. Teachers work collaboratively to develop lessons that meet the various needs of individual students including students with IEPs. Teachers create a student-centered learning environment that promotes cooperative learning and encourages higher-order questioning. The 21st century hubs in our school library provide an opportunity for a variety of content-delivery, increasing student engagement.</p>		<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p><b>Function C: Instructional Planning.</b> 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.</p>	<p>EMERGING</p>	<p>Teachers utilize county-developed curriculum maps as a checklist for standards to keep with lesson plans. Through their data team meetings during common planning time, they share best practices to plan differentiated instruction and to develop common formative assessments. As they develop plans for instruction, grade distribution as well as as standardized assessments such as WV General Summative</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team observed constructive feedback in lesson plans. Some teachers consistently documented standards taught but did not track standards mastered. Common planning was available and necessary to build consistency and collaboration.</b></p> <p><b>Recommendations: While the OEPA Team substantiated the school's rating and observed</b></p>



		Assessment, STAR benchmark tests, and WIN are used to guide their instructional planning. During data team meetings and school-wide meetings, best practices are shared and modeled for improving student engagement and utilization of 21st century technology.		<b>constructive feedback on lesson plans, to strengthen the function, the Team recommended administrators follow-up to ensure teachers implement necessary changes in planning. In addition, the Team recommended strengthening long-term planning and tracking student mastery.</b>
<b>Function D: Instructional Delivery.</b> 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 of our teachers is done through APL classroom management strategies to enhance student engagement. Administrators consistently monitor teacher's delivery through classroom walk-throughs and observations to assist and encourage best teaching practices. Teachers are provided with the opportunity to observe effective teaching strategies in other classrooms. The data team analysis process for teachers provides them with additional methods of instruction so that teachers can learn from one another to improving student engagement. A team of teachers has been trained in IPI to give feedback to teachers. Our math teachers are receiving ongoing training to transition their teaching to a more student-centered classroom. The Work Exploration program provides work experience and skill-building opportunities for diverse learners.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue to develop and enhance the use of multiple instructional strategies by all teachers.</b>
<b>Standard 4: Student Support Services and Family/Community Connections</b> - 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
<b>Function A: Positive Relationships.</b>	EMERGING	SMHS incorporates parent involvement through the Cardinal Award recognition	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.		assembly, our “Senior Sunday” program, our freshman orientation, parent-teacher conferences, and our new student scheduling meeting. SMHS incorporates community involvement through our Veteran’s outreach programs, science and social studies fairs, our Work Exploration program, and the development of our STEM program. SMHS incorporates student involvement through a variety of clubs and committees.		school’s self-rating for this function.  <b>Recommendation:</b> While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended the school continue to develop relationships with both the community and parents.
<b>Function B: Student Personal Development.</b> 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	Olweus supports our student personal development through the lessons on character education and discussions of personal experiences. Advisory allows staff and students to work together to support academic and emotional growth. The Student Assistance Team (SAT) meets weekly to discuss student concerns and to make decisions to support individual student needs. Our Best Buddies club partners students with specials needs and general education students in order to create a mentoring/friendship building program. Berkeley County has a grant-funded program called Project Aware that offers psychological counseling to students on a weekly basis. Counselors meet individually with 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.  <b>Comment:</b> The School within a School concept demonstrated increased student achievement.
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community	EMERGING	The SMHS Veterans Outreach Program reaches approximately 200 veterans annually (150 for the school program, 50 for Honor Drive trip). SMHS staff reaches out to community members to	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.  <b>Comment:</b> While the OEPA Team substantiated the

agencies and organizations to enhance the ability to meet the needs of all students.		support the various needs of the school. For example, judges for science and social studies fairs, mock interviews, and athletic sponsorship. Our LSIC brings together stakeholders from our community to aid in supporting school initiatives. SMHS has three business partners that support our initiatives. Through the STEM program, a partnership has been created with Blue Ridge Technical College, Shepherd University, as well as many local businesses. Our students have the opportunity to earn dual credits through programs connecting Spring Mills High School to West Virginia University.		rating, the Team was impressed with the progress thus far in developing partnerships.
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**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Teachers were given the opportunity to express professional development needs at the beginning of the school year. This data has been used to design professional development at the school level which has included best practices and differentiation. Our staff engages in continuous learning opportunities through professional development designed and presented by administration, individual teachers, as well as students. They can attend a teacher institute offered by the county every summer along with APL training. Staff members teaching AP courses attend summer and fall AP 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.

