



Office of Education  
Performance Audits

**RESA 3 REPORT**

**BOONE COUNTY SCHOOLS**

**FEBRUARY 2016**

**WEST VIRGINIA BOARD OF EDUCATION**

## BOONE COUNTY

		Total Standard- Functions Reviewed <b>384</b>	Distinguished <b>26</b> <b>7%</b>	Accomplished <b>306</b> <b>80%</b>	Emerging <b>52</b> <b>14%</b>	Unsatisfactory <b>0</b> <b>0%</b>
Standard-Functions Rated for All Schools						
Percentage of Standard-Functions Rated for All Schools in Each Designation						

Standard-Functions Ratings Raised	<b>41</b>	<b>11%</b>
Standard-Functions Ratings Lowered	<b>24</b>	<b>6%</b>
Standard-Functions Ratings Unchanged	<b>319</b>	<b>83%</b>
Standard-Functions Reviewed for All Schools	<b>384</b>	

### Rating Scale:

<b>4 = Distinguished</b>
<b>3 = Accomplished</b>
<b>2 = Emerging</b>
<b>1 = Unsatisfactory</b>

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

### 2. School Leadership

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

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

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

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

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

### 5. Educator Growth and Development

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

### 6. Efficient and Effective Management

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

### 7. Continuous Improvement

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

## BOONE COUNTY

### Rating Scale:

**4 = Distinguished**

**3 = Accomplished**

**2 = Emerging**

**1 = Unsatisfactory**

### 1. Positive Climate and Cohesive Culture

1A - Shared Beliefs and Values

1B - High Expectations for All

1C - Safe, Orderly, Engaging Environment

### 2. School Leadership

2A - Principal Leadership

2B - School Teams and Councils

2C - Teacher Leadership

2D - Student Leadership

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

3A - Classroom Learning Environment

3B - Standards-Focused Curriculum

3C - Instructional Planning

3D - Instructional Delivery

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

4A - Positive Relationships

4B - Student Personal Development

4C - Parent/Community Partnership

### 5. Educator Growth and Development

5A - Professional Development

5B - Teacher Collaboration

5C - Evaluation, Feedback and Support

### 6. Efficient and Effective Management

6A - Facilities

6B - Fiscal Resources

6C - Personnel

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

### 7. Continuous Improvement

7A - Focused and Cohesive Plan

7B - Processes and Structures

7C - Monitoring for Results

	06-216 Wharton Elementary		06-219 Sherman Elementary		06-220 Brookview Elementary		06-301 Madison Middle		06-401 Sherman Junior High		06-501 Scott High		06-502 Sherman High	
	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	3	3	2	2	3	3	3	3	3	3	3	3	3	3
1B - High Expectations for All	3	3	3	2	3	3	3	3	3	3	2	2	3	3
1C - Safe, Orderly, Engaging Environment	3	3	3	3	3	3	3	3	3	3	3	3	3	4
2A - Principal Leadership	3	3	3	3	3	4	3	3	3	3	4	4	3	3
2B - School Teams and Councils	3	3	3	3	4	4	3	3	3	3	4	4	3	3
2C - Teacher Leadership	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2D - Student Leadership	3	3	2	2	3	3	3	3	2	3	4	4	3	3
3A - Classroom Learning Environment	3	3	3	2	3	3	2	3	2	3	2	2	3	3
3B - Standards-Focused Curriculum	3	3	3	2	3	3	3	3	3	3	3	3	3	3
3C - Instructional Planning	3	3	3	3	3	3	2	2	3	3	2	2	3	3
3D - Instructional Delivery	3	3	3	2	3	3	3	3	3	3	3	3	3	3
4A - Positive Relationships	4	4	2	3	3	3	3	3	3	3	3	3	3	3
4B - Student Personal Development	3	3	4	4	3	3	3	3	2	3	2	3	3	3
4C - Parent/Community Partnership	3	3	2	3	2	3	3	3	2	3	2	2	3	4
5A - Professional Development	3	3	3	3	3	3	3	3	3	3	3	3	4	4
5B - Teacher Collaboration	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5C - Evaluation, Feedback and Support	3	3	2	3	3	3	3	3	3	3	3	3	3	3
6A - Facilities	3	3	2	2	3	3	2	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	4	3	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
7A - Focused and Cohesive Plan	3	3	2	2	3	3	3	3	3	3	3	3	3	3
7B - Processes and Structures	3	3	3	3	3	3	3	3	2	3	3	3	3	3
7C - Monitoring for Results	3	3	3	3	3	3	2	2	3	3	2	3	3	3

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4A - Positive Relationships

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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

	06-503 Van Junior/Senior High		06-701 Boone Career-Technical Center	
	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	3	<b>3</b>	3	<b>3</b>
1B - High Expectations for All	3	<b>3</b>	3	<b>3</b>
1C - Safe, Orderly, Engaging Environment	2	<b>3</b>	3	<b>3</b>
2A - Principal Leadership	3	<b>3</b>	3	<b>4</b>
2B - School Teams and Councils	2	<b>3</b>	3	<b>3</b>
2C - Teacher Leadership	3	<b>3</b>	3	<b>3</b>
2D - Student Leadership	3	<b>3</b>	3	<b>3</b>
3A - Classroom Learning Environment	3	<b>3</b>	3	<b>3</b>
3B - Standards-Focused Curriculum	3	<b>3</b>	3	<b>3</b>
3C - Instructional Planning	3	<b>3</b>	3	<b>3</b>
3D - Instructional Delivery	3	<b>2</b>	3	<b>3</b>
4A - Positive Relationships	3	<b>4</b>	3	<b>4</b>
4B - Student Personal Development	3	<b>3</b>	3	<b>4</b>
4C - Parent/Community Partnership	2	<b>3</b>	3	<b>4</b>
5A - Professional Development	3	<b>3</b>	3	<b>3</b>
5B - Teacher Collaboration	3	<b>3</b>	3	<b>3</b>
5C - Evaluation, Feedback and Support	3	<b>3</b>	3	<b>3</b>
6A - Facilities	2	<b>3</b>	3	<b>3</b>
6B - Fiscal Resources	3	<b>3</b>	3	<b>3</b>
6C - Personnel	3	<b>3</b>	3	<b>3</b>
6D - Data, Information System, Tech Tools, Infrastructure	3	<b>3</b>	3	<b>3</b>
7A - Focused and Cohesive Plan	3	<b>3</b>	3	<b>3</b>
7B - Processes and Structures	3	<b>3</b>	3	<b>3</b>
7C - Monitoring for Results	3	<b>3</b>	3	<b>3</b>

# BOONE COUNTY

<u>Policy and Code Compliance</u>		06-102 Whitesville Elementary		06-201 Ashford-Rumble Elementary		06-205 Jeffrey-Spencer Elementary		06-207 Madison Elementary		06-209 Nellis Elementary		06-212 Ramage Elementary		06-215 Van Elementary	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	P	F	P	F	P	F	P	F	P	F	P	F	P
Policy 2340 - WV Measures of Academic Progress		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Policy 2510 - Assuring the Quality of Education		F	F	F	F	F	P	F	F	F	F	F	F	F	P
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	F	F	F	F	F	F	F	F	F	F	F	N	F
Code: 18-2-7a - Physical Education		F	F	F	F	F	F	F	P	F	F	F	P	F	F
Code: 18-5-18b - Counseling Services		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Full		5		5		4		4		5		4		4	
Partial		1		1		2		2		1		2		2	
Noncompliance		0		0		0		0		0		0		0	
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	Y
Fire Marshal Report		Y	Y	Y	Y	NA	Y	Y	Y	Y	Y	NA	Y	Y	Y
Health Department Compliance Report		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	Y
School Building Authority Report		Y	Y	NA	NA	NA	NA	NA	NA	Y	Y	NA	NA	NA	NA
Federal Programs Monitoring Reports.		Y	Y	Y	Y	NA	Y	NA	Y	Y	Y	NA	Y	Y	Y
Yes		6		5		5		5		6		5		5	
No		0		0		0		0		0		0		0	
Not Applicable		0		1		1		1		0		1		1	

## BOONE COUNTY

<u>Policy and Code Compliance</u>		06-216 Wharton Elementary		06-219 Sherman Elementary		06-220 Brookview Elementary		06-301 Madison Middle		06-401 Sherman Junior High		06-501 Scott High		06-502 Sherman High	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	P	F	P	F	P	F	P	F	P	F	P	F	P
Policy 2340 - WV Measures of Academic Progress		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Policy 2510 - Assuring the Quality of Education		F	P	F	P	F	F	F	F	F	F	F	F	F	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Code: 18-2-7a - Physical Education		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Code: 18-5-18b - Counseling Services		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Full		4		4		5		5		5		5		5	
Partial		2		2		1		1		1		1		1	
Noncompliance		0		0		0		0		0		0		0	
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fire Marshal Report		Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Health Department Compliance Report		Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School Building Authority Report		—	Y	NA	NA	Y	Y	Y	Y	Y	Y	NA	NA	Y	Y
Federal Programs Monitoring Reports.		Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yes		6		5		6		6		6		5		6	
No		0		0		0		0		0		0		0	
Not Applicable		0		1		0		0		0		1		0	

## BOONE COUNTY

### Policy and Code Compliance

Rating Scale: F=Full; P=Partial; N=Non Compliance

	06-503 Van Junior/Senior High		06-701 Boone Career-Technical Center	
Policy 2320 - A Process for Improving Education	F	<b>P</b>	F	<b>P</b>
Policy 2340 - WV Measures of Academic Progress	F	<b>F</b>	F	<b>F</b>
Policy 2510 - Assuring the Quality of Education	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>
Code: 18-2-7a - Physical Education	F	<b>F</b>	F	<b>F</b>
Code: 18-5-18b - Counseling Services	F	<b>F</b>	F	<b>F</b>

Full	<b>4</b>	<b>5</b>
Partial	<b>2</b>	<b>1</b>
Noncompliance	<b>0</b>	<b>0</b>

### Verification of Monitoring Reports

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

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

Yes	<b>4</b>	<b>5</b>
No	<b>1</b>	<b>0</b>
Not Applicable	<b>1</b>	<b>1</b>

### TOTAL

Full	<b>73</b>
Partial	<b>23</b>
Noncompliance	<b>0</b>

Yes	<b>86</b>
No	<b>1</b>
Not Applicable	<b>9</b>

## SCHOOL PROFILE

### 06-102 WHITESVILLE ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	167	162	163	174
<b>Average Class Size</b>	15.9	18.7	19.8	18.7
<b>Attendance Rate</b>	95.62	97.99	96.90	98.12
<b>Pupil Admin Ratio</b>	150.0	145.0	163.0	174.0
<b>Pupil Teacher Ratio</b>	10.3	10.7	13.0	14.5
<b>Participation Rate-Math</b>	not available	98.73	100.00	100.00
<b>Participation Rate-Reading</b>	not available	98.73	100.00	100.00



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

## WHITESVILLE ELEMENTARY SCHOOL in BOONE 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	Whitesville Elementary Staff worked one day in August to establish our mission, goals, and core beliefs. All staff members helped establish the goals, mission, and core beliefs for total buy-in by all staff. The collaborative teams (K-2nd and 3rd-6th), leadership team, and Faculty Senate review the goals and action steps of the strategic plan and make necessary adjustments as needed. The strategic plan is shared with our members of the LSIC and reviewed during our meetings. Beliefs, mission statements, and goals are distributed to all staff to be displayed in all rooms. Core beliefs, mission, vision, and goals displayed on front television in lobby so everyone can view. Teachers provide progress monitoring to students 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.  <b>Comment: The OEPA Team verified the school's evidence of beliefs, mission, vision, and goals being shared and used intentionally to shape the school's climate and culture.</b>

		need it, Title I and Resource Room teachers provide in-class support as well as pull-out intervention sessions. Students recite vision statement each morning during morning announcements.		
<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	Whitesville Elementary provides a rigorous and relevant curriculum to all students that aligns with the Next Gen standards. Staff utilizes technology on a daily basis and differentiates instruction to meet the needs of all students. Student expectations are discussed with students, and we follow the Boone County Schools Manual for Expected Behavior in Safe Schools. We provide a handout to all students that they have to sign, as well as their parents, that states they have reviewed the policy as well as other important policies. Classroom rules are posted so students understand what is expected of them. Teachers post "I Can" statements so students can understand the learning objective for the day. Students are given the opportunity for extra tutoring through our Extended Day Program. We take Responsible Student Trips each nine weeks for students displaying good behavior, good attendance, and good grades. Students do morning announcements each day and recite our vision statement.	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 each teacher developed his or her own classroom management program. In addition, one large classroom housed 31 students and 2 teachers. While the teacher-pupil ratio did not exceed the state established maximum, the Team observed only one teacher delivering instruction.</p> <p><b>Recommendations:</b> The OEPA Team recommended the school develop a school-wide positive behavior support program that includes short and long-term incentives and rewards to teach and acknowledge appropriate behavior. The Team further recommended the large class be divided between the two teachers, relieving one teacher of the overwhelming responsibility of meeting the needs of 31 students and holding all teachers accountable for the educational process.</p>
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment	ACCOMPLISHED	Whitesville Elementary takes pride in providing a safe and secure learning environment for all students. The building is clean and well maintained 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.		create an inviting atmosphere for all stakeholders (students, parents, and staff). We practice Fire, Code Red, and Code Yellow Drills to ensure students understand the importance of each drill for their safety. Fire and Code Red Drills are posted in the office. We have a Resource Officer available to our school as needed. Our local Police Station is located next door, and they provide help as needed. Our School Safety Committee meets to discuss safety needs, and we provide work orders to the county maintenance department of items that need repaired. Our custodians do a great job of keeping the school clean and well maintained for our students and staff each day. We have a secure front-door access system, and visitors have to be let in the building to help provide safety for our students and staff.		
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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 with external specialist provided by the county to help ensure student growth. The principal attends quality professional learning opportunities. The principal provides quality professional development for staff at our school. The Principal is organized and sets expectations for all staff and students. Principal provides valuable information gained from	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the Team substantiated the school's rating, to strengthen the function, the Team recommended the principal include constructive feedback necessary to guide professional growth and improvement when reviewing lesson plans.</b>

		<p>trainings with all stakeholders. The principal works with all staff to help support the mission and beliefs of the school to try to ensure a high educational experience for all students. The Principal attends professional learning opportunities provided for staff at the school or county to support the teachers and stay up to date with the changes being implemented. The Principal changed the schedule to provide collaboration time among staff for team meetings each week. Principal provides important information to staff through email or handouts. Principal shares professional learning videos for staff through Edivat</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>Whitesville Elementary has established grade level teams to effectively pursue the mission, goals, and core beliefs of our school. Teams meet every week to discuss student learning and what we can do to help all students achieve to best of their abilities. The K-2/3rd team meets on Tuesday and the 3rd/4th-6th team meets on Thursday. The Leadership Team meets on every 2nd and 4th Wednesday of each month. We hold our Faculty Senate meetings as scheduled and conducted our LSIC meetings as required by state code/policy. Other teams include Safety and Wellness Committee, and we conducted our meetings as needed or required. The SAT team meets to discuss student needs and what we can</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 Team substantiated the school's rating, to strengthen the function, the Team recommended school teams and councils be more comprehensive and deliberate in their discussions and documentation of meetings to include evidence of the analysis, problem-solving, and long-term planning.</b></p>

		do to help the students reach their potential. We have started a Parenting Partners council this school year through Title I, where parents receive training on how to help their children in school as well as home.		
<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 has designated teacher-leaders for the team meetings and for teachers delivering professional development for their peers. Three teachers are members of the elementary cadre established by the county (Jennifer Cain- Math Cadre, Jennifer Parsons- ELA Cadre, and Ellen Milam- ELA Cadre). Each team leader as well as the Title I and Resource Room teachers are on the Leadership Team, so they can take important information to the rest of their team members. The 3 teachers who are members on the county cadre teams share important information with the rest of the staff upon returning from their meetings. Teachers utilize the Edviate (PD 360) site to view videos to help with their professional learning. Four teachers conduct our IPI screenings and share the data with other staff members. Teachers are the leaders of the Faculty Senate and jobs are assigned to staff members. Teachers complete self-reflection of their teaching each year through the evaluation system to self evaluate.	ACCOMPLISHED	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	ACCOMPLISHED	Whitesville Elementary has established student leadership opportunities by providing jobs for students to perform in	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

engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		<p>their classroom and school. Whitesville Elementary has also established class presidents where the students nominate and elect their class president. We have a debate for our 6th grade students to give their speech to the entire school. Then the students elect a school president to represent them. We have provided data notebooks to students, so students can take ownership of their learning and see their areas of strengths and weaknesses. Students do morning announcements over the intercom each day and recite the Pledge of Allegiance, menu, and our school's vision. We utilize the IPI process to assess the engagement of our students. We have students who were selected as peer mediators and received training from our guidance counselor. The Principal meets with the student representatives from their class to discuss needs, wants, and other issues for the school.</p>		<p>for this function.</p> <p><b>Rationale:</b> Through staff and student interviews, the OEPA Team determined student leadership was present in a few areas and just starting in others. For example, class officers and meetings were just starting in classrooms. Data notebooks were observed to be present but not used consistently at the time of the review. The evidence was not consistently and pervasively demonstrated.</p> <p><b>Recommendation:</b> The OEPA Team recommended the school continue to develop the leadership opportunities that were in the initial stage of implementation.</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
<p><b>Function A: Classroom Learning Environment.</b></p> <p>Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>	ACCOMPLISHED	Whitesville Elementary School teachers collaborate with each other weekly during team meetings to focus on student learning and what we can do help our students. Classrooms are setup to promote collaboration among peers. Materials are readily available for student use. Teachers have created an inviting atmosphere for the 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>Rationale:</b> The OEPA Team observed, and the Instructional Practices Inventory (IPI) data indicated, much of the instruction was teacher-led. Few opportunities for student collaboration were observed.</p> <p><b>Recommendation:</b> The OEPA Team recommended staff</p>

		Classrooms are neat and organized. Teachers share data results and goals with students through Star Math and Star Reading benchmarks. Our Guidance Counselor provides developmental guidance to our students on the days that she is at our school. Our 6th grade students and teacher are starting a robotics program this year where students have to build robots to run an obstacle course. We are having a robotics competition in front of the whole school where one team will advance to regional competition. Learning objectives posted in classrooms in student-friendly language.		be provided professional development in creating student-centered, self-directed instructional opportunities.
<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	Whitesville Elementary teachers utilize research-based instructional strategies daily. Teachers utilize different resources to provide instruction (engage ny, read works, achieve the core, etc.) to make sure students are receiving an appropriate education. Teachers design instruction around the Next Gen standards. Two teachers served on the committee to develop the power standards for English/Language Arts with Dr. Chris Jakicic. Those teachers shared information with other staff members in regards to the power standard,. Two different teachers will serve on the committee to develop the Math power standards this school year. Teachers and students have a scheduled computer lab time each day. Teachers and students utilize the mobile labs on 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.



		daily basis for learning activities to help differentiate instruction. Lesson plan checks by the Principal and comments provided for plans.		
<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	Whitesville Elementary teachers' lesson plans reflect Next Gen standards. Teachers utilize data from Star Reading/Math to make instructional decisions and plan instruction. Teachers differentiate instruction to make sure all students are receiving the same material. Principal monitors lesson plans through Lesson Plan reviews to make sure students are receiving appropriate learning experience. Lesson plans include short and long-term planning for instruction. Lesson plans available each day on teacher desk to serve as a guide for the teacher. Students are starting to track their own progress with the standards through "I Can" statements provided to them. Teachers utilize student benchmarks to help group students based upon their results. Title I and Resource Room teachers provide in-class and pull-out support for students who may need a little extra help. Teachers utilizing a standards self-monitoring guide this school year to monitor the usage of the NextGen 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>Comment: The OEPA Team observed and reviewed documentation of goals and long-term planning that began recently.</b>  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to use the county supported training in setting student learning targets and determining long-term plans.</b>
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that	ACCOMPLISHED	Whitesville Elementary teachers utilize Star Reading and Math to benchmark our students and progress monitor. Teachers utilize the smarter balance digital library and interim 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>Comment: The OEPA Team did not observe teachers</b>



enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		to help prepare for the summative assessment at the end of the year. Teachers utilize differentiated instruction daily to make sure all students are receiving the same material. Teachers utilize research based instructional strategies that are aligned with the Next Gen standards. Teachers utilize the Achieve the Core website, Read Works website, and ixcel to make sure students are receiving an appropriate educational learning opportunity. We utilize the IPI data to check the engagement of our students. Lesson plans contain objectives, materials, procedures, and evaluation components. Classroom walkthroughs and observations conducted by Principal to monitor instruction as well. We utilize the SPL model for students who need intensive intervention with our Title I and Resource Room teachers.		<p>using multiple instructional strategies. The majority of instruction was teacher-led as indicated by IPI results.</p> <p><b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function the Team recommended teachers use multiple instructional strategies, including the use of digital tools, to deliver instruction.</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.	DISTINGUISHED	Whitesville Elementary provides parent-teacher conferences to communicate with parents about student learning. Whitesville Elementary provided an Open House where parents and students could attend to meet their teacher. We utilize school messenger to send out important information to our parents. We utilize monthly newsletters to convey information to parents. Our	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:</b> The OEPA Team observed evidence of improved relationships between school and families; however, most, not all aspects of this function were observed.</p> <p><b>Recommendation:</b> The OEPA Team recommended the school continue efforts to build positive relations</p>

		Local Fire Department conducts annual-fire safety procedures for our students and staff. We have a Veterans Day Program each year to bring people from the community to see our students conduct the program. We have started a Parenting Partners Program this school year through our Title I program that provides parents with different techniques to use with their children to help them in school and at home. We post important dates and information on the sign in front of our school to keep students, parents, and the community informed of activities taking place at the school. We worked with Turn This Town Around community project		<b>between school, families, and the larger 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	Whitesville Elementary provides Special Education and Title I services for those students who need the extra help with in-class support as well as pull-out sessions. Our Guidance Counselor provides regularly scheduled developmental guidance lessons for our students. Our Guidance Counselor has established a character trait of the month program and a student from each class is recognized each month for displaying the character trait. Our school nurse has planned a dental hygiene program for our students in January. Our school nurse coordinated the Cardiac Screening for our 2nd and 5th grade students. Our students are provided snacks over the summer through the Backpack program. Our PE teacher coordinated the Hoops	ACCOMPLISHED	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 Heart program and our students raised money for the American Heart Association. Our 6th grade students participate in the HEAP assessment project. Our students have the opportunity to participate in extracurricular activities. Students participate in Boy/Girls Scouts.		
<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	Whitesville Elementary utilizes the WVU extension office that helps our 6th grade students with the robotics unit. Local dentist sent a representative in October to talk with our 2nd and 3rd grade students about the importance of taking care of their teeth and provided students with supplies. Our school is involved with the Love Bags program provided through a local church organization that provides some snacks for students for the weekend. Our students participate in a costume parade where our students walk to the local bank and different businesses to involve the community with our school. Local Boys and Girl Scout leaders have partnered with the school to give our students the opportunity to participate in the Boy/Girl Scouts program. Parents serve as scout leaders as well. Local community and out of state agencies provide coats, food baskets, and shoes to our students during the school year. We have a Secret Santa program that helps purchase items to help meet students 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.

**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 attends quality professional development throughout the school year that is provided by the county, state, and school to ensure we are providing appropriate learning opportunities for our students. Our professional learning is tied our strategic plan and is job embedded. All professional staff completes the self-reflection and student learning goals per Policy 5310. Our school has structures in place (SAT, Grade Level, and Leadership Teams) to provide opportunities to discuss student learning and what we can do to help our students reach their learning potential. Some of our teachers took advantage of summer professional learning opportunities provided by the state and county. Teachers are utilizing the Edviate (PD360) site this school year to further their professional learning. Our staff has participated and continue professional learning opportunities with Dr. Jakicic on power standards, PLC, and CFA's. Our Title I teacher attended Star Training provided by the state.	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 the staff seek professional development focused on using data to adjust instruction.</b></p>
<b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional learning communities to collaborate on the	ACCOMPLISHED	Whitesville Elementary teachers meet every week in their grade-level teams to discuss student learning and what we need to do in order to provide the students with the learning opportunities to be successful in the 21st century.	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 OEPA Team observed teachers collaborating, based on observations and review of</b></p>

improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		Teachers break down data from their benchmarks to establish learning groups and break down the data from the summative test at the end of the year to see where students may be struggling. Team leaders create agendas for the meetings that focus on student learning. We utilize our county instructional coaches to provide professional learning opportunities to improve instructional practices. Title I and Resource Room teachers collaborate with regular education teachers to discuss student learning. Our Pre-K teacher participates in county-wide teacher collaboration on days throughout the school year. Our whole staff meets to collaborate with one another on how to best meet the needs of our students.		<p>meeting notes, collaboration did not result in improved student learning.</p> <p><b>Recommendation:</b> The OEPA Team recommended teachers participate in training to improve collaboration time to plan instructional strategies that will address improvement in student learning.</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	Whitesville Elementary utilizes the WV Educator Evaluation tool where teachers complete a self reflection to improve on their teaching. Teachers also have to complete two student learning goals. Feedback is provided to the staff from the Principal through observation conferences. Teachers also receive feedback from the Principal from the walkthroughs through an email sent to them immediately following a walkthrough. Teachers analyze data gathered through the IPI process to monitor student engagement. Our cadre members provide the other staff members with important information gained from meetings. Staff is utilizing a	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 lesson plans that included the principal's initials and comments; however, in many cases, the principal's comments did not provide constructive feedback necessary to guide professional growth and improvement. The IPI process was in the initial stages of impacting professional growth.</p> <p><b>While staff completed the self-reflections, these were not used to determine professional development to enhance student learning.</b></p> <p><b>Recommendation:</b> The OEPA Team recommended staff continue analyzing IPI data to adjust instruction. The</p>

		standards self-monitoring report this school year to monitor the usage of the standards with their instruction.		<b>Team also recommended the principal include lesson plan feedback with information regarding student engagement.</b>
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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 building is very well maintained and is aesthetically pleasing. The building provides the necessary facilities to meet our students' needs. All exterior doors are kept locked throughout the school day. Visitors must ring the doorbell to request entrance to the building. Visitors are directed to the main office to sign in and receive a visitors pass. Routine drills (fire, code red, lockdown, code yellow) are practiced throughout the school year to make sure students are prepared. Code Red and Code Yellow procedures posted in classrooms. Work orders are placed to our county Director of Facilities to make sure our building is prepared for students. Health and fire inspections normally result in a top rating. Custodians take care of day to day minor issues. Classroom walls, hallways, stairwells, and cafeteria are routinely maintained and spot painted as needed. Playground equipment in good working order. Bulletin boards are created and maintained by staff members throughout 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 B: Fiscal Resources.</b> Policies and	ACCOMPLISHED	Whitesville Elementary makes sure all policies and procedures are followed in	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.		regards to students and purchasing materials for student use. Proper purchasing procedures are followed with a purchase order, requisition, and appropriate signatures. School finances are posted in main office. We follow the WV Code and Purchasing Policies. We receive Faculty Senate funds, and they are distributed and spent according to the policy. Other funds received from the county and Title I and are used to meet our students' needs. We have received grants from Fuel Up To Play to help some of our student needs. Expenditures of the school funds from all sources are prioritized and linked to the school goals to help meet the needs of the staff and students. We have yearly reviews from auditors to provide a check and balance of school fund usage and accounting. We have not received any significant negative finds and if findings are reported we have taken steps to correct and avoid such issues in the future		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	Majority of staff are highly qualified. We have two teachers that are working on permit (Title I and Resource Room). Both are currently enrolled in graduate programs through Marshall University Graduate College. We follow WVDE Policy 5000 for hiring of new personnel, but our Faculty Senate has chosen not to take part in the hiring process of new personnel. Principal interviews potential candidates and makes recommendations	ACCOMPLISHED	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 the county for the candidate to be hired. Our County provides a New Teacher Program, and new teachers are provided a mentor teacher to help them throughout the school year. We provide on-going professional learning sessions to try and help prevent teacher turnover. New teachers receive support from other staff through our weekly collaboration meetings. Teachers utilize the Edivate PD 360 site to access professional learning videos to help with their instruction.		
<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	Whitesville Elementary utilizes WOW website for evaluation purposes and maintain school information. Teachers utilize their presentation stations to provide instruction to students. Teachers utilize Achieve the Core, Excel, Star Reading and Math to enrich and provide intervention to students. Students have a 30 minute block of time daily in the computer lab and teachers utilize our 5 mobile lab workstations for in class instruction. We are very close at being one-to-one for student to computer ratio. The bandwidth has been upgraded so all computers can access the internet. We have wifi access points throughout the school so the mobile labs can access the internet as well. Microsoft 365 is utilized throughout the county. We have a computer contact person at the school as well as the county has provided a computer tech to help fix any problems that we may be having with our	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



technology. We utilize Engrade to input grades and attendance. Teachers utilize PD 360 for professional learning.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<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	Whitesville Elementary staff takes part in developing the mission, goals, and core beliefs for our school so everyone has ownership. Principal prepares the plan and makes it public to anyone who comes into our school, so they can review what we value at Whitesville Elementary. Principal shares the plan with the LSIC to see if any improvements to the plan is needed and to get their input as well. The plan is reviewed during Team Meetings, Faculty Senate, and LSIC meetings and updated as needed. Teachers have started making SMART goals for their team meetings (K-2 and 3rd-6th). Grade-level team meetings occur weekly, and the Leadership Team meets every 2nd and 4th Wednesday of each month to review the goals, action steps, and student data to make sure we are doing everything we can to help meet our students' 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> The OEPA Team did not observe a coherent approach to improve performance. During interviews, teachers were not able to articulate a plan for improving the performance of their students. Goals were recently developed and a plan was emerging.</p> <p><b>Recommendation:</b> The OEPA Team recommended the school pursue training in developing goals to effectively guide a plan for improving student performance.</p>
<b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to	ACCOMPLISHED	Whitesville Elementary has designated collaboration time for staff to meet and discuss student learning. Teams meet on Tuesdays and Thursdays for 35 minutes to focus on student learning and what we can do to improve student learning. Staff breaks down data from summative	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>

collaboratively engage all stakeholders in actions to increase student learning.		assessment as well as benchmarks to make learning groups. Staff makes adjustments to students who are receiving Title I intervention and pulls students who are improving and add students who may be struggling. Staff works collaboratively to make all decisions in regard to student learning. School Leadership team meets on every 2nd and 4th Wednesday of the month to discuss student learning and team leaders can take back any important information to their teams. Team roles, norms, and goals are established and reviewed frequently. Title I teacher sent home Student/Parent learning compact to all students that included our school goals and services offered by the Title I program. Parenting Partners program this year.		
<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	Whitesville Elementary teachers utilize the Star Reading and Math benchmarks to progress monitor students and set learning goals for the students. We provide handouts on student progress to parents, so they can see where their child is performing and what they can do to help their child reach their potential. Staff understands and helped develop the goals of our school, and we work together to try and reach those goals. Staff breaks down data to make sure we are helping each child reach their potential and improve their learning. We use the IPI process three times per year to check the engagement	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 OEPA Team verified teachers used STAR assessments exclusively, the Team did not see evidence of teachers using assessment data to impact change in practice. The IPI process was observed to be in the initial stages of implementation but not used pervasively at the time of the on-site review. The Team observed students using "I Can" tracking; however, many forms were blank or incomplete.</p> <p><b>Recommendations:</b> The Team recommended staff continue to utilize the IPI process to monitor instructional practice. The Team recommended the</p>

		<p>of our students. Students have started tracking their own learning with "I Can" Statements and Star benchmarks taken 3 times per year. Teachers and students utilize the Interim Assessments to help prepare for summative assessment. Teachers using self-monitoring guide to monitor usage of content standards. Teachers progress monitor the lowest 25% of students to try and catch them up.</p>	<p><b>school fully implement the "I Can" process for students to tract their own learning.</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>Whitesville Elementary staff feel that we need to get more parents on board to help with the learning of their child. We started a Parenting Partners program this school year through our Title I program to help train parents on different techniques they can use with their child at home as well as school. We provide Open House for our parents to have the opportunity to meet with their child's teacher. We provide parent-teacher conferences to discuss student learning with parents.</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>Whitesville Elementary feels that we need more training on the Power Standards that have been identified. They would like school-wide training on how to break down the power standards into learning targets.</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?

<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>Whitesville Elementary has implemented student tracking their own learning through "I Can" Statements this school year. Upon completing a grade level the student data book will travel to the next grade so the receiving teacher can have an understanding of what standards the students already know, what standards they are still working on, and</p>	<p>The OEPA Team commended the "I Can" practice that this has begun at this 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.</p>
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what standards they do not yet know.

#### 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

PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### COMPLIANCE CHECKLIST: POLICY 2320

##### A Process for Improving Education: Performance Based Accreditation System

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322 ).**

#### Compliance Core Areas of Policy/Code

##### School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Staff developed the high quality standards report. Staff provided handout of the high quality standards to help determine our needs and where we need to improve.
YES	Complete the School Monitoring Report	Whitesville Elementary will complete school monitoring report yearly. School monitoring report completed for current school year.
YES	Participate in the on-site review process Prepare for the review – the principal shall:	Whitesville Elementary staff will participate in all onsite reviews. Principal will ensure staff is made aware of upcoming onsite review and provide

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

necessary materials to all staff. Principal will participate in exit review and  
 share results with staff members.

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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)	Whitesville Elementary has established Leadership team and Team Collaborative Teams to monitor school improvement needs.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	Whitesville Elementary has participated in county wide data disaggregation day to break down from summative assessment from previous year. Students take 3 benchmarks with Star Reading and Math and teachers break down data for learning groups and progress monitoring purposes.
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)	Whitesville Elementary staff helped develop the school monitoring report. Staff participates in evaluation process set forth by state utilizing WOW and service personnel utilizes county evaluation tool.
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.)	Staff met in August to develop strategic plan and agree on goals, mission, and core beliefs. LSIC was made aware of strategic plan for their input as well. Staff understands the document is a working document and changes to plan made as necessary throughout the school year.

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 test security measures are followed by Whitesville Elementary.
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 with disabilities participate in required assessments at the grade level they are assigned. One student takes the APTA test.
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 accommodations are followed for students with disabilities.

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)	All instruction provided by staff is age and developmentally appropriate for students.
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 curriculum and content areas are provided to students.
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>	All areas are provided by Whitesville Elementary.



- 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)

Whitesville Elementary provides all items listed for this area.

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence

All teams are established at

substantiating the activities of these teams may include agendas and team notes): (S2,FB)

Whitesville Elementary.

- 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).

Whitesville Elementary follows student code of conduct. Students and parents sign a document stating that they have reviewed the policy.

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>	Boone County has established Alternative Learning opportunities for 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)  Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-</p>	Students receive physical
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	<p>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>	education each day for 40 minutes.
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Students participate in annual Fitness gram test and results are placed on WVIES by principal.
YES	esults are shared with students and parents. (S7, FC)	Students and parents are made aware of the results for the Fitness Gram assessment.

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	Counselor meets with students as needed on individual basis and does in class developmental guidance lessons.
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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)	Provides in class developmental guidance lessons and pull out counseling services as needed.	
<b>Verification of Other Monitoring Reports:</b>			
	<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	Whitesville Elementary has addressed and corrected any non-compliances. We follow proper purchasing procedures.	YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Whitesville Elementary has addressed and corrected any non-compliances issues during the WVDE monitoring process.	YES
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Whitesville Elementary has corrected any issues with the Fire Marshal and puts work orders in for any repairs that the school cannot correct.	YES
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Whitesville Elementary has corrected all non-compliance issues with the Health Department.	YES
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	Whitesville Elementary has corrected all non-compliances with the SBA.	YES
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Whitesville Elementary has corrected all non-compliances with WVDE monitoring process of our	YES

## Facility Resource Needs

### 6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
  - B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
  - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

### 8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
  - A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
- B. Clinic/health service area was not adequate in size (250-400 ft.<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

- A. Classrooms for grades 1, 4, and 6 were not of adequate classroom size (28-30 ft.<sup>2</sup>/student). (May adversely impact program delivery and student performance.)
- B. Grade 1 classrooms were not located on the ground floor. (May adversely impact students' health and safety.)

## Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Vickie Mohnacky, OEPA Consultant

Team Member – Pam Snead, Principal, George C. Weimer Elementary School, Kanawha County Schools

Team Member – Rebecca Richards, Principal, Kellogg Elementary School, Wayne County Schools

**Date of School Visit – 12/10/15**

## SCHOOL PROFILE

### 06-201 ASHFORD-RUMBLE ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	100	101	102	104
<b>Average Class Size</b>	14.0	15.6	14.2	14.3
<b>Attendance Rate</b>	95.22	98.56	98.71	98.89
<b>Pupil Admin Ratio</b>	100.0	101.0	102.0	104.0
<b>Pupil Teacher Ratio</b>	10.5	10.6	10.7	10.4
<b>Participation Rate-Math</b>	not available	97.10	100.00	100.00
<b>Participation Rate-Reading</b>	not available	97.10	100.00	100.00

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

## ASHFORD-RUMBLE ELEMENTARY in BOONE 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 first months of school, the staff collaborated as a whole to develop a vision and mission for the school, and goals for the strategic plan. Data from the 2014-2015 Summative Assessment was used to determine the amount of student growth listed in the goals of the strategic plan. The goals that were created for the strategic plan are specific to the expected growth at Ashford-Rumble, but are also aligned with the goals of the county. The plan is reviewed when making all school decisions throughout the year. This year, the staff decided that a new vision statement needed developed. During Collaborative team meetings, the staff selected 3 vision statements that they liked. All students in the school were then asked to vote 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.



		their favorite vision statement. The statement with the top amount of votes became the school's vision statement for the 2015-2016 school year. This allowed everyone to play an active role in the creation of a vision statement.		
<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 Mission, Vision, and Goals are posted throughout the school, and also appear on the school's website and monthly newsletter. The vision statement is recited by a student over the intercom each morning. Ashford-Rumble implements a school-wide Positive Behavior and Support program called "Green Lighters". This program encourages great behavior, responsibility, and work habits. It also creates a partnership between the teacher and parent. Mrs. Pritt checks lesson plans weekly to ensure that high expectations are maintained through daily lessons and activities. Mrs. Pritt also conducts Classroom Walkabouts through the PD 360 Site. IPI data is collected and reviewed to ensure high student engagement. Data is collected throughout the year through DIBELS, Acuity, IXL, and classroom assessments to ensure that standards are mastered. Data is then used to realign and drive 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>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to	ACCOMPLISHED	The school building and grounds are clean and free of debris and clutter. The classrooms are bright, colorful, and free from unnecessary distractions. The IPI process is conducted throughout the year to monitor student engagement. Mrs.	ACCOMPLISHED	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.		Pritt also conducts walk abouts through the PD 360 program. Teachers carry Walkie talkies at all times so that they have constant access to communication. Teachers are assigned spots on the playground so that each area is provided with constant supervision. Code Red drills are practiced in the classrooms, cafeteria, and playground multiple times per year. Mrs. Pritt attends County Safety Team meetings and has helped develop a Crisis Response plan for the school. Each classroom is equipped with an emergency phone. Class sets of appropriate level Lexile chapter books are used in grades 1-6. Smartboards, iPads, and Netbooks are used in each grade. Teachers watch a minimum of 2 videos per month on Edviate to gather ideas for teaching.		
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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	Mrs. Pritt works effectively and collaboratively with staff to disaggregate data and find instructional tools/materials to reach the needs of students. She feels that her main job responsibility is to be the instructional leader of the school. Mrs. Pritt meets with each teacher each month to review their progress in covering their standards through the "I Can" statement charts that each teacher created. Mrs. Pritt also petitioned the central office to allow Ashford-Rumble	ACCOMPLISHED	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 gather data by using the Career Readiness Benchmarks through Acuity, and benchmarks available through DIBELS, rather than using the STAR program that the rest of the county uses. Mrs. Pritt purchased class sets of chapter books and the Storyworks program to enhance the reading skills of students. She also purchased Common Core Performance Coach books and IXL to enhance reading and math skills. Mrs. Pritt tracks the SPL process for the school and administers DIBELS Benchmark and progress monitoring.		
<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	Mrs. Pritt meets monthly with the school's Leadership Team. Those team members then serve as Team Lead members for the school's 2 Collaborative Planning Teams. The Collaborative Planning Teams meet every Wednesday. Collaborative meetings focus on student's academic needs, and professional learning needs of the staff. Student data is often reviewed, and videos are often utilized and shown through the Edivate Site. The staff has also worked with Dr. Jakicic to strengthen collaboration and to help create and implement the County's "Power 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>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and	ACCOMPLISHED	Teachers meet Collaboratively every Wednesday in teams of (K-2) and (3-6) to discuss student data and achievement. They work together to realign curriculum based on the results of benchmarks and the IPI process. Five teachers within 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.

are provided authentic opportunities and resources to lead and influence professional practice.		building have attended county-wide trainings with Dr. Jakacic to develop Power Standards. Those teachers have worked with the other staff members within the building to implement the standards, Teachers use "I Can" charts to document when standards are taught and progress is made. The teachers are involved in the hiring process of the school.		
<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	Each classroom has student leaders that are responsible for the lunch count, date keeper, line leader, etc. Selected students recite the school vision and Pledge of Allegiance on the intercom each day. Students are responsible for taking care of the flag each day. The school collaborates with outside agencies to make the following Leadership Clubs available to students: The Good News Bible Club, Boys Scouts, Girl Scouts.	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 verified the school's evidence. In addition, the Team observed that all students were given leadership opportunities.</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	Teachers and students use Smartboards, iPads, laptops, and age appropriate chapter books on a weekly basis. Teachers ensure that students reach goals by monitoring multiple data points from various programs and assessments such as Acuity, DIBELS, and IXL. The Acuity Matrix is used to realign curriculum. Grade 5 students write their "I Can" statements in their interactive notebooks, and grade 6 students set their	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		own Benchmark Goals. Various teaching strategies such as graphic organizers, small group, peer tutoring, and creatively using technological tools are used. Student/teacher engagement is monitored through the IPI Process and the PD 360 Walk About Program.		
<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.	DISTINGUISHED	Teachers base instruction on the WV Next Gen Standards. They benchmark students throughout the year (using DIBELS and Acuity) to determine the areas of strengths/weaknesses. The Acuity Matrix is aligned with Common Core Standards, and helps teachers refocus their curriculums. The teachers created "I Can" charts at the beginning of the year. They rewrote each standard into kid friendly language. They post at least 1 math and 1 reading standard on the board that they are teaching each day. According to data disaggregated from ZoomWV, Ashford-Rumble ranks amongst the top 10% of schools on the 2014-2015 Summative Assessment. Mrs. Pritt also visited Sherman Jr. to review the results of students who had graduated from Ashford-Rumble. 70% of the 7th graders that had graduated from Ashford-Rumble, still maintained proficiency on the 2014-2015 Summative Assessment. Ashford-Rumble was named a "High Progress Reward School" in 2015 and a "WV School of Excellence" for 2012-2013	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 C: Instructional</b>	ACCOMPLISHED	Teachers use "I Can" charts to guide their instruction and ensure mastery of	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<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.		skills. Various data points (DIBELS, Acuity) are looked at throughout the year to readjust curriculum. Teachers use the Acuity matrix, DIBELS, and units on chapter books for long term planning. Short term planning is done through weekly lesson plans and formative assessments. Writing and research are incorporated across the curriculum.		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	Teachers got on the state dept. website at the beginning of the year and took the standards for their grades, and rewrote them into kid friendly "I Can" statements. Teachers created a chart of the "I Can" statements for their own records and documentation of student mastery. Teachers create lessons, based on the required standards. In addition to state adopted text books, teachers use Smartboards, iPads, laptops, and various computer programs such as IXL math/reading, DIBELS, Sumdog, Performance Coach Books, Accelerated Reading, and Acuity to assess students and engage them in learning. Student and teacher engagement is monitored through the IPI Process and the PD 360 Walk About Program.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

**Standard 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	DISTINGUISHED	Positive relationships exist throughout the school amongst staff, students, parents, and community members. There	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.

school staff and the students, families, and the larger community.		is no community center in Ashford, so the school allows the community to use the gymnasium for reunions, parties, bridal/wedding showers, Boy Scouts, Girl Scouts, Good News Bible Club, a Community Volleyball League. and a Buddy League Basketball league. Mrs. Pritt has 46 documented "Use of Facility" forms that show the weekend or weekly use of the gym by individuals or churches. Staff members often volunteer their own time to open and lock the school for these events. There is never a charge to use the facility. Parents are always welcome to events that the school holds. Ashford does require Parent Volunteers to be approved by the Board. Mrs. Pritt has an Open Door policy with parents and community members. Students are showcased through Student of the Month, Honor Banquet, and Awards Day. Pictures of events are also displayed in the lobby for parents to see.		
<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	<b>DISTINGUISHED</b>	The school has a counselor that provides weekly developmental guidance lessons, career activities, and one on one counseling. "The Great Body shop" health series is incorporated K-6. We work with DHHR. The 2nd and 5th Grade participated in the Cardiac Screen. The Dental Bus fixes kids' teeth. The School utilizes the county "Homeless Program." Local nurses visit to teach kids proper hand washing and teeth brushing. Local churches provide weekend food, food baskets, and a	<b>DISTINGUISHED</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.



Second Language.		clothing closet. We have been awarded the Fuel Up to Play Grant. Parent Volunteers come in during the week to allow kids to practice reading aloud to them. All students receive free breakfast and lunch. We strive to expose students to Fine Arts. We often take field trips to plays, ballets, and symphonies. Since this campaign began, 4 students have become involved with theatre groups in Charleston, and through the county school system.		
<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>DISTINGUISHED</b>	Ashford-Rumble has a Parent Planning Committee of 18 parents that organizes events such as: class parties, book fairs, dances, the talent show, Community Thanksgiving Dinner (feeds 300+ people), and field day. We also have 63 Board Approved Parent Volunteers. Ashford-Rumble invites approved Parent Volunteers to attend school field trips. Ashford-Rumble works with various churches and community organizations to provide: Good News Bible Club, Snack in a Backpack, Christmas Shopping Extravaganza, Christmas Angel Tree, Coats and Shoes for Students, Boy Scouts/Girl Scouts, Big Coal Community Clean Up, Ashford Halloween Parade, Ashford Christmas Parade, Big Coal River Float Trip, Buddy League Basketball, Community Fundraisers	<b>DISTINGUISHED</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.



**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 reviews data and refers to the goals of the strategic plan when choosing Professional Development. Staff members have a say in the types of PD brought into the school. The staff gains embedded professional development by utilizing PD videos through the Edivate site. Mrs. Pritt was also a part of the county "Boot Camp" team to implement Edivate. Most staff members attended training with Dr. Jakacic to strengthen Collaboration within the school, and to help create Power Standards. Some staff members attended the Journey Reading Series Training. The PE teacher attended Ruby Payne training and the Teacher's Academy training. Last spring, the staff used Title I funds to bring in John Strebe for a PD on Student Engagement. Also in the past, staff members attended South Heights Elementary (a National Model School in KY) and the Effective Schools Conference in AZ.	ACCOMPLISHED	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,	ACCOMPLISHED	Daily time is built into the morning schedule that allows teachers to Collaborate with one another. Teachers also meet in Collaborative teams each Wednesday to look at student/school data. They then work collaboratively to realign curriculum to meet the needs of students. Weekly agenda and minutes are available. Teachers are 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.

problem analysis, and the implementation of strategies that improve instructional practice.		collaboratively to create and utilize Power Standards for each classroom. The staff has worked with the county and Dr. Jakacic to gain a more laser light focus on the materials covered during Curriculum Meetings. Some teachers are working collaboratively to team teach chapter book units. Teachers meet with Mrs. Pritt to discuss all student benchmark results, and to review "I Can" chart progress.		
<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	All teachers utilize WVEIS on the Web to complete the Self-Reflection process and set goals for themselves. Mrs. Pritt also provides feedback through PD 360 and the weekly monitoring of Lesson Plans. Feedback from the IPI Process is used in Collaborative teams to formulate ways to enhance 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.

**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 custodian, as well as all staff, work to maintain a clean/pleasing environment. The school also works with community members to have an annual clean up day. There is a buzzer system at the front door. All classrooms are equipped with Emergency phones. The staff carries walkie talkies. Code Red and Fire Drills are practiced. New cameras were installed throughout the building last year. The fire/sprinkler system was upgraded in 2012, and new data cabling	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		was ran throughout the building.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Before placing orders, staff members must fill out a "Purchase Order Request" form and submit it to the secretary. If appropriate funds are available, the secretary then gives the form to Mrs. Pritt for approval. Once Mrs. Pritt approves, the secretary places the order into PRIMERO and a P.O. number is produced. The order is then placed through the supply company. When money is collected in the classrooms, teachers fill out "Cash Summary Receipts" and submits them to the secretary, with the collected money. There is a "Ticket Sellers Report" that is used to track the sale of ballgame tickets. The secretary also produces "Profit/Loss" statements for all fundraisers and submits them to the Central Office. County and state accounting policies are followed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<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	Mrs. Pritt works with the school's Faculty Senate and local Board of Education to hire and retain quality staff members. Mrs. Pritt has also served as a county team member for the past 3 years to work job fairs at WV State University, University of Charleston, and Marshall University to recruit quality personnel.	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 two teachers were uncertified, full-time substitutes and one teacher held a first-class permit, indicating not all staff were highly qualified.</b></p> <p><b>Recommendation: The OEPA Team recommended the county investigate methods to recruit and retain high quality personnel for all positions.</b></p>
<b>Function D: Data, Information Systems,</b>	ACCOMPLISHED	New data cabling was ran throughout the building in 2012, and a new computer	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<b>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.		lab was also constructed with 25 desktop stations. WIFI and high speed are available throughout the building. Students have access to an iPad cart and Computer Lab. Each room is equipped with a Smart Projector. All classroom have Netbooks and Laptop lockers. Students utilize IXL, Sumdog, Acuity, AR, ABCya, and Starfall on a weekly basis.		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.	ACCOMPLISHED	Through Collaborative and Leadership meetings, the staff is continually looking at the vision, mission, and goals of the Strategic Plan. Based on data, staff realigns the curriculum to meet the needs of students. All staff participated in completing the School Monitoring Report. All staff also participated in the creation of the Strategic Plan, Mission, and Vision.	ACCOMPLISHED	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 staff works with parents through the "Parent Planning Committee". The staff also works with the LSIC. Within the building, teachers collaborate on Curriculum and Leadership teams. Ashford-Rumble collaborates with Marshall Univ., WV State Univ., or the Univ. of Charleston to take students in grades 4-6 to a different college each year. Collaboration also occurs with the Boone Career Center to take the students to a "Student Showcase" each October.	ACCOMPLISHED	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>Employees from AEP come to the school for "Read to Me" day each year. The Boone Ambulance Authority and Harvey Trucking provide coats and shoes for needy students. Racine Fire Dept. visits each Oct. Various businesses pledge support each year for the Community Thanksgiving Dinner, Ashford Christmas Parade, and Community Clean Up event. The gymnasium is used by community members during the evenings and on weekends to provide the Good News Bible Club, Community Volleyball League, Buddy League Basketball, and Boy Scouts.</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>The staff at ARES uses DIBELS, and Acuity Benchmarks to monitor student performance. The data is tracked on Classroom Matrix reports, and is kept in a "Student Growth Binder" and curriculum is realigned based on the strengths and weaknesses that the data shows. Parents have access to online grades through Engrade, school and classroom Newsletters are sent home. The school has an updated Website. The SAT and SPL processes are utilized when necessary. Mrs. Pritt visited Sherman Jr. to look at the Summative Assessment data from former Ashford-Rumble students. 73% of the students that graduated from Ashford-Rumble met proficiency on the 2014-2015 Summative Assessment. Mrs. Pritt also used the ZoomWV site to disaggregate data and determine Ashford-Rumble's</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 the results of benchmark assessments with parents and other stakeholders.</p>

		ranking on the Summative Assessment, as compared to other elementary schools in WV. Ashford-Rumble ranks within the top 10% of 416 elementary schools in math and RLA on the Summative Assessment.		
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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.	DIBELS data from the past 5 years consistently shows that 35-40% of Ashford's second graders still struggle to read at the end of second grade. We have had Title I services in the past to provide a teacher to assist these students. With the help of a Title I teacher, 90% of our 6th graders have exited our doors as proficient readers. With the loss of Title I, ARES needs 1-2 Interventionists to continue this reading growth.	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.	None	Neither the school nor the OEPA Team identified any professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	The staff at ARES does a great job of using data to target needs. The staff looks at various types of student data and realigns curriculums to meet the needs of students. The staff is also great about researching and finding programs/tools to boost student achievement. Aside from standard benchmarks and assessments used by the district, the Faculty Senate at ARES purchases programs and benchmarking tools to target the strengths and weaknesses of 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**

## 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 was reviewed with all teachers at the beginning of the year staff meetings, and all teachers were involved in determining the ratings of the School Monitoring Report.
YES	Complete the School Monitoring Report	All teachers were involved in determining the ratings of 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:	The OEPA process has been shared with all staff members and the staff will participate in mock interviews.