		Many staff members participate in online courses and teacher groups such as LinkedIn, TwitterChats, and content-specific chats. The knowledge obtained through their participation in these professional developments is shared with their department through collaborative department meetings and data team time.		
<b>Function B: Teacher Collaboration.</b> 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	Spring Mills High School core content teachers collaborate in data teams during common planning time and scheduled county AIT (accrued instructional time) data days. They study relevant data from assessments (formal and informal) and Instructional Practices Inventory (IPI). They work with their departments to develop common formative assessments to monitor student progress toward the department goal then plan differentiation and share best practices with the whole staff. Experienced teachers open their classrooms to allow any teacher to observe and learn new 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.
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Through the state-mandated evaluation system, teachers reflect on their teaching and set goals for their growth and the growth of their students. Information obtained through walk-through and evaluation observation conferences supports them in meeting their desired goals. Teachers reflect upon the recommendations for professional development and participate in courses that enhance their professional growth.	ACCOMPLISHED	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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Spring Mills High School facilities are state-of-the-art. As a new facility, our 21st century learning environment is aesthetically pleasing and safe. Our school emergency plan is our guide with regularly scheduled fire drills and lockdown drills. We have security measures in place including: a security system to be allowed into school building (all other doors locked), visitor sign-in and badges, staff required to wear ID badge/key card, and a county resource officer. Our efficient custodial staff maintains a clean environment and addresses all physical plant issues that may arise.	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.  <b>Rationale: The OEPA Team observed evidence of a great deal of planning to develop a school that supports 21<sup>st</sup> century learning.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources. Our finance secretary uses School Financial Officer software, appropriate financial record-keeping and procedures, and submits budgets annually. All expenditures are approved by the school principal through purchase orders and the use of a P-card.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and are purposefully assigned and	ACCOMPLISHED	Human Resources rubrics for in-county and out-of-county hires are used along with county-hiring policies to hire highly qualified staff members. The Berkeley County Human Resources department is an active partner in hiring 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.

retained to effectively meet the identified needs of students.		along with Faculty Senate support and input. Observations and evaluations are utilized in the evaluation and retention of school staff. The percentage of teachers that are highly qualified is improving, from 73% in 2013-2014 to 87% in 2014-2015. Those that are not are currently in a program to become highly qualified.		
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Spring Mills High School employs a full time TIS and a part-time SYSOP to maintain our technology, train staff, and integrate technology. We have a variety of tools: desktop labs, mobile and permanent laptop labs, iPad carts, Galaxy carts, and Swivel. Every classroom has the use of a SmartBoard, document camera, and Front Row Pro. We encourage teachers to utilize the technology and work to create an environment that supports student use of technology. The media center collaborative hubs allows students to participate in active, project-based learning. WVEIS reports, STAR data, and Engrade reports are used to give a full picture of the current success of our students and to guide future planning and goal-setting. Our staff are trained on current technology tools and resources to creating an engaging learning environment. Our vocational department utilizes the WIN program to evaluate and teach student workplace skills. The program is utilized for at-risk student 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 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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	We have a clear mission and vision outlined in our strategic plan that is supported by all stakeholders. Staff members work together in the development of our SMART goals and the analysis of data to guide improvement. Through LSIC, staff meetings, and administration meetings, the progress towards goals set forth in the strategic plan are constantly monitored by our administration, faculty, service personnel, students, parents, and community members who serve on those committees.	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.  <b>Comment: The OEPA Team determined the school had a clear vision, including benchmarks and goals, for five years from now.</b>
<b>Function B: Processes and Structures.</b> 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 strategic plan and this school monitoring document is utilized and reflected upon throughout the year to continuously build relationships and processes necessary to collaborate with all stakeholders to improve student learning. Stakeholders work together through collaborative planning period (PLC), data teams, curriculum team, leadership team, LSIC, and Student Assistance Committee (SAT) to evaluate progress of goals included in our school strategic 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.
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments,	EMERGING	Consistent monitoring of student's success is carried forward by our stakeholders through standardized assessments, grades, and surveys. Support for Personalized Learning (SPL)	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.

evaluates the results of student learning, and communicates the progress to all stakeholders.		consists of school-within-a school, double-block English and mathematics, as well as interventions. Student progress is continually monitored and students are moved in and out of intervention groups as necessary to achieve student academic growth. Our special education teachers meet regularly to evaluate the success of their students. They are developing new procedures and programs to meet individual student needs and monitor current placement. We connect to home and the community through grade reporting, Engrade, NTouch, and the school website. Data teams, the curriculum team, and the school leadership team use collected data to implement any changes required to meet the goals of our strategic plan.		
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## 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.	There is a concern about the impact of some large class sizes on meeting individual student needs.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.  The OEPA Team observed good classroom management and student engagement.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	More staff development on differentiation and other best practices to support student learning and engagement. More staff development to advance student and staff technology skills.	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	Core Department PLCs - Common Planning meet weekly. Non-Core Department PLCs meet monthly. Professional	The OEPA Team commended the School within a School program. However, the Team did not verify, through data, a
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accreditation process and communicated to other schools.

Development to meet focus goal and enhance student learning- CTE Program Development - increase of CTE Completers from 20 to 62 from '14-'15 school year to '15-'16 school year. School within a School - Math students increased STAR 0.94 grade levels; ELA students increased STAR 0.55 grade levels during this year. Breakfast after 1st-students eating breakfast increased from 140 to 650

positive impact on student performance and well-being required for consideration as a best practice.

For consideration, the Team recommended staff delineate specific interventions or activities and track pre- and post-data to support 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) 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 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

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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul> <p>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:</p>

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

### Facility Resource Needs

No facility needs identified.

### Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Jim Strader, OEPA Consultant

Team Member – Sabrina Skidmore, Transformation Specialist, Preston County Schools

Team Member – Suzanne Viski, Special Education Director, Taylor County Schools

Team Member – Stacy White, Principal, Meadow Bridge High School, Fayette County Schools

Team Member – Shelly Prince, Curriculum Specialist, Raleigh County Schools

Team Member – Avery Anderson, Director of Instruction, Hardy County Schools

Team Member – George Aulenbacher, Principal, George Washington High School, Kanawha County Schools

Team Member – Kristin Tuttle, Assistant Superintendent, Morgan County Schools

Team Member – Tim Derico, Curriculum Director, Upshur County Schools

Team Member – Lori Moore, Principal, Pendleton County Middle-High School, Pendleton County Schools

Team Member – Jamie Harris, Assistant Principal, Berkeley Springs High School, Morgan County Schools

**Date of School Visit – 02/24/2016**



# SCHOOL PROFILE

## 04-701 JAMES RUMSEY TECHNICAL INSTITUTE – BERKELEY COUNTY

	2012	2013	2014	2015	2016
Enrollment	not available	not available	not available	not available	not available
Average Class Size	not available	not available	not available	not available	not available
Attendance Rate			0.0	0.0	not available
Pupil Admin Ratio	not available	not available	not available	not available	not available
Pupil Teacher Ratio	not available	not available	not available	0.0	not available
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	not available	not available	not available	not available	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Mathematics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	18.0	10.0	14.0	5.0	2.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

## **JAMES RUMSEY TECHNICAL INSTITUTE in BERKELEY 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
<b>Function A: Shared Beliefs and Values.</b> 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	Belief that our students will be successful in their future careers is our driving force in what happens at James Rumsey Technical Institute. JRTI's mission incorporates the philosophy that career and technical education should be designed around workforce and academic demands through meaningful collaboration with these entities, and delivered to students using appropriate instructional practices that maximize learning and growth. Our mission statement communicates these values and can be found in prominent areas visited by students, faculty, staff and the community. The mission statement is posted in every classroom. It is located in student and staff handbooks, on our website, <a href="http://www.jamesrumsey.com">www.jamesrumsey.com</a> and 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.