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

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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 - K-2 and 3-6 Curriculum Teams -  
Parent Planning Committee - Professional Learning through  
Edvivate



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)	- Annual BCS Accounting Review - Student Growth Binder - Student Matrix of Benchmark results - Engrade
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)	- Strategic Plan - Observation 360 - IPI Process - Evaluation System on WOW
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 is involved with the creation and implementation of the vision, mission, and goals of the 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)	All examiners are trained prior to giving State Assessments.
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	Annual IEP meetings are held for students with disabilities, and all IEPs are followed throughout

	determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	the year and accommodations are implemented 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)	Annual IEP meetings are held for students with disabilities, and all IEPs are followed and accommodations are implemented during testing.
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		FULL COMPLIANCE

## COMPLIANCE CHECKLIST: POLICY 2510

### Assuring the Quality of Education: Regulations for Education Programs

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

#### Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	WV Next Gen Standards are followed, and walkabouts, lesson plan checks, and the IPI process are conducted to ensure compliance/engagement.
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)	WV Next Gen Standards are followed, and walkabouts, lesson plan checks, and the IPI process are conducted to ensure compliance/engagement.
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

**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).

Students handbooks, which include the Expected Behavior Policy, are provided to all students. Staff is trained and signs off on the Expected Behaviors of Employees policies.

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

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

All students receive 40 minutes  
 of P.E. per day, 5 days per week.

	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)	Fitness Gram is administered yearly.
YES	results are shared with students and parents. (S7, FC)	Results shared individually with students in class, and in a summative form with the LSIC.

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 counselor provides Developmental Guidance lessons each Tuesday in K-6.
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)	In addition to providing Developmental Guidance every Tuesday, the counselor is available from 9:00-12:00 each Wednesday for individual student counseling.

#### 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	Weekly/biweekly deposits are made to ensure that deposits are made in a timely manner.	YES
<b>B . Policy 2419: Education of Students with Exceptionalities.</b> Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	No known deficiencies.	YES
<b>C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?</b>	YES	No known deficiencies.	YES
<b>D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?</b>	YES	No deficiencies found on the 10/16/14 inspection by the Health Dept.	YES
<b>E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?</b>	NOT APPLICABLE		NOT APPLICABLE
<b>F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?</b>	YES	No known deficiencies.	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.)

F. School bus loading and unloading zones were not unobstructed and safe from hazards. (May adversely impact students' health and safety.)

### 3. Administrative Office Area

A. Administrative office area did not include adequate reception/waiting area. (200-800 ft.<sup>2</sup>) (Did not adversely impact program delivery and student performance.)

### 6. Library, Media, and Technology Centers

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

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

B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

### 8. School Nurse Clinic/Health Service Area

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

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

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



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

**16. Band/Music**

- B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
- D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Vickie Mohnacky, OEPA Consultant

Team Member – Rebecca Richards, Principal, Kellogg Elementary School, Cabell County Schools

Team Member – Pam Snead, Principal, George C. Weimer Elementary School, Kanawha County Schools

**Date of School Visit – 12/09/2015**

## SCHOOL PROFILE

### 06-205 JEFFREY-SPENCER ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	114	125	136	134
<b>Average Class Size</b>	16.6	17.6	18.5	18.5
<b>Attendance Rate</b>	93.83	97.00	98.47	97.99
<b>Pupil Admin Ratio</b>	114.0	125.0	136.0	134.0
<b>Pupil Teacher Ratio</b>	13.0	14.3	14.7	14.5
<b>Participation Rate-Math</b>	not available	100.00	100.00	100.00
<b>Participation Rate-Reading</b>	not available	100.00	100.00	100.00

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

## JEFFREY-SPENCER ELEMENTARY in BOONE 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	Each year the Strategic Plan and mission statement are reviewed to discuss possible revision. Data is used to drive every component of our instruction. We believe that we should expect the very best performance from our students and ourselves on a daily basis. It is understood by students, staff, administration and service personnel that failure is not an option at our school. We have a K-2 team and a 3-5 team that meet weekly to discuss student achievement. The staff also participates in continuous professional development by viewing videos from the PD360 site monthly.	ACCOMPLISHED	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	ACCOMPLISHED	We believe that through the use of Engrade, we communicate the student's achievement as well as utilize the	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.		messaging system to communicate with parents. We adhere strictly to WV Policy 4373 for personal behavior and expectations as well as follow county guidelines for staff. The staff will not accept second-rate effort on their student's part. Walkthroughs, IPIs, Self Reflections all dictate that higher DOK levels be utilized in the classroom. We also use the STAR Benchmarks to guide instruction. This year the school started a new Responsible Student Program to address behavior, attendance, and academics. Letters describing the program were sent home at the beginning of the year for parents to sign and return. Rewards have been planned for each nine weeks for those students that qualify.		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	There is a safety plan that is maintained in the office as well as the central office for the school. We also complete regular Code Red Drills and monthly Fire Drills. The front door, as well as, classroom doors remain locked at all times and a buzzer system is used for guests. An electronic work order system for technology, custodial and maintenance exist and a security system with cameras. Exterior doors are locked.	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>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	ACCOMPLISHED	This is the principal's first year at the school. This is her 19th year in	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.		education. She has been a General Education teacher in grades K-12, as well as, a Special Education teacher in grades 6-12. Mrs. Hale is certified in Multi-Subject K-8, Mentally Impaired K-AD, Learning Disabled K-AD, Principal PK-AD, and a MA as a Reading Specialist. She conducts reviews of lesson plans, classroom walk-throughs, and observations/evaluations. She collaborates with all collaborative teams and takes a "we" approach to every decision. She works with businesses to forge partnerships (i.e. Mountain Laurel) and local agencies (i.e. Spruce River VFD) to make our school a better place for our students. Our business partner built an additional parking lot. Her focus is always on the students' learning and well-being.		school's self-rating for this function.
<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	Collaborative and Leadership Teams meet on a regular schedule. Four essential questions drive the meetings...1. What do we expect students to learn? 2. What do we do when they don't learn it? 3. What do we do for those who show mastery? 4. How will we know they are / aren't learning it? The teams meet at the beginning of the year and develop norms for their meetings which everyone will follow.	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: Although staff were able to articulate the function of the curriculum team, the OEPA Team did not observe evidence of an active curriculum team. Agendas and minutes were not available.</b></p> <p><b>Recommendation: The OEPA Team recommended weekly collaborative team meetings that deal with curricular issues be designated as the curriculum team, with agendas and minutes reflecting the work of the curriculum team.</b></p>
<b>Function C: Teacher Leadership.</b>	ACCOMPLISHED	Teachers at our school take ownership of their classroom and the school. The	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.		slogan, "We are family" prevails through decision-making and when someone needs additional help from others. The collaborative teams are always discussing how they can raise the performance indicators in their classrooms and monitoring data is often the topic at the lunch table. Professional development is encouraged and provided based on what they feel are needs, not just another session to gain hours. IPIs occur as well as walk-throughs that provide instant feedback and influences professional practices. The staff organize such activities as Veteran Assemblies and Christmas programs.		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	JSE students are given opportunities to demonstrate leadership. The school uses classroom helpers daily. Our 5th graders are involved in making classroom announcements and are in charge of the flag in the morning and evening. The students also act as peer mentors, and are given the opportunity to lead warm-up activities during daily PE classes. Students are also given the opportunity during school-wide programs to lead the activity. The students at JSE would also like to start a student council this 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>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>	EMERGING	Graphic organizers are used and student work is displayed for those exhibiting best practices. Teachers use the new	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.

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		standards to guide instruction. They also use the STAR Benchmarks to reteach key standards. The staff at JSE looked at the Smarter Balanced results before school started to determine what the focus needed to be this year. A new Reading series was adopted countywide at the beginning of this year. Some staff members helped develop the power standards for ELA. All classrooms utilize small group instruction for math and reading that encourages collaboration, peer tutoring, and project-based learning. Students are also asked to monitor their own learning and be able to articulate their proficiency.		
<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	The new NextGen Standards implementation is one that we are utilizing but feel that it is too new for us to have mastered as of yet. Teachers at JSE are focused on delivering curriculum that is standards based. Lessons are designed with the mastery of the standards as the end in mind. Data from the STAR assessment, formative and summative assessments, as well as other assessments are used to drive instruction. Students are given an opportunity to use I-pads, Boogie Boards, and educational websites such as, Spelling City and Multiplication.com on a weekly basis to enhance their lessons.	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: Instructional Planning.</b> Teachers design	ACCOMPLISHED	Student data is utilized to drive all instructional decisions. Running and current data is generated utilizing STAR.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

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.		Teachers are also asked to develop lessons and assessments that are based on the NxG Standards. Lesson plans are due to be submitted to the principal weekly.		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	The NextGen standards are used to map the curriculum. Through the IPI process and administrative walkthroughs, we encourage teachers to use higher level DOK to deliver instruction. Bi-weekly progress monitoring is conducted and the data reviewed in the leadership team and the collaborative team meetings in order to determine what the student needs are and to devise plans that maximize student learning. To further enhance 21st Century learning skills, each classroom has at its disposal laptops, netbooks, ipads, interactive white boards and responders. JSE has also implemented a skills block for students in grades 3-5.	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 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	JSE has business partners that support disadvantaged families. At Christmas time approximately 25 children receive gifts and coats. Through the support of local churches the school sends home backpacks of food for 27 children to eat during the weekend. Each year the school holds an Open House. PTO helps	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



		throughout the year with field trips and needs for the school. Some students participate in the Shop with a Cop program. This year we started a a program for our parents called Parenting Partners, that encourages parental involvement. Each October the Spruce River Fire Department teaches fire safety. Local law enforcement provides Drug Awareness education during Red Ribbon Week.		
<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	<p>We offer a "healthy eating" program to our students to assist in wise nutritional choices, we are part of the Fuel Up to Play 60 Program and offer the Character Education Program through our counseling services. Our counselor meets with students by grade level and allows time in her schedule for individual conferences with students. We have a rigorous program in place for the referral of special education students that involve: Interventions, targeted interventions, SPL, Testing and observation before the referral process is made so that we can capture the student as early as possible. Our students receive 45 minutes of PE daily as well as brain break activities in the classroom. Special education students are being served and all of their time requirements are being met. We also offer Jump Rope for Heart each year. We have a nurse that is here at some point each day to take care of any health needs. Doc Bear came and demonstrated to the students proper hand</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: The OEPA Team observed a number of support programs in place. These efforts were coordinated through the combined partnerships of the school, families, community, businesses, and faith-based organizations.</b></p>

		washing techniques.		
<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.	EMERGING	Many of our business partners have closed their doors in the past year and we have lost that huge base that we once held. We feel we are doing everything we can with the partners we have, but we can't justify ourselves as distinguished until we foster new relationships that are positive. The local VFW and Mountain Laurel Coal Company provided coats for children that needed them. A local church provided book bags with school supplies at the beginning of the school year. A local pastor comes in each Friday Morning to oversee a Prayer Club that a large majority of students attend. We also work with the local Buddy League Basketball and allow them to practice in our gym weekly. An annual basketball camp is held during summer for our 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 verified the school's evidence which supported an accomplished rating.</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.	EMERGING	The staff at JSE attend Professional Development Opportunities when they are asked. All staff completed the required staff development at the beginning of the year and logged those hours into KALPA. Teachers utilize the PD360 site to view videos each month that are of interest to them. Our 5th grade teacher just attended a STAR Training. Several staff members have attended Dr. Jackicic trainings on the	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.

		Power Standards. We have 1 staff member on the ELA Cadre and 1 on the Math Cadre. Since our PE teacher is new this year she is attending the state PE Conference to gain knowledge in her subject area.		
<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	JSE has collaborative time built into the schedule. Collaborative Teams meet weekly and the Leadership teams meets twice a month. The four essential questions always drive the meetings...1. What do we expect students to learn? 2. What do we do when they don't learn it? 3. What do we do for those who show mastery? 4. How will we know they are / aren't learning it? When teams meet they discuss data, the curriculum, and lessons. During these meetings professional development, is also discussed. Teachers turn in an agenda weekly showing the topics they have discussed.	ACCOMPLISHED	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	At this point, we are implementing Observation 360 as a walkthrough program. The county is providing a universal template to be used and should be a wonderful tool for administrators and teachers to use. We also utilize the IPI Process, Lesson plan reviews, Classroom visits and target the skills we need to address and celebrate the skills that have been mastered. As part of the evaluation process, all teachers complete a self-reflection before the first of October. Teachers are also asked to write two student learning goals. With these goals, the teachers must use data that 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.

		two points in time, be rigorous, and comparable across classrooms.		
<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	We are partners with the Spruce River VFD, WV Dept. of Homeland Security, Boone County Sheriff's Dept. and other local organizations to ensure the safety of our students on a daily basis. The county maintenance department has a system in place for work orders if repairs are needed. All doors, front and classroom, remain locked throughout the day. A buzzer system is in place for entry into the school. We have a security system with 10 cameras in place. We conduct Fire Drills monthly and practice Code Red Drills on a regular basis. This year we have a School Resource Officer that visits our building twice a week.	ACCOMPLISHED	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 observed the door to one electrical room unlocked.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	DISTINGUISHED	We utilize the WV Chart of Accounts and the WV Coding system to make purchase orders, etc. The county financial team (headed by Charles Chapman) evaluates our reports on a monthly basis for accuracy and for proper expenditure codes, etc. We have always received high marks in this and strive to continue doing so. We also have applied for Fuel Up to Play 60 grants to help purchase items at the school. This year we also have a Title I budget that we maintain.	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 C:</b>	DISTINGUISHED	Personnel are hired in accordance with	DISTINGUISHED	The evidence provided by the school and the additional

<p><b>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>WV Policy 5000. We follow the hiring process and have an interview team at the school level. Our staff is composed of all fully certified teachers at each grade level. Any new teachers are given a mentor teacher to help them through their first year.</p>		<p>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>	<p>ACCOMPLISHED</p>	<p>Boone County is fortunate to have a technology director that responds to any technology needs at the schools when they arise. He has brought about some of the finest technological advancements state-wide to our schools. His department is always willing to help when problems occur, train on new programs and provide technical assistance. We utilize this technology to deliver 21st Century Education to our students on a daily basis through the utilization of STAR and Engrade. Teachers use their laptops and white boards on a daily basis for the delivery of instruction. Teachers also use Boogie Boards, I-pads, and responders from time to time as well. We have a school website that is updated on a regular basis. The school has a school technology contact that can troubleshoot minor issues as well as a county technician that comes out weekly to help with any issues that may arise.</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: The OEPA Team experienced connectivity issues multiple times during the on-site review. Staff confirmed Internet connectivity was an issue.</b></p> <p><b>Recommendation: The OEPA Team recommended the county investigation the infrastructure issues to ensure consistency for instructional use.</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.	EMERGING	The plan is developed jointly with LSIC, PTO Representatives, Staff and administration. The goals and missions of the plan are visited on a regular basis so that revisions may occur when needed. The plan needs to continually evolve in order to keep the bar of performance at a higher level. This is to prevent us from getting to the point of saying, "We accomplished our goals. We are good to go." We must always target those students that need help according to data. 4th and 5th grade students' test scores are reviewed at the beginning of the year to set goals for the year. Then after each benchmark results are analyzed to see what changes need to be made to get students where they need to be.	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 develop a coherent professional development plan specific to their needs.</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	Collaborative Team meetings, Leadership Team meetings and County Level Curriculum Team meetings all work hand-in-hand to ensure that everyone works together in order to keep the student success as our main focus and objective. We view our school as our family and we all work together to make certain that high expectations are the norm for our students and ourselves.	ACCOMPLISHED	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	EMERGING	Bi-weekly monitoring on STAR data is discussed in the collaborative team	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		meetings. The data drives decisions on what and how to teach. Students data is reviewed with them on a monthly basis - and the Smarter Balanced data was sent home to parents in September. Formative assessments are utilized throughout the year. SAT meetings are called for students who continue to exhibit low performance and those who may need referred are identified. Teachers have access to the Clarity- Bright Bytes Program which monitors grades, behavior, and attendance. They are asked to look at the site monthly to see what students are "flagged" and may need more assistance. Lesson plans are reviewed, IPI is completed three times a year, progress monitoring and walkthroughs are completed on a regular basis.		higher rating than the school's self-rating for this function.  <b>Rationale: The OEPA Team determined the use of student data notebooks and portfolios demonstrated student ownership of data and achievement. Students were able to articulate learning goals and plans for improvement.</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.	STAR Start administering the Interim Assessments this year. All are programs that we strongly believe are making a positive impact on our students' learning. The data generated is driving the instruction at Jeffrey-Spencer.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified plan, however, the school did not need resources to implement this plan.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Common Core training from someone who has been SUCCESSFUL at implementing it at their school. Several staff attended PD this summer that was offered by an individual when researched showed their school was failing.	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	We use the modified Fernald Method to introduce vocabulary (3rd Grade) and to fast-track understanding. We	The OEPA Team commended the identified practices however, did not verify, through data, a positive impact on
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accreditation process and communicated to other schools.	have an active partnership with our PTO that helps us to provide items for the school, fund field trips, etc. We have Title I back this year and these funds provided a staff member to help with individualized and small group instruction and provided funding for professional speakers.	student performance and well-being required for consideration as a best practice. The programs are implemented across the state.
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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

#### PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### 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	Training sessions for administration and staff have occurred as of 10/23/2015
YES	Complete the School Monitoring Report	Will be completed by 10/29/2015



YES

Participate in the on-site review process

Staff has been trained in accordance with 18-2E-5.

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) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	Leadership and Collaborative Teams both take ownership of school improvement and PD.
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)	Bi-weekly STAR data is used to drive all instructional decisions.
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)	A copy of the SMR will be in each teacher's lesson plan book. The teachers have helped to create it and have ownership of the plan.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The strategic plan was developed by the entire staff. Copies are posted in every classroom.

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)	Signature pages for attending training sessions are maintained at the board office.
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)	Administration and Special Education Director ensure this occurs and in accordance to policy.
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.
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		<b>PARTIAL COMPLIANCE</b> While the staff communicated curriculum issues, the school did not have a functioning curriculum 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)	Teachers create student centered learning environments using the Next Generation Standards. They design long and short term plans to guide their students toward mastery of the standards.
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 teachers use the Next Generation Standards and Objectives

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

when planning their lessons.

Our Kindergarten utilizes the Early Learning Reporting System. All teachers use the standards to lead their instruction. Teachers use boogie boards, I-pads, computers, presentation stations on a regular basis.

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

Our school day meets the minimum requirements of 315 minutes of instructional time per day. All staff have a planning time of 45 minutes. All students in grades 3-5 participate in the state assessment. As of October we have 141 parent volunteers that have been approved by the board. The teachers and school counselor monitors at risk students.