		our promotional materials. We understand the value of research driven practices and have been an active participant of SREB/TCTW for many years.		
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	JRTI began implementing Simulated Workplace in 2013-14. By 2015-16 all 17 of our programs are Simulated Workplaces. This transition has had an impact on the manner and depth of instruction and leadership in all levels of the school. Our Strategic Plan goals focus on creating a safe and respectful work environment which encourages good attendance and high academic standards. These core principals are also evident in each Simulated Workplaces' policy manual, which have been developed by the "employees" of each SWP company. The importance of these principles is visible through the prominent display of the 5S poster as well as the organizational structure of each company in each workplace. Most of the staff have embraced the practice of turning over more authority to students leaders and have been so impressed with the desire the students have to meet their higher expectations.	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: The OEPA Team observed expectations for students and staff were high throughout most of the building.</b></p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and	EMERGING	JRTI opened its doors in 1970 and has been serving the community for 46 years. While the décor is reflective of the era, the faculty, staff and students have made maintaining and improving the facility a top priority. As a multi-county center, JRTI cannot depend on county	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team determined the environment was orderly and engaging but lacked safety features. Specifically, the front entrance was</b></p>

inclusive atmosphere for learning.		<p>maintenance for repairs or upgrades. Most work is handled in-house by a skilled custodial staff, faculty and students. Many of the needed upgrades have been initiated by instructors. However there are still large areas of need which must be addressed. We are seeking an SBA 3% Grant to secure our multiple entrances and to upgrade entrances and restroom facilities to be ADA compliant. Safety within individual programs is our principal priority. Each student is required to pass a safety test with a score of 100% as well as receive Title IX training.</p>		<p>not secured throughout the day, and the entrance designed to meet Americans with Disabilities Act (ADA) standards had no buzzer to notify the front office of visitors.</p>
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**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
<p><b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</p>	EMERGING	<p>To support instructors, I meet with them individually to determine and monitor their goals. Professional Development is organized to study and implement best practices in classroom management, reading, assessment and project based learning. Each instructor serves on a collaborative team designed to explore best practices. Each of these teams will be responsible for providing schoolwide staff development. I meet with the Administrative Team and Faculty monthly. Each instructor serves on a Faculty Senate Committee which make up the structure of our TCTW Leadership Team. Under the SWP structure, I meet with the Program Supervisor Focus</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: While the OEPA Team substantiated the school's rating, the Team commended the principal on her focus and direction she provided by working collaboratively with the teachers to improve the school.</b></p>

		Group to monitor safety and prepare for our various inspections. JRTI now has a Student Council. I work the members of the LSIC, Craft Advisory Committees and Workforce Development Committee to provide us with Business and Industry collaboration..		
<b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	JRTI has established teams that include the Administrative Council, Faculty Senate Committees, TCTW Leadership Team, Craft Advisory Committees, Simulated Workplace Program Supervisor Focus Group, Student Council, Local School Improvement Council, Collaborative Teams, and National Technical Honor Society. Each of these groups reviews the Strategic Plan. These groups use the Strategic Plan as well as information collected from other sources to identify needs and address them.	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.
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers are embracing the Simulated Workplace structure and are working with each other, administration, students and business and industry to provide appropriate structures and instruction. All teachers serve on a Faculty Senate Committee which addresses needs and projects. Committee chairs for each group make up the TCTW Leadership Team. All teachers also serve on a Collaborative Team. These groups explore best practices in their area and will be responsible for providing professional development. Teachers take advantage of 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.

		opportunities to attend SREB/TCTW, industry or academic conferences and workshops. Teachers are also active members of their Craft Advisory Committees. The leadership shown by teachers has led to improvements in our recruitment process, implementation of state required portfolio and capstone projects, addition of an SREB AC program, upgrades to our communication and informational infrastructure, and implementation of SWP.		
<b>Function D: Student Leadership.</b> 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 the heart of JRTI. Individual programs and organizations such as National Technical Honor Society, Skills USA, FCCLA, HOSA, VEX and HEAT provide valuable leadership opportunities to students in their fields of study. Many of these organizations provide opportunities for students to serve as officers. Competitions are an important part of the school culture and many of our students have been successful at local, state and national levels. Simulated Workplace organizational structure has shown us the true value of student leadership and has influenced teachers and administrators to provide more active student leadership opportunities. Students are now asked to serve as ambassadors for visiting guests (students, county personnel visits, business and industry representative visits and dignitaries). This year JRTI students have the opportunity to make a larger impact on their school through service on	ACCOMPLISHED	<p>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.</p> <p><b>Rationale: The OEPA Team determined many student leadership opportunities were provided.</b></p> <p><b>Commendation: The Team commended students and staff for the leadership which was developed through early support and implementation of the Simulated Workplace program by teachers and students.</b></p>