	<p>development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)</p> <ul style="list-style-type: none"> <li>Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)</li> </ul>	
YES	<p>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)</p> <ul style="list-style-type: none"> <li>Technology Team</li> <li>Local School Improvement Council (LSIC)</li> <li>Faculty Senate</li> <li>School Curriculum Team</li> <li>Student Assistance Team (SAT)</li> <li>Leadership Team</li> </ul>	All teams are in place. Team leaders have copies of the agendas.
<div> <div>D . Policy 4373: Expected Behavior in Safe/Supportive Schools</div> <div>FULL COMPLIANCE</div> <div>FULL COMPLIANCE</div> </div>		
<p align="center"><b>COMPLIANCE CHECKLIST: POLICY 4373</b></p> <p align="center"><b>Expected Behaviors in Safe and Supportive Schools</b></p> <p>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:</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 and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.</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	<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>	All areas have been implemented and the administration has been trained in all aspects.

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)

Alternative Education Program is handled by the central office.

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>	Our Physical Education classes are 45 minutes in length and the students see the teacher daily.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Yes, it is submitted to WVDE.
YES	Results are shared with students and parents. (S7, FC)	Reports are reviewed with student and copies sent home to 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**

<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)	She provides 30min weekly character ed. lessons to all grades.She meets with students indiv. & in small group settings regularly and keeps a log of referrals.She is involved in preventing school drop out by planning special events for student encouragement.Events included 2015 WV College Application and Exploration Week.Students and Staff celebrated by wearing their favorite college team colors, plus students took part in researching their dream college.5th grade students visited WV State Univ.
<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)	The school counselor keeps a counselor log to provide the principal with time spent on Program Management, Program Delivery, Accountability, Leadership, Professional Growth, and Non-Counseling Duties.

**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>	Bank deposits made weekly.	<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>	Notify parent of procedural error and provide parent with a compliant PWN.	<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	<b>NOT APPLICABLE</b>	No findings were found.	<b>YES</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	<b>YES</b>	Sanitizer dispenser needed repaired. Fixed onsite and full accreditation was issued.	<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>	N/A	<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>	N/A	<b>YES</b>

## **Facility Resource Needs**

### **1. School Site**

- M. Playgrounds/recreational areas and equipment were not maintained in a safe and clean manner. (May adversely impact students' health and safety.)

### **6. Library, Media, and Technology Centers**

- B. Library/resource/media center was not well equipped with the following:
  - B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
  - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

### **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.)

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

- E. Physical fitness facilities did not include at least the following items:
  - E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

### **12. Pre-kindergarten/Kindergarten Classrooms**

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

## **Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Stephen Comer, OEPA Consultant

Team Member – Dr. Sara Stankus, Principal, Union Elementary School, Upshur County Schools

Team Member – Debra Holly, Principal, Buffalo Elementary School, Logan County Schools

**Date of School Visit – 12/08/2015**

## SCHOOL PROFILE

### 06-207 MADISON ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	400	419	449	458
<b>Average Class Size</b>	19.8	20.3	20.3	20.1
<b>Attendance Rate</b>	94.82	98.38	98.35	98.36
<b>Pupil Admin Ratio</b>	188.0	196.0	224.5	229.0
<b>Pupil Teacher Ratio</b>	14.2	14.0	16.0	16.1
<b>Participation Rate-Math</b>	not available	100.00	100.00	97.92
<b>Participation Rate-Reading</b>	not available	100.00	100.00	98.44

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

## MADISON ELEMENTARY in BOONE 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	Staff met August 17 to review and revise our strategic plan. We met to check our revisions October 23, 2015. Mission and Beliefs are posted in each classroom as well as other public areas within the building. MES practices the 7 Habits of Happy Kids with bulletin boards and posters displayed to guide our path. Collaborative teams meet weekly to incorporate our standards. Leadership Team meets twice a month and includes time to review the plan. Each collaborative team is creating SMART 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: High Expectations for All.</b> The staff establishes high	ACCOMPLISHED	7 Correlates for Effective Schools and Marzano strategies are posted and incorporated. 7 Habits of Happy 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.

expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		is a daily practice. Principal keeps Progress Monitoring Journal incorporating positive practices. Collaborative teams meet to establish high expectations for self and students. Leadership team works to improve daily practices. High expectations for students are reflected in lesson plans. Instructional minutes are important to reflect student time on task.		<b>Commendation: The OEPA Team commended students for their ability to speak about high expectations in terms of their learning, behavior, and responsibilities.</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	Fire and Code Red drills practiced on a regular basis. New custodial hires are working to improve the cleanliness of our building. Door buzzer is used for school access for visitors. Visitors must sign in the office when entering the building; no other doors are open to visitors. School schedule is set up for maximum student learning and an organized day. Employees wear name badges. Practicing the 7 Habits encourages students to take care of the school environment.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and	ACCOMPLISHED	Principals attend RESA III, CPD, and WVDE Professional Development sessions. Principals work positively with professional and service personnel to better our school. Principals keep a progress 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.

effective management.		journal yearly to keep student data, lesson plan samples, collaborative and leadership meeting notes. Principals use Edivate to monitor classroom instruction and improve teaching strategies. Principal sends weekly note to the staff and monthly note to parents. School Messenger is used to communicate special information. E-mail is used to communicate on a daily basis. Principals participate in LSIC and PTO meetings. BCS Principal meetings are held monthly to give positive direction to principals.		
<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	Leadership Team meets twice a month. Grade level collaborative teams meet weekly. LSIC meets at least 4 times a year. Safety Team meets once quarterly. Wellness Committee meets at least 4 times per year. PTO meets monthly and completes many projects for 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	DISTINGUISHED	Teachers participate in collaboration meetings. Teachers use common grade level plans. Teachers attend research based professional development sessions. Teachers research educational sites for effective practices. Teachers use STAR Reading and Math to observe and meet student needs. Teachers use Accelerated Reader with their	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.

practice.		students. Teachers keep data notebooks. 3rd-5th grade teachers work with Smarter Balanced to better prepare for state testing. Teachers attended Back to School Picnic for our families. Edivate is used for improving teacher practices. One teacher is a member of the BCS Math Cadre as well as a different teacher in the BCS Reading Cadre. Teacher mentors are used with new teachers.		
<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	Student leaders are used for school announcements, school assembly leadership positions, and safety patrol. Student leaders raise the flag, take down and fold at end of day. Students keep data notebooks to measure individual growth. Students have opportunities to be classroom leaders in various capacities 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.
<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,	ACCOMPLISHED	All classrooms are inviting to students and visitors complement classrooms. Objectives of the day are posted in student friendly language. Student work is displayed in the hall and classroom. Bulletin boards are created to display 7 Habits or student work. Graphic organizers are used to enhance student learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

intellectual inquiry, and self-direction.		Differentiated Instruction is used. Teachers and students are actively engaged. Small groups enhance individualized learning.		
<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 are created weekly using Next Gen Standards and Objectives. Teachers are using nonfiction books to enhance student learning. Library has been restructured for students to read books on their Lexile level. STAR Reading or Literacy and Math benchmarks and progress monitoring are used in each classroom. Power Standards are being implemented in BCS for classroom 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.	ACCOMPLISHED	Power standards have been created at each grade level. Teachers work to meet the individual needs of students. Teachers design long and short term goals for students. Instructional planning is part of the weekly process. STAR is used to enhance planning. Some teachers design and implement SMART goals to enhance 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 D: Instructional Delivery.</b> Teachers facilitate engaging instructional	ACCOMPLISHED	Small cooperative groups are used in the classrooms. Differentiated instruction is a focus of weekly planning. Smarter balanced 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.



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.		STAR results are used to plan for students. Each class uses computer lab on their daily schedule. iPad and mobile computer labs checked out by teachers on a regular basis.		
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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	Teachers send weekly notes to parents. Principal sends monthly note to parents as well as School Messenger announcements. Administrators personally greet new students when coming to our school. Students are greeted as they enter the school daily by several people. Parent volunteers are welcome at school in various capacities such as classroom helper, library organizers and student book check out, classroom parties twice a year, School Messenger is used on a consistent basis. Opportunities are given for 5th grade students to visit Boone County Career Center and Boone Memorial Hospital Health Fair. Cooks and custodians work with students in a positive manner. Computer lab is offered as 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.

		resource for families who do not have a computer at home.		
<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	MES counselor offers groups for each class monthly about drug prevention, bullying, good hygiene habits, character education including the 7 Habits. We coordinate with volunteer organizations when there are personal issues for students such as hygiene needs, clothing, food. Teachers work with students who have IEPs and 504 plans to make sure plan is followed. A Leader of the Month is chosen and displayed by each teacher and administration. Several teachers eat lunch with their student leaders in the classroom weekly. Students with perfect attendance are recognized with a gift each 9 weeks as well as a monetary gift for students with perfect attendance all year. Students are recognized for Honor Roll each 9 weeks. Students with 3.5 and above for the year are invited to yearly Honor Banquet. Students who find themselves homeless receive a Homeless voucher to be used at Magic Mart when going through the BCS 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: Parent and Community Partnerships.</b> The school staff forms partnerships with various community	ACCOMPLISHED	MES works with church volunteer and community groups throughout the year. Dental bus is used for various students. VFW presents flag etiquette to students; Veterans program is presented yearly. Madison Fire Department works with school 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.

agencies and organizations to enhance the ability to meet the needs of all students.		Fire Safety. Parent volunteers are utilized by school. PTO works with the school. Odd Fellows and Sheriiff's depar provide coats for needy students. Secret Santa and Angel tree provide presents for needy students. Boy and Girl Scouts make yearly presentation and some groups meet after school in our building. Cub Scout group meets in our school. Back pack program on Fridays for needy students to have extra food. Big News Club fist Tuesday of each month is presented by Madison Baptist Church.		
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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.	DISTINGUISHED	Professional Development sessions are centered on STAR and Smarter Balanced Assessment this year in alignment with our strategic plan. Professional Development sessions are by webinar as well as face to face sessions. Kindergarten teachers incorporated a new Early Learning System. Early Warning Session held for BCS Leaders. BCS Math and Reading Cadre representative from our school.	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: While the OEPA Team verified teachers were participating in collaborative professional development, most staff development opportunities were county-required. Sustained, school-wide professional development to enhance student learning specific to Madison Elementary was not provided.</b></p> <p><b>Recommendation: The OEPA Team recommended the school utilize teacher self-reflections and other school data to determine school-specific professional development needs.</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.	<b>ACCOMPLISHED</b>	Grade level collaboration teams meet one morning weekly to discuss student achievement. Teachers at the 1st, 3rd-5th grade levels also have the same planning time daily and often collaborate during their planning time. K and 2nd grade teachers have an odd person out during planning. Teachers collaborated to complete High Quality Standards and work on OEPA School Monitoring document. BCS involvement in creating Power Standards. Pre-K teachers have weekly collaboration time on Fridays.	<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 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>	Checklists have been used for teachers to evaluate their practices. Staff participates in Educator Evaluation yearly. Lesson plans are reviewed weekly with feedback as needed. Teachers set 2 SMART goals yearly in Educator Evaluation. Observation and Edviate utilized to improve classroom instruction, student engagement, and communication.	<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>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 maintained, safe and secure,	<b>ACCOMPLISHED</b>	School is secure through door buzz system. All doors are secure. Security cameras for various school areas in use. Library has been realigned to meet Lexile levels. Most classroom	<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 all</b>

aesthetically pleasing, and configured to meet the learning needs of students.		libraries have been labeled by Lexile level. Fire, Code Red, and Code Yellow drills are practiced on a regular basis. Security measures in place for student sign out.		<b>stakeholders for the pride they demonstrated in keeping their school aesthetically pleasing and safe.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Checks and balances are used for accountability. STEP 7 funds are coordinated with Dr. Beck. Student planners are paid for by the school and county resources. Requisitions and purchase orders are used as directed. Bank statements and reports are evaluated monthly for any discrepancy. Faculty Senate and Local Allocation accounts are used. Procedures in place for all fundraising. We are seeking new business partner relationships as the coal industry has changed.	ACCOMPLISHED	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.	EMERGING	Teachers are involved in hiring process through Policy 5000 when training is complete and Faculty Senate votes on which method is used. Principal contacts positive teachers to encourage them to apply for jobs at our school. Collaborative teaming is effective for teachers. New teachers receive teacher mentors with WVDE and BCS training.	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: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate	ACCOMPLISHED	MES has 2 computer labs for use daily by every class. iPad and mobile computer lab checked out on a daily basis. Data projectors and ELMO are used in each classroom. Two classrooms have SMART boards.	ACCOMPLISHED	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 infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		Boogie boards are used in several classrooms. STAR and Odyssey are used. Cyberbullying is taught in each classroom including new students as they enter the school. BCS county tech visits every Monday. Teacher serves as tech support. County Tech Director works well with our schools. Brighter Bytes is being used. Engrade used by teachers, students, and families.		
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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	Strategic Plan drives instruction. Leadership Team and Collaborative teams revisit plan on a regular basis. LSIC and PTO are included in strategic planning and receive a copy of the plan. Mission and vision are displayed school wide. BCS School Improvement Model is displayed.	ACCOMPLISHED	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	ACCOMPLISHED	Leadership Team and Collaborative teams keep agenda and notes. MES worked with PTO to plan playground improvements. Professional development is used to make school decisions at the beginning of the year as well as at the end of school for the next school year. All staff has ability to input their thoughts. Master schedule has been restructured to provide collaborative time.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

increase student learning.		ENGRADE is available for teachers, students, and families.		
<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	Staff evaluates needs of the school on a regular basis. email communication is used to enhance communication. STAR data is used to plan instruction. ENGRADE is used for parent/student/teacher communication. Interim assessments and diagnostic assessments in use throughout the year. Monitor lowest 25% of students and provide instructional opportunities.	ACCOMPLISHED	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.	MES needs 2 full-time PE teachers to meet full compliance of 90 minutes weekly and allow collaborative planning for Kindergarten weekly.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.  In addition, the Team determined the multipurpose room had inadequate storage for chairs, cafeteria tables, and the salad bar. This may adversely impact students' health and safety as the multi-purpose room was also used for physical education.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Capacity building-need interventionist/instructional coach to impact Tier III student needs. Teachers have implemented groups in and between classes to work in this area.	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 are working on Best Practices to improve our school.	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

### PARTIAL COMPLIANCE

**The school did not submit the School Monitoring Report by the July 30, 2015 deadline.**

### COMPLIANCE CHECKLIST: POLICY 2320

#### A Process for Improving Education: Performance Based Accreditation System

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322 ).**

#### Compliance Core Areas of Policy/Code

#### School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Staff had input in the Highly Qualified School Data Collection System in August 2014. Coming to consensus allowed us to truly evaluate our school and our needs.
YES	Complete the School Monitoring Report	Staff reviewed the components in decision making for our school. LSIC is aware of this process and worked to see if they are in agreement with rating.
YES	Participate in the on-site review process Prepare for the review – the principal shall:	We will complete when this process is complete.



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)	Leadership Team meets once a week. Collaborative Teams at each grade level meet weekly. Professional Development session were held in August and October to aid in this process.
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)	Use of Westest data Use of STAR Reading/Literacy and Math BCS Data Disaggregation Day
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)	Staff reviewed the Report and is improving in needs of our school.
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.)	School Strategic Plan is revisited to revise as needed throughout the year.

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)	Administrators are trained at the county level and then train the staff at each school with checklists in place. BCS uses a process to personalize log in codes.
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 accommodations include testing guidelines for each student. Testing is completed at each grade level.
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)	504 Plans have testing guidelines documented. All students with 504 plan complete 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)	Our Early Learning students receive grade level appropriate instruction as directed by WVDE Policy.
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)	P.E. for our Kindergarten and 2nd grade students does not meet

the weekly standard. one week they receive 120 minutes of P.E. and the next week 80 minutes due to alternating Art and P.E. every other week. Teachers do use movement in the classroom to make up this time.

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)

Administration uses PD 360 and Observation 360 to monitor instruction and provide targeted research based resources with teachers. BCS has been trained in the Early Warning System and is implementing this program in the schools. MES has 2 computer labs. We also have 1 mobile lab and 1 iPad mobile lab for checkout daily.

- 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

All teams listed are in place in our school. Our Leadership Team also functions as the Curriculum Team with our present system.

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>	<p>Practicing the 7 Habits enables us to expect appropriate student behavior. School crisis plan is reviewed and updated annually.</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>	<p>BCS has an alternative school setting.</p>
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE	<p><b>PARTIAL COMPLIANCE</b>  Kindergarten and grade 4 received 40 minutes of physical education one week and 120 minutes the next week. An alternate plan was not submitted and approved by the West Virginia Department of Education.</p>

## 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>P.E. for our Kindergarten and 2nd grade students does not meet the weekly standard. one week they receive 120 minutes of P.E. and the next week 80 minutes due to alternating Art and P.E. every other week. Teachers do use movement in the classroom to make up this time.</p>
YES	<p>Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</p>	<p>4th and 5th graders complete the annual fitness test and information is recorded in the WVDE Fitnessgram.</p>
YES	<p>Results are shared with students and parents. (S7, FC)</p>	<p>Results are shared with students and a note sent home.</p>



**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)	Ms. Hatfield counsels with individual students as requested or needed. She also provides group sessions in each class on a rotating basis covering hygiene, bullying, respect, drug, tobacco, and alcohol awareness, etc. at appropriate grade level.
<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)	The majority of Ms. Hatfield's time is with student related activities or sessions.