		Student Government and the Program Supervisor Focus Group.		
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - 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
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Developing a positive relationship with students is a key to student success. JRTI teachers are expected to have a good rapport with students through positive interaction, strong classroom management, appropriate and meaningful engagement, and timely feedback. To create a simulated working environment, classrooms and shops display safety information and the classroom organizational structure. Work areas are organized to reflect a real work environment so that students will feel more accustomed to real-life scenarios that move learning to a higher level. JRTI classrooms contain industry and digital technologies used to provide 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.  <b>Comment: The OEPA Team determined the Simulated Workplace had support of staff and students and encouraged the staff to continue to refine implementation.</b>
<b>Function B: Standards-Focused Curriculum.</b> 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	ACCOMPLISHED	JRTI teachers follow the Next Generation Standards as determined by the CTE Department of the WV Department of Education. Each program's Craft Advisory Committee annually reviews these standards and provides input into necessary changes or modifications. They also provide feedback on current strategies or equipment which are found in industry. Students work toward success on the ACT WorkKeys Assessment which	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



Technology Tools.		provides further support in Reading, Math, and Locating Information. JRTI students prepare a comprehensive Portfolio which includes a Capstone element. A College 101 course has been available to several programs through Blue Ridge Community and Technical College which has provided further support for the development of the Portfolio.		
<b>Function C: Instructional Planning.</b> 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 develop lessons plans appropriate for instruction and assessment following the Content Skills Sets which align with Next Generation Standards as determined by the Department of Education. These lessons include instruction, activities assessment tools designed for students to effectively learn skills as determined by industry. Lessons plans also incorporate program specific reading and math. Tech teachers work with the support services teachers to provide appropriate IEP accommodations to meet the different needs of students. Program objectives are communicated to students via a syllabus at the beginning of the year and are shared daily in the classroom either in posted form or electronically.* Lesson Plans/syllabi	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Comment: While the OEPA Team did not observe alternative lesson plans for substitutes with activities the substitutes could supervise and/or conduct, substitute teachers were required to have a similar certification for the class taught.</b>
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in	EMERGING	CTE provides an ideal learning environment for students as they can put into practice theories which are being learned. In a digital world it is vital that students learn how to problem solve and seek solutions using a wide variety of	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.  <b>Rationale: The OEPA Team observed engaging instruction and multiple strategies utilized within</b>



mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		tools available to them. There is a shift taking place as a result of Simulated Workplace from when teachers and textbooks were the primary source of information. Teachers are now tasked with designing projects which reflect real work scenarios requiring student collaboration as well as cross curricular collaboration. JRTI teachers have been collaborating on many levels but now are discussing and implementing meaningful collaborative strategies which include a variety of teaching and classroom management strategies. Formative and summative assessments are used by teachers to monitor progress. The final assessment for a completer will be through a Portfolio which contains a Capstone element.		classrooms.
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**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
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Students learn about JRTI through tours and the middle school Mobile Career Center. Twice a year we hold an Open House. We are a member of the Chamber of Commerce and the Workforce Development Authority and have an involved LSIC. Our Job Placement Coordinator is visible in the community and helps facilitate co-ops, organizes a Career Fair, tracks placement data, and is a liaison between JRTI and business and industry. Our business partner sponsors our semi-annual awards and Teacher of	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 Year event. Individual teachers work closely with Craft Advisory Committees as well as other partners. While we have strong relations with members of business and industry and families, we are working toward strengthening our relations with our feeder counties. While the community recognizes the value of CTE, many students from our feeder schools face challenges in enrolling. We are now more visible in schools, updated our promotional tools, hold a summer academy, and attend school events.		
<b>Function B: Student Personal Development.</b> 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	The safety and wellbeing of our students is our primary priority. Safety standards follow industry guidelines. Students experience creating and maintaining a safe environment through the SWP structure. Harassment, bullying and discrimination are not tolerated. JRTI employs academic instructors for all-day students who provide support for embedded English and Math credit. These instructors are valuable members of the faculty and work with tech teachers to provide academic support when needed. Two support services teachers provide IEP accommodations and support instructors in providing IEP and 504 services. We have a guidance counselor whose position is shared with adult programs. She coordinates with home schools to enroll students in CTE programs and communicates with counselors concerning specific student concerns. Students are also encouraged	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.