**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>	The school has always turned in any items requested during the school audit. All financial records are in order.	<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>	The school works with the county level to ensure documentation is in order	<b>YES</b>

		and policies are followed.	
<b>C . Fire Marshal?</b> Has the school addressed all non-compliances identified during the fire marshal review?	YES	MES corrects any non-compliances immediately.	<b>YES</b>
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	YES	MES works with the Boone County Health Department in addressing any noncompliances during inspection immediately.	<b>YES</b>
<b>E . School Building Authority</b> (if applicable). 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?	NOT APPLICABLE	We do not have Title I.	<b>YES</b>

## 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.)

### 6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
  - B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
  - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

### 7. Cafeteria/Food Service Area

- I. Separate storage room was not available for kitchen cleaning supplies. (May adversely impact students' health and safety.)
- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

### 8. School Nurse Clinic/Health Service Area

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

**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.)

**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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Mike DeRose, OEPA Consultant

Team Member – Mary Lisa Lister, Principal, West Fairmont Middle School, Marion County Schools

Team Member – Sandra Sheatsley, Director of Federal Programs, Raleigh County Schools

Team Member – Tracy Lemasters, Principal, Cottageville Elementary School, Jackson County Schools

**Date of School Visit – 12/10/2015**

## SCHOOL PROFILE

### 06-209 NELLIS ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	96	101	98	114
<b>Average Class Size</b>	9.7	11.1	12.3	12.1
<b>Attendance Rate</b>	97.45	98.70	97.91	98.66
<b>Pupil Admin Ratio</b>	76.0	101.0	98.0	114.0
<b>Pupil Teacher Ratio</b>	8.0	9.6	9.3	12.0
<b>Participation Rate-Math</b>	not available	100.00	100.00	97.92
<b>Participation Rate-Reading</b>	not available	100.00	100.00	97.92

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

## **NELLIS ELEMENTARY in BOONE 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	Nellis Elementary School administration and staff collaboratively developed our Mission Statement. This statement is shared with our LSIC Team members, PTO members, parents and community. Our Mission Statement is recited by our students and staff in our daily morning assembly. This includes of our School Rules for Success, The Pledge of Allegiance and student and staff recognition. PLCs meet weekly to discuss student learning. The Intermediate Team meets every Wednesday. The Primary Team meets every Thursday. Our Leadership Team meets every other Tuesday. Throughout these meetings the sharing of data and information are used to guide the instructional needs of student learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		This is shown daily through the collaboration of our Title I and Special Education teachers as they work alongside the general education teachers to ensure that the same approach to differentiated instruction and the teaching of the fundamental skills are taught.		
<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	All students and staff participate in morning assembly at which time the Mission Statement and School Rules for Success are recited by students and staff. Nellis School Rules for Success and Mission Statement are displayed throughout the entire school. "Lunch-N-Learn" forms and Discipline Forms are used to document student behaviors. A RSP (Responsible Student Program) is in place to recognize those students that maintain the expectations. The RSP Program consists of behavior, attendance & grades. Each (9) weeks period the RSP starts over allowing for all students to have the same opportunity to earn the new reward activity. Classroom routines are established and monitored through the use of Observation 360.	ACCOMPLISHED	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 atmosphere for learning.	EMERGING	Nellis Elementary School has a security system that include building and grounds' cameras. Exterior doors and windows are locked and all staff have county identification badges. After being identified, visitors are allowed to enter the building by being buzzed in by the secretary at the front door. All visitors, then must report to the office for	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.  <b>Rationale: The OEPA Team observed a safe, well-maintained, orderly environment throughout most of the school.</b>

		assistance. In order to promote a safe school environment, staff uses their building key to reenter from the playground. Two way radios are used to communicate any time communication is needed for safety reasons. Fire Drills and Code Reds are conducted and practiced throughout the campus. These drills are documented and log kept in the office. First Responders are trained in CPR and First Aid.		
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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 has an open door policy and often asks staff for any comments, concerns or complaints. The principal maintains staff/principal communication and provides positive feedback to the staff members. The principal also conducts reviews of weekly lesson plans, classroom walk-throughs with the utilization of Observation 360, and evaluations. The principal attends monthly county administrative meetings, weekly PLC meetings and bi-weekly Leadership Team meetings. The principal attends all after school functions & meetings. The principal is decisive and consistent with student discipline. Teachers, students, parents, and the counselor are all utilized to address student needs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function B: School Teams and Councils.</b> The	ACCOMPLISHED	PLC (Professional Learning Team) contains staff members who are actively	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>		<p>involved in several school teams and/or committees. The staff holds weekly PLC meetings. The Leadership Team meets bi-monthly to focus on student learning. The LSIC (Local School Improvement Committee), School Safety and Wellness Committees meet at least four times per year to discuss the progress the school has made toward student learning. Through the SAT (Student Assistance Team) process, staff members collaborate with the DEC (Department of Exceptional Children) to provide necessary student services.</p>		<p>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 opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>The Nellis Elementary Staff is committed to the continuous improvement of student learning. The teachers are always seeking new and innovative approaches to teaching and seeking out strategies that will help student growth. Staff professional learning opportunities are well attended by the Nellis staff that is offered at the county and state level. When teachers return from professional learning opportunities they share their resources and ideas obtained with their colleagues. They are able to accomplish this through their PLC (Professional Learning) Team meetings. The Nellis elementary staff implements plans to ensure growth for all students, continuing ways to keep our school safe, and finding ways to improve community relations and parental involvement. The staff fulfills this task by organizing activities 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>



		Veterans' Day and Christmas programs, love bags, Christmas gifts and coats for needy students, Academic Family Nights and activities.		
<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	Nellis Elementary School students are given opportunities to demonstrate leadership. Our student of the Month program encourages students to lead by character traits such as being honest, trustworthiness, and sharing. Students are also able to show leadership through peer tutoring with the fourth and Second graders. Our sixth grade students are leaders in the lunch room assisting the younger students. Our sixth grade students are in charge of daily flag duties. Morning assembly meetings give students opportunities to lead the Pledge of Allegiance. Students have the opportunity to do classroom jobs to develop their leadership skills. Our sixth graders are given the opportunity to be leader models for the younger students through the opportunity to lead our weekly Fuel Up To Play 60 activities. Our fourth graders lead a community service project every year. This year they are doing a food drive for the needy.	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.				
<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>	ACCOMPLISHED	All classrooms utilize groups. Student work is displayed throughout the school. Nellis Elementary participates in	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

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		academic fairs for Science, Social Studies along with Spelling Bee and Math Field Day competitions. Students track their academic progress and attendance through the use of student portfolios. Individual and academic goals are included in the portfolios and are revisited periodically.		a lower rating for this function.  <b>Rationale:</b> Through observations and interviews, OEPA Team could not verify that most of the components of the function were supported. A few classrooms developed student-centered instructional activities.  <b>Recommendation:</b> The OEPA Team recommended the staff review the language of the function to develop more student centered classrooms that fosters 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	The teachers at Nellis Elementary School are focused on delivering standards based curriculum. Lesson plans are developed using mastery common core standards. Teachers develop CFA (Common Formative Assessments) for ELA and Mathematics using the Boone County Power Standards which were derived from the Common Core Standards. Along with textbooks, teachers use a variety of resources to provide standards driven instruction. State Summative Assessment and STAR testing data are used to guide instruction. Progress Monitoring through STAR assessments are used to determine individual student growth. Technology tools for learning and internet safety are noted in instructional lesson plans.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.  <b>Rationale:</b> Although technology tools were available in the classroom, the OEPA Team observed low level technology skills sporadically embedded in the curriculum.  <b>Recommendation:</b> The OEPA Team recommended staff explore opportunities for technology integration and creative use of technology across the curriculum, including physical education.
<b>Function C: Instructional Planning.</b> Teachers design long and short term instructional plans for guiding student mastery of the Next	ACCOMPLISHED	The teachers at Nellis Elementary implement the Common Core Standards through the development of their instructional lesson plans. They develop lessons and assessments that are both based on the Common Core 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.

Generation Standards and Objectives based on the needs, interests and performance levels of their students.		Lesson plans are submitted to the principal each Monday morning by 8:30 a.m. A check off list is used weekly to record the lesson plans received. Each nine weeks, a written lesson plan check is completed and a conference is held with each teacher. In order to ensure that adequate progress and growth are being made by the students the SPL process is implemented. The SPL process assists and ensures that students are receiving every possible opportunity to make gains in needed 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	Instruction is delivered in a variety of ways at Nellis Elementary. This is done through whole group instruction and differentiated instruction which supports learning. This is accomplished through small group and technology assisted learning to help build student skills. The small group instruction is determined by formative assessments through STAR testing to determine areas of strengths and weakness. The students are then placed in groups at their instructional level. The STAR assessment and progress monitoring allow for continuous monitoring of identified areas.	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 could not verify in most classrooms that instruction was delivered using a variety of techniques including digital tools.</b></p> <p><b>Recommendation: The OEPA Team recommended teachers strengthen instructional delivery by utilizing a variety of instructional strategies enhanced by technology.</b></p> <p><b>Commendation: The OEPA Team commended grade 2 students' use of technology to enhance reading instruction. They also commended grade 6 and resource teachers' creative use of technology as a presentation tool.</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	Nellis Elementary School engages parent volunteers throughout the year for events such as Scholastic Book Fair, library assistance, and Fuel Up To Play 60 grant. Nellis Elementary sends home monthly school calendars and weekly classroom newsletters which consist of classroom news, principal notes, and upcoming events. School Messenger is utilized to keep parents and staff informed of school information. A parent resource program has been implemented to increase and encourage positive parent involvement.	ACCOMPLISHED	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	Nellis Elementary School adheres to Policy 2510 with physical education. We have a counselor in the building one and one-half days per week. The counselor incorporates a monthly Character Trait Program as well as weekly in-class lessons. The counselor also provides one-on-one counseling for at-risk students. Nellis Elementary has a school nurse one-half day per week. The nurse maintains and distributes pertinent health information to school staff regarding health practices, safeguards against potential illnesses, and medical/allergy information for specific 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: Parent and Community Partnerships.</b> The school staff forms	EMERGING	Nellis Elementary School follows legislative rules regarding the LSIC (Local School Improvement Counsel).	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.		The school has an active Parent Teacher Organization. The PTO raises and contributes funding and volunteer for numerous activities that directly impacts the students. Parent volunteers are active within the school when needed.		<b>Rationale: The OEPA Team observed additional evidence of parent and community involvement, including:</b> <ul style="list-style-type: none"> <li>• <b>Community facilitated library;</b></li> <li>• <b>Food for every child every Friday supplied by a local church; and</b></li> <li>• <b>Money for each student to shop for Christmas (\$20 per child) provided by the Parent Teacher Organization fundraisers.</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	Nellis Elementary School staff go above the required eighteen hours of professional development. The staff is continuously searching and completing various professional learning opportunities. Upon completion of the professional development session or training, the staff member shares the information learned to the PLC teams. Title I provides opportunities for each staff members to participate in professional development for instruction and parent involvement. Title I also partners with parents to ensure what we teach at school continues in the homes.	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 schools self-rating, to strengthen the function, the Team recommended the staff explore instructional best practices and creative technology implementation with students.</b></p>
<b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional learning communities to collaborate on the improvement of	ACCOMPLISHED	The Leadership Team at Nellis Elementary School meets every other Tuesday to discuss ways to improve student growth. Ideas and suggestions are then presented during PLC (Professional Learning Team) meetings. In the PLC meetings, teachers base 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.

student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		direction of the meetings upon student learning. Support for student learning is decided based on the data provided by the teachers.		
<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	As part of the evaluation process, teachers complete a self-reflection before the first of October. Staff are also asked to write two learning goals. With these goals, the teachers must use data that has two points in time, rigorous, and indicate that the goal is being met.	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 schools self-rating, to strengthen the function, the Team recommended staff develop and support instructional planning for new staff.</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.	EMERGING	Classrooms have been equipped with safety blinds, code red keys, posted fire exits and procedures, and privacy blinds on each classroom door to ensure the safety of all students. Teachers provide a well-maintained and organized setting. The school custodian works in collaboration with the school staff to provide well maintained facilities. Classroom layouts are specially set up with student learning and safety in mind.	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: Fiscal Resources.</b> Policies and processes are established and applied to obtain,	ACCOMPLISHED	The Nellis Elementary School principal and secretary has an established procedure system for staff to follow when purchasing school related items.	ACCOMPLISHED	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 documentation is filed in a manner that is easy to access when needed. Financial reports are readily available at all Faculty Senate Meetings or upon request.		
<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 Nellis Elementary Faculty Senate voted to adopt the Policy 5000 procedures in which staff members are a part of the hiring process along with the principal. Teacher observations, conferences, and plans of improvement are in accordance with Policy 5310.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<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	Each student at Nellis Elementary School has access to a netbook. The school has iPad for student use when needed. Technology maintenance is organized, and our school technology coordinator has the access to submit IT work orders when necessary. Most classrooms are equipped with Smartboards and projectors. A computer technician is based at our school one day a week to resolve any technology issues that may arise. All grades at Nellis Elementary School took part in a variety of Cyber Safety for the students in grades Pre-K through sixth grade.	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.				
<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	ACCOMPLISHED	Staff meets weekly to collaborate on assessment data to monitor student growth and progress. Students are held	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		accountable through the use of student portfolios. Collaborative teams revisit the goals and mission statement outlined in the strategic plan.		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	Staff meets weekly to collaborate and revisit student performance questions to increase student learning. The record keepers and note takers communicate all minutes of current meeting as well as Agendas for the following week to all team members.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<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	Staff monitors changes in practice through STAR and Common Formative Assessments. During collaborative meetings, staff discusses data and implements changes in instructional strategies, as necessary. Students are provided results to add to portfolios, parent reports are sent home, and all team members are made aware of successes and/or continuing challenges.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	A larger itinerate space/room would benefit the students of Nellis Elementary 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.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve	PD on Poverty (Book Study: "Boys in Poverty") to better help the staff with the underlying characteristics that impact	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



student performance.	student learning.	building 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.		The OEPA Team commended the creation of student library that is facilitated by a community member. The school did not identify any best practices for consideration.
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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

#### PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### 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	Provided a staff meeting and discussion about Policy 2322.
YES	Complete the School Monitoring Report	Nellis staff completed the School Monitoring Report and had discussion about the results.
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</p> <p>Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>	<p>Attended an OEPA Training provided by the county.  Provided a staff meeting and handouts with discussion about the On-Site Review Process.</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)	PLC Teams: Primary Team, Intermediate Team & Leadership Teams. PD attended by teachers and PD offerings at our school as well as PD provided by our county.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	Nellis Elementary School reviews the most current data available for our students. (STAR Reading and Math Benchmarks; as well as progress monitorings with STAR).
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)	Nellis Elementary uses the WV Evaluation system for Professional Employees on-line system & The Boone County Service Employee Evaluation for Service employees.
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 staff at Nellis Elementary School worked collaboratively to create the completed Strategic Plan for Nellis Elementary School.

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 Nellis Staff that work with the administration of the test sign a test security sheet.
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 that are required to take the test- take the test.
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 that are required to take the test- take the test.

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	Verified through lesson plan checks and classroom visits.
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	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)	Verified through lesson plan checks and classroom visits.
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> </ul>	Verified through lesson plan checks and classroom visits.

- 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)

Reflected in schedules and other activities and lessons.

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

The school utilizes teams and committees on a daily basis; Faculty Senate and LSIC meet as mandated.

- 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>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>Nellis Elementary adheres to guidelines and policies set forth by the County and State.</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</p>	<p>Nellis Elementary adheres to guidelines and policies set forth by the County and State</p>



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.

Nellis Elementary complies with the time requirements of Physical Education.



<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)	Nellis Elementary students participate in the fitness testing.
YES	Results are shared with students and parents. (S7, FC)	The results are shared.

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

<b>Verification of Other Monitoring Reports:</b>			
	<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	Nellis Elementary School has addressed any non-compliances that have been identified.	YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Nellis Elementary School has addressed any non-compliances that have been identified.	YES
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Nellis Elementary School has addressed any non-compliances that have been identified.	YES
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Nellis Elementary School has addressed any non-compliances that have been identified.	YES
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	Nellis Elementary School has addressed any non-compliances that have been identified.	YES
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Nellis Elementary School has addressed any non-compliances that have been identified.	YES

### Facility Resource Needs

- 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.)

- J. Exterior of building was not appropriately lighted. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

**6. Library, Media, and Technology Centers**

- A. Sufficient space was not provided for a library/resource/media center. (150-200 ft.<sup>2</sup>) (May adversely impact program delivery and student performance.)
- B. Library/resource/media center was not well equipped with the following:
  - B-1. Tables and chairs. (May adversely impact program delivery and student performance.)
  - B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
  - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

**8. School Nurse Clinic/Health Service Area**

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
  - A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
  - A-3. Work counter with sink. (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.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Cheryl Workman, OEPA Consultant

Team Member – Lisa Alexander, Principal, Ona Elementary School, Cabell County Schools, Cabell County Schools

Team Member – Debra Holly, Principal, Buffalo Elementary School, Logan County Schools

**Date of School Visit – 12/08/2015**

## SCHOOL PROFILE

### 06-212 RAMAGE ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	260	261	240	236
<b>Average Class Size</b>	18.3	18.3	17.4	18.0
<b>Attendance Rate</b>	94.35	98.68	98.98	98.25
<b>Pupil Admin Ratio</b>	227.0	223.0	240.0	236.0
<b>Pupil Teacher Ratio</b>	12.1	12.6	13.2	12.9
<b>Participation Rate-Math</b>	not available	100.00	100.00	100.00
<b>Participation Rate-Reading</b>	not available	100.00	100.00	100.00

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

## RAMAGE ELEMENTARY in BOONE 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	Each room has the vision, mission and beliefs statements posted on the walls. The vision, mission and beliefs are posted at the front entrance of the school as you walk in. The staff collectively developed the school vision statement a few years ago. In PLC meetings, we discuss and collaborate about classroom strategies and practices. Staff collectively worked on Power Standards in PLC.	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 confirmed the school's evidence. In addition, the Team determined that all staff focused on the collaboratively developed beliefs and values and that this function was broadly applied throughout the school. Several staff mentioned having enough confidence in the school to send their own children here.</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	ACCOMPLISHED	All classrooms at Ramage Elementary have the rules posted and are modified for the classroom level. We are using the Learning Framework Target posters for our students to be able to see their objective and where they want to be on the self-rating. Our school has a Responsible Student Program 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.

and personal behavior.		rewards the students for good behavior, academics and attendance. Our goals set on the Strategic Plan are for the bettering of our students. Our school participates in Title 1 Extended Day for the students who need extra help. We have created and implemented a Skills Block/Intervention time and grouped the students. Our 5th grade teacher prepares our Math Field Day team after school leading up to the event. We also host a Science/Social Studies Fair for our intermediate students. Our school sets Accelerated Reader goals for each student.		
<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 feel this school is safe and orderly. We practice Code Red procedures and fire drills within the required amount of time. The school and teachers set hallway and classroom procedures for students to follow. Our safety team meets quarterly. Our 5th grade students are Bus Safety Patrols and ensure Preschool and Kindergarten students get to the correct bus safely. We have installed a security gate in the main hallway. Each room is equipped with an emergency phone. The office uses two way radios for teachers and students that are outside. We have recently had new cameras installed in the building. The teachers have key codes and cards in order to gain access into the building. Each classroom has a code red key hanging on the inside of the door. We have first responders trained in this building to help in emergency situations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		All of our students take a course on cyber bullying. We complete an online Safe Schools Training at the beginning of every year.		
<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	The Principal checks lesson plans weekly and offers written and verbal suggestions. Principal attends district and state meetings and communicates with the staff. Principal keeps records in Progress Monitoring Journal 5.0. The principal communicates clearly with staff through leadership team meetings and interaction during PLCs. The principal visits the classrooms weekly and twice a month will complete an informal observation using PD 360.	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 teacher interviews and documentation, the OEPA Team determined evidence supported an accomplished rating.</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	Our school participates in PLCs with our primary and intermediate grades. Our PLCs work with Dr. Chris Jakicic in the county. Ramage has an active LSIC that involves and invites the community. Our PTO has now become the PTSO. We added student to our organization. Faculty Senate uses the Hiring Committee for the selection of teachers. Our teachers stepped up and put together a Title 1 committee to help with organizing events held by Title 1. Our school has a safety team that meets quarterly and attends county wide meetings. The Leadership team meets twice a month and communicates	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 school teams and councils be more detailed in their documentation of meeting minutes and include the plans and problem-solving techniques.</b>

		meeting minutes with the rest of the teachers. The school initiates and attends SAT meetings for students who need extra assistance.		
<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 took the initiative to start a thirty minute intervention block during the day. The intervention group offers students a chance to work on skills they need more support in. The intervention groups offer small group instructions. Teachers use centers in their Reading and Math blocks. The leadership team is chaired by the second grade teacher. Teachers plan together at various times throughout the day. Communication is a strong point with 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>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 Ramage Elementary have various opportunities to be in a leadership role. Our 5th graders have a Bus Patrol Safety Team. These students make sure Preschool and Kindergarten students get on the correct bus safely. Students are selected to lead the morning pledge and announcements over the intercom. We select students to be Fuel Up to Play Ambassadors. The fifth grade elected a class president this year to speak on behalf of the student body at our new PTSO (Parent Teacher Student Organization). We also have two students represent our school as Legislative Pages.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<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	Students utilize the Learning Target Posters with self-reflections. Students are aware of what they are learning how they rate themselves. Each student sets an AR goal to achieve for the year. Various assignments in classrooms use rubrics for their lessons. Students can rate themselves or the teacher can rate them using the rubrics. Students base their book choices in the library off their Lexile level. Each teacher delivers SPL. Some classes even use Peer Evaluation during projects.	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: 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 keep WV Standards listed on lesson plans or attached in lesson plan notebooks. The teachers use Boone County Schools Power Standards. Curriculum is adjusted based off STAR results from individual scores. Classroom's project based lessons incorporate technology in student presentations. Words their Way, Engage NY and Florida Center for Reading Research are used to help teach the curriculum. Students have access to classroom sets of laptops, netbooks and iPads.	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 only one instance of technology use during instructional delivery. Further, the Team experienced frequent Internet connectivity issues throughout the day.</p> <p><b>Recommendations:</b> The OEPA Team recommended the county investigate the school's infrastructure and improve connectivity. In addition, the Team recommended staff have professional development in implementing technology tools for instruction.</p>
<b>Function C: Instructional Planning.</b> Teachers design long and short term instructional plans for guiding student	EMERGING	The teachers at Ramage Elementary plan together for Co-teaching. We also have the same planning time as our cohort and take advantage of that time by meeting together and sharing ideas. The staff uses	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</p>

mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.		Interim Assessments. We also have differentiated instruction groups. We are currently working on Common Formative Assessments as a staff.		function, the Team recommended staff develop long-term instructional plans and varied assessments using the county's curriculum map.
<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	Our teachers use online curriculum like Engage NY and Florida Center for Reading Research to help with the Common Core Standards. Title 1 and Special Education have moved to Co-Teaching in the general education classes instead of the majority of the time pulling students out. Our teachers monitor student progress through STAR and SPL logs. We use the Learning Framework method (Process Skills/Triggers) in our classrooms and have even picked the process skills to concentrate on per grade level. 3rd – 5th grade utilize the Smarter Balanced Interims. Teacher give various assessments weekly. We are starting a new ELA and Health series this year.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation:</b> While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff explore additional professional development for implementing multiple instructional strategies.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.	DISTINGUISHED	Various programs and partnerships: Parenting Partners Jaycees Open House SRO DHHR Religious Based Groups/Backpack Program Ambulance Authority Mt. Laurel Christmas Community Thanksgiving Dinner Trainings for Parents Shop with a Cop Home Visits Angel Tree Read A Loud	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.

		<p>Program AEP Read to me Day Scott High Football team Read to me Day Eagles nest *Each of the above listed take up to many characters to list all details. Please ask any staff member and they will be able to explain in greater detail. Staff also attends sporting events, Take a Kid to Dinner, outside school field trips and other various student events for support. We have a large amount of parents involved in programs at school for Veteran's Day, Christmas Program, Camp Read-A-Lot and Math Discovery Night). Our Title 1 survey shows school to be a positive place.</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>Our Counselor has a Character Education program where she teaches the students monthly on various topics. She also meets with students when referred by a staff member. Our school participates in Fuel Up to Play program and host various health and fitness events throughout the year. We have a part-time nurse to help when needed. We have 4 staff members who are trained to be first responders. Our PTSO will be hosting a health/fitness day in November. We partner with WVU Nutrition Program for grades 3-5. Our Title 1 teacher takes clothing donations and keeps them organized for when students are in need. Our staff will make home-visits when necessary. We use the Dental Bus. We have a partnership with local, state and federal law enforcement resources. Our cooks bring around a healthy snack for</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>

		each student once a week. Our Title 1 teachers have a clothing closet to help meet the needs of students. They also keep personal hygiene products for students who do not have.		
<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 Title 1 program partners with Scholastic FACE. We use the local Lions Club for student glasses and local churches donate money and food for the school backpack program. We partner with Mt. Laurel Coal Company during Christmas. Our staff participates in an Angel Tree every December also. We also send students to Shop with a Cop during Christmas. The local Fire Department comes during Fire Prevention Week. The DEA will come and educate the students on Drug Awareness. The VFW will come for a Veteran's Day Program and to educate the students on the history and meaning of the American Flag. Several of our teachers have written and received grants for the Spruce River Advisory Council. Our school host Energy Express every summer through the WVU Extension Services. We have a United Way Foster Grandparent in our school. We have also recently been selected by the Jaycees organization to be partners for the year. They will assist and donate for various projects during 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 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	Using Title 1 and various other funds, our staff host professional developments during school and after school. Since we are a Title 1 school, we participate in the Parenting Partners workshops weekly with our parents. The schools uses Learning Framework with Steve Olsen. Steve Olsen will hold a PD session once a month during the school day. The staff uses Edviation for online professional learning and share videos with the principal and other staff members. Our new teachers attend the Boone County Schools New Teacher Academy and complete the Mentor program through the county. PLC time is used for quick embedded 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 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	We participate in weekly PLC meetings at the appropriate grade levels. We have embedded Data Days in order to analyze student data. We use STAR data in order to make decisions that benefit the students in our building. LSIC meetings quarterly to discuss the needs of the school and students. Leadership team meets twice a month to discuss student learning. Leadership team sends minutes out to the whole staff using OneDrive. Each grade level shares the same plan time in order to meet with his/her cohort. Faculty Senate discuss the Strategic Plan during the quarterly meetings. Our	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Preschool collaborates with the Head Start Community. Several of our teachers serve on the county ELA/Math Cadre teams.		
<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	Our staff follows Policy 5310. We meet with the Principal to discuss our self-reflections and goals. The principal completes weekly lesson plan checks and offers feedback verbally and through written suggestions. The principal completes walkthroughs using Observation 360 twice a month. The walkthroughs offer reflections. Teachers are evaluated using WOW. Through Learning Framework, teachers model teaching for cohorts in the building on scheduled PD days. The county offers a Mentor program for new teachers. All our Instructional Aides are ECCAT trained through E-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.

**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 school is securely locked at all times. Visitors are required to ring a bell before entering the building. The security will buzz the visitor in. The visitor is required to leave their licenses in the office during their visit. They must wear a visitor's badge. Visitors are not allowed down the hall unless they have checked in with the office. We had our maintenance department install a security gate in the main hallway. Though the building is very old, our custodian 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.  <b>Comment: The OEPA Team observed one storage door was locked but not latched. Additionally, a door mat outside the gym door blocked the exit door preventing it from opening.</b>

		worked around the clock in order to get/keep it clean. Our staff takes pride in keeping this building clean. We worked for 6 months without a second custodian to help our dayshift custodian. The teachers cleaned their rooms daily, by sweeping and emptying trash cans in order to help.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The Title 1 teachers keeps records of their audits. The office keeps fiscal records for the minimum amount of time required (7 years). Faculty Senate elects a Treasurer that reports funding to the staff at every meeting. Our staff writes grants often (Spruce Community Grant, Fuel Up to Play Grant).	ACCOMPLISHED	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.	EMERGING	Our staff utilizes the Faculty Senate Hiring Committee for open vacancies. Principal ensures staff is appropriately assigned to the positions they are certified 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.
<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,	EMERGING	We utilize Renaissance Learning system in order to assess the students. Reports from STAR are kept by the Title 1 and individual teachers. Each of our classrooms have netbooks/laptops for the students. We have a classroom set of iPads for the students. We recently updated our Library and it has a set of desktops for the school. Teachers use the Personal Responders for	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 experienced frequent connectivity issues throughout the day. Staff also indicated some problems with connectivity.</b></p> <p><b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the county</b></p>



instructional delivery, and student learning.		summative/formative assessments. We have a teacher that uses a microphone to best serve the needs of a student. We also use our County Tech department as well as WOW.		<b>investigate ways to improve Internet connectivity.</b>
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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	Data day to review student performance and group students based on level of need Revisit strategic plan for professional development and trips Staff and Community has input on Strategic Plan and is revisited regularly Common Formative Assessments...PSI for Skills Block Smarter Balanced Results for 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: The OEPA Team did not verify teachers were aware of or could articulate the goals outlined in the strategic plan.</b></p> <p><b>Recommendation: The OEPA Team recommended teachers be given opportunities to review and revise the strategic plan.</b></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.	EMERGING	Our LSIC meets regularly and opens the meetings for all stakeholders. The Title 1 teachers and general education teachers host Parenting Partners weekly at the school. Ramage host Open House for the parents as well as Parent-teacher conferences throughout the year. The strategic plan is shared with all stakeholders during PTO and LSIC meetings. Out Title 1 budget allots a percentage of our budget for parental involvement activities and we send out a Title 1 Parent Compact Brochure at the beginning of every year. The teachers use weekly newsletters and agenda notes in order to keep communication flowing	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>



		between school and home. We also use Engrade for our grading system and messaging between students and parents. Several of our teachers use Edmodo in their classrooms.		
<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	We host a Data Day that is embedded into the school day. We use the STAR data from the assessments in order to group the students on their ability. We have a built in time for Interventions and work with the grouped students during that block. We review the assessments (STAR, Smarter Balanced) with the students. We also send home the results for parents to see. Fifth grade also host a Smarter Balanced Test Talk. Our Leadership and PLC teams use the OneDrive feature on Microsoft in order to communicate meeting minutes with the entire staff.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Our school is currently trying to meet the required time for PE. We currently offer an extra Recess on Fridays. A few teachers are having their students do physical activities in class during the day.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Our PLCs are continuing to develop and work on the Math Power Standards. We are currently offering support for each other with the new ELA series.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the	Our students started using Learning Framework with Steve Olsen during the Fall of 2014. We are continuing with the	The OEPA Team commended these practices. However, the Team did not verify, through data, a positive impact on
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accreditation process and communicated to other schools.	program and trainings for the 2015-2016 school year. Our other best practice is our Parent Involvement with the parents. We host a Math Discovery Camp and Read A Lot Camp. These events draw in hundreds of our parents, grandparents and students for a night of hands on activities. We use the STAR program and its data to group students for a skills block and for grouping in class.	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

#### PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### 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

Our Principal went to the RESA training in 2014 on the

		Policy 2322. Teacher Leader and Principal attended various county trainings as well.
YES	Complete the School Monitoring Report	We stayed after school to work on the School Monitoring Report. Our various teams (Leadership, LSIC, PLC, etc.) worked on the report during meetings.
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>We reviewed with Staff during two after school trainings.  We also had various built in CE days dedicated to OEPA during Fall 2015.</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)	We attended RESA trainings, IPI trainings and use Edviation as a professional learning tool.
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 school utilizes PLC time and we host a Data Day.
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)	We host various staff meetings during and after school.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The Strategic Plan is discussed during Faculty Senate meetings, LSIC, PLC and Leadership.

**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)	Our school employs a Tech Contact to assist with technical problems. We also utilize our County Technician for issues.
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)	Our students take appropriate and required state assessments.
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)	Our students take appropriate and required state assessments.

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	Ramage Elementary follows policy
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	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)	2510 to ensure the highest level of education is delivered to the students.
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)	Ramage Elementary follows the required state standards.
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>	<p>We attend necessary trainings to implement this system and do so throughout the year.</p>

- 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)

Our school exceeds the minimum amount of minutes required by the state.

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)

Our teams meet on regularly scheduled days.



- 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).

We go over the Student Code of Conduct at the beginning of the year with all our students.

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

Our county has alternative 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 school did not provide evidence to meet the required physical education time and did not submit and receive approval for an alternate physical education plan.**

## **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 are currently providing an extra Recess on Fridays for students. Some teachers have the students do various physical activities in class.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Our PE teacher assess the students on the required fitness test every year.
YES	Results are shared with students and parents. (S7, FC)	We send home the scores with all the students.
F . Counseling Services W. Va. Code §18-5-18b		FULL COMPLIANCE
<p style="text-align: center;"><b>RESOURCE DOCUMENT</b></p> <p style="text-align: center;"><b>COMPLIANCE CHECKLIST: §18-5-18b</b></p> <p style="text-align: center;"><b>School Counselors in Public Schools</b></p> <p><b>DIRECTIONS:</b> 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:</p> <p>Full Compliance = Compliant with <b>all</b> items listed below.</p> <p>Partial Compliance = Compliant with <b>more than half</b> the items listed below.</p> <p>Non-Compliant = Compliant with <b>half or less</b> of the items below.</p> <p>The following items will be reviewed (1) by examining school documents and (2) interviewing staff.</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 school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social,	The school counselor provides 45min character education lessons to all grade levels as scheduled. The school counselor meets with students individually and in small group settings regularly and keeps a

	emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	log of referrals. Drop out events from counselor include: WV College Application and Exploration Week, college visits, career day, step-up day for 5th graders and a visit to the Vocational School to explore future career options.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	The school counselor keeps a counselor log to provide the principal with time spent on Program Management, Program Delivery, Accountability, Leadership, Professional Growth, and Non-Counseling Duties.