		to pursue industry certification beyond the requirements of their program. For example: MOS, ServSafe, ASE, OSHA and WorkKeys.		
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	<b>ACCOMPLISHED</b>	<p>Craft Advisory Committees provide support through guidance on current trends, mentoring, field trips and employment opportunities. They annually review equipment and the State Content Skills Sets to make recommendations. LSIC meets four times a year to review goals and assist in projects. We have strong relations with the Workforce Development Authority. We have partnered with the United Way of the Eastern Panhandle to participate in Day of Caring. JRTI Carpentry, Graphic Comm and Graphic Design students worked with the Apollo Civic Theatre's to design and build elements of the stage and to prepare promotional materials for musicals. ProStart has donated surplus food from events to the Women's Shelter. We have held Stuff-a-Truck events, host 2 yard sales a year and invite local families for Trick or Treating. Masonry has worked with Hedgesville High School to design and build monuments and buildings. Carpentry has built horse jumps for Eagle's Wings, an at-risk support group.</p>	<b>ACCOMPLISHED</b>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

**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
<b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Teachers participate in learning opportunities to meet industry standards as well as employ current educational practices. Professional development to support academic instruction has been provided by RESA 8 specialists on classroom management, the impact of poverty on learning, fundamental learning styles, and best practices for reading and assessment. PD has also been provided on Office 365. JRTI's SWP Coach attends trainings and provides support for SWP teachers and students. Teachers are encouraged to attend educational conferences such as SREB/TCTW and State CTE Conferences. Teachers are expected to maintain their industry credentials. Individual teachers have also provided professional development to the staff in their areas of expertise. Many teachers have continued their studies and have obtained bachelor and master's degrees. Two faculty members have earned National Board Certification.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team observed instructors maintaining their industry credentials, where applicable, in addition to attending professional development related to the classroom.</b></p>
<b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional learning communities to collaborate on the improvement of	ACCOMPLISHED	In 2014-15 JRTI teachers began participating in PLCs called Collaborative Groups. PD was offered through RESA specialists. Each collaborative group then met to further explore each topic. During 2015-16 the teachers became more actively involved.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p><b>Comment: The OEPA Team verified several programs were collaborating to enhance the students' experiences within the Simulated Workplace.</b></p>

<p>student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.</p>		<p>Collaborative groups were developed to further explore best practices in classroom management, project based learning, SWP and Instructional Technology. Each group is charged with conducting a needs assessment in their area, develop strategies and provide professional development for the faculty. There is also frequent collaboration among programs. Several time a year Law &amp; Public Safety, EMS/Fire Safety, Therapeutic Services, and Surgical Tech collaborate on mock crime scenes and emergency care. Therapeutic Services and ProStart teachers co-teach nutrition and safety. Graphic Design, Graphic Comm and CIW Simulated Workplaces have created a larger SWP company called Trifecta Graphics which promotes collaboration between the three programs.</p>		
<p><b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	<p>EMERGING</p>	<p>At the beginning of each school year each teacher completes a self-reflection and then meets with administration to determine two professional goals which will impact student achievement. These goals reflect areas in the self-reflection which the teacher feels need to be further developed. Teachers meet with administration in the middle of the year and again at the end of the year to discuss progress toward goals. Observations and evaluations are conducted which allow for meaningful discussions between administration and teachers. Teachers are also included in</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		the development and delivery of professional development, faculty meetings and leadership meetings. The role of the Collaborative Groups for 2015-16 is to conduct needs surveys of the faculty and students and to develop professional development for 2016-17 in Classroom Management, Instructional Technology, Project Based Learning and Simulated Workplace.		
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**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
<b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	JRTI staff and students make maintaining the facility a priority. As a multi-county center, JRTI cannot depend on county maintenance for repairs. Most work is handled by the custodial staff, faculty and students. Many needed upgrades have been initiated by instructors. Over the last 3 years we have upgraded windows, installed a communication system which connects the campus buildings and upgraded our lights to LED. The custodial staff keep the buildings and property cleaned and well maintained. However there are large areas of need. A Safety Committee was formed to address security needs. Based on committee recommendations, we are seeking an SBA Grant to secure our multiple entrances and to upgrade entrances and restrooms to be ADA compliant. Safety within individual programs is a priority. Student are	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.

		required to pass a safety test with a score of 100% and to receive Title IX training. Under SWP, programs establish, implement, monitor and enforce safety standards.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	JRTI is a multi-county facility which operates as an independent entity. Berkeley County Schools acts as the fiscal agent for JRTI. State, county and school financial policies and procedures are established and adhered to at JRTI and the director works closely with the county Treasurer to ensure that proper procedures are established and followed. The director also attends all state directors' meetings to stay informed of changing state policies and procedures. Annual financial audits results have shown no errors or citations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Personnel.</b> 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	Over that last few years there has been a very low turnover in personnel. Any open positions are posted in a timely manner and candidates are well screened to ensure their professional qualifications. JRTI faculty are involved in the interviewing process per Policy 5000. JRTI works closely with the State Department of Education and WV Tech to ensure that each instructor has or obtains appropriate certification. The administration also encourages instructors to continue their studies toward obtain a bachelor's or master's degree. New teachers are mentored through collaborative groups.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	<b>ACCOMPLISHED</b>	JRTI has 3 TISs who keep us current. We work with RESA 8 IT Dept. and use their work order system. IT support is provided through Cisco and CIW SWP programs where appropriate. Students have access to computers in classrooms and computer labs. Due to the academic and workforce value of the ACT WorkKeys, students use KeyTrain to reinforce skills in Reading, Math and Locating Information. Students use CDX, Today's Class, Tooling U, Health Center 21 and other resources which enhance instruction. Microsoft IT Academy is implemented in Robotics, CIW, Cisco and AC Informatics. Classrooms are equipped with technology equipment that is deemed appropriate by instructors such as TVs, computers, tablets, LCD projectors, smart boards, etc. Student grades are maintained through EnGrade Pro, which also allows communication with parents/guardians. Our Technology Committee is developing a BYOD policy. To support technology additions, we now have wireless controller that allows for gigabit Ethernet.	<b>EMERGING</b>	<p>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.</p> <p><b>Rationale: The school identified, and the OEPA Team confirmed, the need to upgrade the wireless infrastructure.</b></p> <p><b>Recommendation: The OEPA Team recommended the school, in collaboration with technical support from the county office and RESA, evaluate and prioritize infrastructure needs to better support technology integration.</b></p>
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**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
<b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach	<b>EMERGING</b>	JRTI's mission incorporates the philosophy that career and technical education should be designed around workforce and academic demands	<b>EMERGING</b>	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 improving the performance of students based on the mission and goals outlined in the strategic plan.		through meaningful collaboration with these entities, and delivered to students using appropriate instructional practices that maximize learning and growth. The transition to Simulated Workplace is moving us closer to fully recognizing our mission. Our Strategic Plan goals focus on creating a safe and respectful work environment which encourages good attendance and high academic standards. These core principals are also evident in each Simulated Workplaces' policy manual, which have been developed by the "employees" of each SWP company. Students can track their progress through their Portfolio and utilize their trade and leadership skills in developing their Capstone Projects.		
<b>Function B: Processes and Structures.</b> 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 formally meet with Craft Advisory Committees a minimum of two times a year. However members of the Committees as well as other industry contacts are frequently involved in enhancing student learning through mentoring, guest speaking, field trips, portfolio assessments, evaluating performance skills, assisting with student youth organizations and providing internship, co-op or job opportunities. JRTI employs a full time Job Placement Coordinator who develops and nurtures valuable connections in business and industry. He is visible in the community and has organized JRTI Career Fairs. He has begun developing an Alumni Association. Teachers are also actively	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		involved in a Faculty Senate Committee and a Collaborative Group. These groups meet monthly. For financial and professional reasons, many JRTI teachers continue to work in-field which allows them to stay current as well as aiding with placement, student learning, and a stronger relationship with the business community.		
<b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Each teacher sets two professional goals based on results of their self-reflection. Goals may involve instructional practices and/or classroom management practices. Teachers address literacy and numeracy needs with students using KeyTrain. Students take a pretest and then work to increase their level. Teachers use the Portfolio to set certification goals and monitor progress. As members of a collaborative group, teachers develop and analyze surveys to identify school wide instructional or professional needs in classroom management, project based learning, Simulated Workplace and Instructional Technology. This information will be used to develop PD and activities to address identified needs. Teachers work with students in the SWP to monitor the program through the 5S checklist, Business and Industry checklist, shop safety checklist, policy manuals and the Semi-Annual Report. This information is used to determine programs strengths and weaknesses and to identify and prioritize needs.	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.	Our primary need is improved campus security measures (buzzer system, keyless entry, cameras) and ADA compliant entrances and restrooms. We need improved ability to interface with WVEIS as an MCVV. Our students also need equitable instructional time due to bus arrival schedule. Finally Perkins funds are not for preventive maintenance but funds are needed to maintain expensive equipment.	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.	The faculty and administration can use best practices PD specific to CTE, PD for industry accreditation procedures, PD on current software and computer programs, PD on math and reading integration and more PD on technical writing. We also need to upgrade our wireless infrastructure to accommodate Bring Your Own Device needs.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified wireless infrastructure 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 are on track with the implementation of SWP. PD by RESA on classroom management, the impact of poverty, learning styles, and best practices for reading and assessment has led to improvements. Faculty collaborate to address recruitment, marketing, Portfolio/Capstone, safety and school culture concerns. We've developed stronger recruiting strategies through a new promotional video, an updated website, a Mobile Career Center, 8th grade tours, Summer Career Academy and program shadowing.	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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**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	PD at beginning of the year; Leadership Team Agenda, LSIC Agenda
YES	Complete the School Monitoring Report	Start of Year Agenda, Leadership Team Agenda, LSIC Agenda
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)	Leadership Team, Professional Development through RESA 8
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)	Leadership Team
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)	SMR; Safety Checklist; Simulated Workplace; employee eval

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.)	Strategic Plan
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	FULL COMPLIANCE
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### 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	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9:</li> <li>• 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)</li> <li>• Utilizes standards-focused curriculum</li> <li>• Develops physical health and wellness</li> <li>• Develops global competence</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes technology integration</li> <li>• Develops student success and career readiness</li> <li>• 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)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Utilizes standards-focused curriculum</li> <li>• Provides physical education, physical activity and health/wellness education</li> <li>• Develops global competence</li> <li>• Utilizes technology integration</li> <li>• Utilizes formative assessment processes</li> <li>• Utilizes personalized career portfolios to develop career awareness</li> <li>• Offers visual arts, choral, and instrumental music courses</li> </ul>



- 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

<p><b>YES</b></p>	<p><b>Guidelines for Implementation.</b> (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>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).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	<p>Student Handbook; Crisis Response Plan</p>
<p><b>YES</b></p>	<p><b>Alternative Education.</b> (S1,FC)</p> <p>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</p>	<p>JRTI works with the student's home school if placement in alternative</p>

structures and in adult life without positive interventions.

education program is deemed necessary.

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 APPLICABLE

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.
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Please note: PE and Physical Fitness programs are not applicable in MCVC.

	<p>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.</p> <p>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.</p>
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 COMPLIANT	<b>NON-COMPLIANCE</b> <b>The OEPA Team could not verify at least 75 percent of the counselor's work time was spent in a direct counseling relationship with students. A new counselor was hired with a start date in March 2016.</b>
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**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)
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<b>YES</b>	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)
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#### Verification of Other Monitoring Reports:

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

#### Findings:

**Counseling Services W. Va. Code §18-5-18b: Ensure the school counselor spends at least 75 percent of the work time in a direct counseling relationship with students.**

#### Facility Resource Needs

##### 2. School Building

A. General Safety

A-3. Security access was not controlled at the main entrance. (May adversely impact students' health and safety.)

B. Interior - General

B-5. Restrooms were not appropriately located for use throughout the building and properly maintained, including cleanliness and supplies. (May adversely impact students' health and safety.)

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

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.)

**13. General Classrooms**

- C. Classroom doors were not lockable from the inside of the classroom. (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-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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Jim Strader, OEPA Consultant

Team Member – Sabrina Skidmore, Transformation Specialist, Preston County Schools

Team Member – Avery Anderson, Director of Instruction, Hardy County Schools

Team Member – Joe Starcher, Career Technical Director, Brook County Schools

**Date of School Visit – 02/25/2016**