#### 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	One issue and it was corrected.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	No issues	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NOT APPLICABLE	No issues	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NOT APPLICABLE	No issues	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	N/A	NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	No issues	YES

#### Facility Resource Needs

##### 6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
- B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

##### 7. Cafeteria/Food Service Area

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

##### 8. School Nurse Clinic/Health Service Area

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

- A-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**

- E. Physical fitness facilities did not include at least the following items:
- E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

**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.)
- 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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Vickie Mohnacky, OEPA Consultant

Team Member – Rebecca Richards, Principal, Kellogg Elementary School, Wayne County Schools

Team Member – Pam Snead, Principal, George C. Weimer Elementary School, Kanawha County Schools

**Date of School Visit – 12/08/2015**

## SCHOOL PROFILE

### 06-215 VAN ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	101	113	111	114
<b>Average Class Size</b>	16.2	16.8	17.3	18.1
<b>Attendance Rate</b>	94.74	97.92	97.99	98.48
<b>Pupil Admin Ratio</b>	101.0	113.0	111.0	114.0
<b>Pupil Teacher Ratio</b>	11.9	13.3	13.1	13.4
<b>Participation Rate-Math</b>	not available	100.00	100.00	100.00
<b>Participation Rate-Reading</b>	not available	100.00	100.00	100.00

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

## VAN ELEMENTARY in BOONE 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	Teachers at Van Elementary meet in leadership and collaborative teams to establish SMART goals, beliefs, and values for the school, individual classrooms, and students. Upon entering the building, the mission statement is visible and practiced during morning announcements daily. The principal always puts the mission statement on newsletters and communications sent home. We have our core beliefs posted in the hallway. We are working on creating an environment that focuses on STEM (Science, Technology, Engineering, and Math).	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 staff were using the catalyst school designation to focus on science, technology, engineering, and mathematics (STEM) education activities and professional development. They partnered with the National Aeronautics and Space Administration (NASA) to bring Lego robotics to the students.</b>  <b>Staff had a shared vision and worked collaboratively to plan academic and social/emotional activities.</b>
<b>Function B: High Expectations for All.</b> The staff establishes high expectations for self	ACCOMPLISHED	Before the arrival of students on August 18th staff members met to disaggregate data from Smarter Balance in order to set goals and determine action steps.	ACCOMPLISHED	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.		Instructional minutes are maximized and learning objectives are posted in each classroom. Throughout the year, teachers meet to analyze IPI data, STAR results, and AR. Teachers and students both keep data notebooks to monitor progress. Expectations are communicated in planners, folders, and newsletters. Through the evaluation process, teachers set classroom goals for the year. The classrooms have a focus wall that sets high expectations for all.		
<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	Procedures are in place to keep students and staff safe. To enter the building, the office has to allow entry after viewing the visitor on the monitor. Visitors must sign in upon entry. Volunteers wear ID badges along with all staff members. Code Red, Code Yellow, and fire drills are practiced regularly. The Safety/Crisis Team meets to improve school safety. Students are aware of safety procedures for themselves and adults. The school counselor provides weekly character lessons including bullying and responsibility. Classroom teachers establish roles for conducting an orderly and safe environment. Classrooms are clean, student friendly, and inviting so that engagement is maximized. Boone County Sheriff's Department has provided a police patrol to monitor the Van area schools. The clean-up PAW (positive active workers) Patrol crew (5th graders) keeps the inside and outside of the school clean. We have an electronic	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		work order system where we call in if we have problems at the school.		
<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.	ACCOMPLISHED	Prior to administrative position, the principal completed the Leadership Academy provided by Boone County Schools. The teacher has 32 years' experience with 28 of those years as a teacher at an elementary school. She has used her teaching experience to help her become an effective leader. The principal sends a staff newsletter weekly and uses emails to keep staff informed. The principal has an open door policy. She attends leadership and collaborative teams and keeps a progress monitoring journal that includes agendas from the team meetings, lesson plans, IPI data, the strategic plan, data analysis and action plan, school level professional learning, and power standards. She collaborates with our PTO, LSIC, and local fire department. She visits the classrooms frequently and offers support to the staff. The PD 360 Edivate program is utilized to monitor classroom visits. We are working with RESA 3 this year to become a catalyst learning 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: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission	ACCOMPLISHED	The leadership and collaborative teams monitor goals and student achievement. We revisit the strategic plan on a regular basis and make changes according to student data. We work with our LSIC,	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.



and goals of the school through leadership, planning, and problem-solving.		SAT, Safety Wellness and Crisis Team, and PTO to meet the needs of all students. The staff is working to develop and implement student leadership positions, such as PAW (Positive Active Workers) patrols and student council. The school safety team has met to re-evaluate the code red procedures and to make adjustments. The SAT team meets to discuss students' overall well-being. Students who are in need have been identified and actions steps to help each child are determined.		<p><b>Rationale:</b> Although staff were able to articulate the function of the curriculum and technology teams, the OEPA Team did not observe evidence of team membership or activities through meeting agendas or minutes.</p> <p><b>Recommendations:</b> The OEPA Team recommended the weekly collaborative team meetings which deal with curricular issues should be designated as the curriculum team, with agendas and minutes reflecting the work of the curriculum team. Additionally, a technology team should be established with a designated membership and agendas delineating the work of the team.</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	We have experienced and highly qualified teacher representatives on the Boone County reading and math cadres. They attend the meetings and return to provide information and strategies obtained with other staff members. We have teachers on the leadership team and they disperse information and data to collaborative teams. Teachers have access to PD 360 Edviate which allows them to take control of their own professional learning. We also have teachers that attend trainings and come back to share their ideas.	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> Graded student work was observed posted on bulletin board in the hallway.</p>
<p><b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of</p>	EMERGING	Our fifth grade students are our "Paw Patrols," (Positive Active Workers) which is a leadership program in which students assume daily duties such as putting up the flags, saying morning announcements, helping clean-up after lunch, keeping the walkie-talkie for recess communication, closing the school	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 OEPA Team determined the PAW (Positive Active Workers) Patrol program was well respected among the students. Intermediate grade-level teachers developed a student council program</p>

responsibility for improving self, school, and community.		gates, helping smaller kids get snacks from the vending machines, turning off lights at the end of the day, feeding classroom pets, assisting the classroom teacher with various tasks, and being bathroom monitors. The fifth grade students fill out an application and interview for the Paw Patrol (Positive Active Workers) positions. Paw Patrols meet every week for a "pow-wow" to discuss how their job responsibilities are going. Each classroom teacher has age-appropriate jobs for students within their classrooms such as line leader and door holder. Book buddies are being established between fourth grade and kindergarten students. We have implemented a student council for 4th and 5th grades.		that was very active and continues to grow. Staff worked together to establish a “reading buddy” program where older students tutored and read to younger students. Students reported they were involved in service learning and beautification projects.
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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 inviting and student-centered. The classrooms are decorated and student work is posted. Learning objectives, which are standards-based, are posted daily within the classrooms. Varied instructional strategies such as using graphic organizers, cooperative grouping, 4 square writing, and inquiry-based learning are used to enhance instruction. Teachers and students are actively engaged during the entire instructional day. Technology is used to enhance the instruction using	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 an engaging environment for the students. Families and staff collaborated to create learning spaces. The Team observed inspiring quotes, school colors and mascot, and student work posted throughout the building. Classrooms were student-centered, reflecting a caring and nurturing environment.</b>

		SMARTBoard projectors, IPADS, and the computer lab. Students monitor their individual progress towards meeting goals and objectives by referencing their data notebooks. Teachers implement science standards through the use of inquiry-based STEM (Science, Technology, Engineering, and Math) lessons. Philip See comes to Van Elementary once a week for 6 weeks to teach the 5th grade students about robotics.		
<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 school-wide implementation of Next Generation Standards, as measured by the 2014-2015 Smarter Balanced assessment. Teachers have attended professional learning opportunities regarding choosing and developing power standards in ELA and Math and are in the process of developing formative assessments. Teachers document the standards in their lesson plans. Teachers were trained on how to effectively use the SMARTBoard projectors, Teachers use a variety of technology tools such as document cameras, IPads, SMARTBoard projectors, laptops, the computer lab, listening centers, etc.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Instructional Planning.</b> Teachers design long and short term instructional plans for guiding student mastery of the Next Generation	EMERGING	Teachers work diligently to create standards-based instructional lesson plans that will increase student engagement and achievement. Teachers provide differentiated instruction for students to maximize learning. Power standards are being developed to increase	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 verified teachers met weekly in team meetings to review data and develop long range plans. The leadership team was also</b>

Standards and Objectives based on the needs, interests and performance levels of their students.		and ensure student mastery with standards-based skills. Daily lessons, weekly tests, and STAR assessments are used to guide instructional practices. Teachers set goals in the AR program and STAR program for Reading and/or Math for students that need interventions. Student learning goals are a part of the teacher evaluation process. Progress monitoring data from the STAR test determines Title I interventions for K-2. Grades 3-5 provide interventions through a 30 minute skills block, which is based on performance level. Collaborative teams design a focus calendar to use as a plan for providing instruction to 3-5 intervention groups.		involved in guiding student mastery based on the data. Students were able to articulate their data and goals utilizing their own data notebooks.
<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 a variety of technology tools to enhance instruction, such as teachers provide engaging instructional experiences by using cooperative groups, whole groups, hands on learning, inviting classrooms, differentiated instruction, technology, and STEM activities. Teachers use technology tools such as document cameras, iPads, SMARTBoard projectors, laptops, the computer lab, and listening centers, as well as educational computer programs such as MobyMax and ACUITY. Small group instruction is provided within the classroom through co-teaching and Title I. Objectives are posted in the classrooms daily, through the use of a focus wall. Assessments are given to students using the STAR program. The benchmark 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>Comment: The OEPA Team observed the kindergarten aide remained in the classroom with the teacher during planning or performed other assigned activities, rather than staying with the students in related arts classes. Policy 2510 stated, "Kindergarten classroom ratios should be maintained throughout the instructional day, including art, physical education, music or additional related courses."</b>

		are given 3 times a year, and students that score in the red and yellow are provided interventions and progress monitored every 3 weeks. The Smarter Balanced assessment data is used to guide instructional practices.		
<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, and the larger community.	ACCOMPLISHED	We have a supportive PTO that is involved in our school. We have Family Nights where parents, grandparents, and the community are involved in activities. Parents and grandparents are invited to attend breakfast and lunch activities such as the Grandparents Breakfast, Book Fair, Thanksgiving Lunch, and Dr. Seuss breakfast. The school walks to the local fire department for Fire Safety Week. The school and teachers send home weekly newsletters. There is also regular communication through parent teacher conferences, Engrade, and School Messenger. The Eagles Nest program, high school students, provides weekly lessons to grades 2-5. PTO recently purchased a new sign to post updated school and community information and events. The Parenting Partnerships Program is a new program to offer parents strategies to make parenting more effective. Volunteers come into the classrooms to read aloud to students once a week. Our student council is planning community projects, such as donation	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 Parent Teacher Organization was very involved and supportive. Teachers report strong support from community and business partners. The high school "Eagles Nest" program was beneficial to all students.</b>

		centers		
<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	<p>We have a counselor two days a week who does whole class activities weekly for 30 minutes. She also does small group and individual counseling. We have a walking club on Fridays where students, parents, and the community walk for 30 minutes. Students receive fruit through a grant at least 2 days a week. We also have the Peaceful Playground which is outdoor activities. We coordinate with volunteer organizations to provide services for hygiene and a snack bag to take home on weekends. The school nurse provides a puberty class for the 5th graders. We have a SAT team that works to ensure well-being for all students. Title I provides homeless vouchers for students. Students with 3.5 or above GPA are invited to the Honor Banquet. Students who have perfect attendance for the nine weeks receive a prize. Teachers teach the students about internet safety by teaching a class at the beginning of the year on Cyber-safety. Bright Bytes is utilized to target at risk students for absences and behavior.</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>
<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	ACCOMPLISHED	<p>We have an active PTO that provides support for our school through volunteering, monies, and working with our students. We have a partnership with the Van Volunteer Fire Department and they provide fire safety for our students. The Boone County Community Foundation has provided grant money for</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>

all students.		our Fuel Up to Play room, picnic shelter/outdoor classroom, picnic tables, benches, and garbage cans. The Boone Lodge provides gifts for needy students. Two students are invited to "Shop with a Cop." Title I provides homeless vouchers to needy students. The dental bus comes yearly to check the students' teeth. VFW provides flag etiquette to students. The United Way sends home summer food boxes to students and the Madison Methodist Church sends home snack packs to needy students on weekends. The WV Extension Agency provides students with a robotics and nutrition class. The local library comes to our school to promote the summer reading program. The ambulance company donates coats to needy 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	Our staff attended training in the summer on becoming a learning school and on working with the new reading series. They also met to discuss and review the ELA power standards that we've worked on throughout last year with Dr. Jakicic. Teachers were reintroduced to the PD 360 program where teachers view videos to enhance their instruction. The staff worked on the High Quality Schools Data System and the OEPA School Monitoring Report. After spending a day analyzing data, teachers worked on 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 where they set three goals and put actions steps in place to meet the needs of our students. Two teachers attended the STAR training and shared information with their collaborative teams. One teacher participated in a training on creating powerful teams with Dr. Jakicic. We are working with NASA to receive training on kits that will provide interactive science and math lessons. We have teacher representatives on the ELA and Math cadres.		
<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 collaborative teams meet weekly and the leadership team meets bi-weekly to analyze data and make instructional decisions about the students. The collaborative team worked to complete the High Quality Schools Standards and OEPA School Monitoring document. Throughout the year, teachers are provided embedded professional learning opportunities to discuss student achievement and share ideas from research-based programs. Teachers utilize IPI data to improve their own instructional practices. One teacher has had professional learning opportunities to observe other teaching practices by going to other teachers' classrooms.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and	ACCOMPLISHED	Teachers complete a self-reflection on the Educator Evaluation. Teachers and administrator complete two learning goals on the Educator Evaluation system. The teachers visit the goals throughout the year to check progress. Lesson plans are checked weekly and feedback 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.



informs the process of professional growth.		given. Observation 360 will be implemented and teachers will be provided immediate feedback after classroom visits. IPT's will be implemented three times a year and teachers will review the results and look at strengths, weaknesses, and set goals to increase student achievement.		
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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 staff and parents have worked hard to update Van Elementary. We have purchased new mats for the gym, new entrance rugs, and redone the main entrance with our mission statement painted on the wall. We have painted the entire school and the library has had a makeover with new furniture and paintings on the wall. We have created a Fuel Up to Play room where students can get some physical activity on rainy days at recess or as a reward. We have just completed an outdoor classroom/picnic shelter where the students and the community can benefit from. We also have a Peaceful Playground outside that students can use for physical activity. We have added a V on the hillside, a new informational sign, and a monument that shows our Bulldog pride. We also keep our facility safe by employees wearing badges, and visitors signing in and receiving a visitor badge. We have regular fire drills and code red practice 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 recommended the maintenance department install a cover over the electrical box in the second floor hallway as a safety precaution.

		prepare for emergencies.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Van Elementary strives to follow the state guidelines for school accounting procedures with separation of duties concerning receivables: money collection (teachers), documentation, (secretary) and depositing funds (principal or her designee) and expenditures: requisitions (teachers), purchase orders (secretary and principal signs) and payments (secretary prints computer check and checks have two signatures-principal and principal's designee). Fundraisers are approved by the county superintendent or school board as required and the school follows the county guidelines concerning them. All documentation is filled out in a timely manner (ticket seller's report, inventory, profit/loss statements) and is submitted to the county when completed. Monthly financial reports are issued in a timely manner to the county office following the receipt of the bank statement and finalization of said reports.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<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 highly qualified staff with the exception of a Special Education and music teacher. According to Policy 5000 we voted for Single Designee where the designee shall ask up to two other faculty senate members to assist him or her in reviewing relevant application materials or interviewing applicants. The Faculty Senate recommends someone and the principal recommends one. It is then sent to the personnel director so the hiring can take place. At Van Elementary we have 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.

		strong PTO and parent volunteers that assist the teachers and students. There are SMART Boards in each classroom. The county provides mentors and professional development for beginning teachers. Our school has worked hard to provide a positive environment and build a positive school culture. We have worked hard to provide time for collaborative and leadership teams to analyze data and make decisions about students learning.		
<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	The students and teachers have access to the following technology tools: SMART projectors, IPADS, Laptops Teacher Learning Station, and the computer lab. Students go to the computer lab for 30 minutes daily. We also use the STAR learning program to monitor student achievement. The county has a technology director and each school as a county tech person that comes to our school weekly. We also have a school technology person. We are in the process of ordering Moby Max and ACUITY to enhance our instruction. At the beginning of each school year all students complete a lesson on cyber safety. Each students and staff are required to sign the Boone County School Annual Acceptable Use Policy for Technology Contract.	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 technology used by teachers and students. IPads and laptops were utilized and integrated into instruction. The school had a very inviting computer lab that was utilized for programs such as Moby Max and Acuity to enhance instruction.</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
Function A: Focused and	EMERGING	After developing the strategic plan in the	ACCOMPLISHED	The evidence provided by the school and the additional

<p><b>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>		<p>leadership and collaborative teams, the staff uses data to monitor student performance and to make necessary adjustments to instruction. At the meetings student achievement is the focus and all decisions are made focusing on the three goals in our strategic plan. K-2 and 3-5 teams develop SMART goals which are short term goals focused on specific skills based on data analysis. Van Elementary uses STAR to monitor student progress and students that are in red or yellow are progress monitored every three weeks. LSIC and our PTO are involved in providing input into the strategic plan. LSIC teams are given a copy of the strategic plan.</p>		<p>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 leadership team was well established. Staff reported all teachers served on a leadership committee. All staff were invested and engaged in improving student learning. Goals were clearly outlined and articulated by the leadership team and principal.</b></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>EMERGING</p>	<p>The staff completed the High Quality School Survey and the OEPA School Monitoring Report. The LSIC team meets every nine weeks to discuss how we can make improvements at our school. The staff spends time at the beginning of the year and throughout the year disaggregating data. We have a professional relationship with the central office where we feel comfortable going to them for assistance. We are working with RESA 3 as a catalyst school to become a learning school. Our kindergarten teacher is a member of the steering committee for the Early Literacy program. We also work collaboratively with the instructional coached and have teachers as members of the math and reading cadre. We work with the WV</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>

		Extension Agency and NASA to provide STEM activities for our students. We send home a parent compact that is signed by teachers, students, and parents so everyone will be invested in their child's education.		
<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 leadership and collaborative teams meet to discuss student achievement. Instruction is guided by analyzing data at these meetings. Engrade is utilized to monitor grades and STAR results are shared with parents. Student data notebooks are maintained to track progress. Results are sent home to parents with Smarter Balanced results. Kindergarten is using the Early Learning Reporting System to communicate with parents. Engrade is a way to communicate with parents concerning student grades. Parents have access to AR and STAR reports. We feel we are moving in the right direction, but we always want to improve with our 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: The OEPA Team verified teachers used data to make instructional decisions. Assessment results were shared with families. Students were also using data to determine their individual learning goals.</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.	Countywide standards based computer program that provides data and feedback for grades K-5.	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 have focused on STEM activities last year, and we will continue to seek out professional development to foster STEM (Science, Technology, Engineering, and Math.)	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Teachers worked during embedded professional development to prepare students for the summative assessment through interim assessments and classroom activity practices. We also used our collaborative and leadership meetings to review best practices for the summative assessment. Our 3rd grade students had the highest score on the Smarter Balanced in the county in ELA and Math. Our 4th grade students were second in the county in ELA and Math.	The OEPA Team commended the identified practices; however, the Team did not verified, 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

#### PARTIAL COMPLIANCE:

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### 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 completed the High Quality Schools Data Collection System and rated our school. This gave us a deeper understanding of the policy and the needs of our school. We met in leadership and collaborative teams to discuss the findings.
YES	Complete the School Monitoring Report	We worked with the staff and LSIC to complete School Monitoring Report to help make decisions in our strategic plan. We kept documentation in the office.
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</p> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>	The staff met in collaborative and leadership teams to review and update the School Monitoring Report. Teachers rated the standards and functions and showed evidence.

### 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 school has leadership and collaborative teams. The leadership team meets bi-weekly and collaborative teams meet weekly. The teams analyze data to make decisions about student learning.
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)	Teachers use their data to guide their instruction. Teachers analyze data from SMARTER BALANCED, STAR, and formative assessments to make decisions about student learning.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	The staff worked on the school monitoring report and use data to guide the professional development.
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.	The school has a strategic plan involving staff and LSIC. We visit the strategic plan on a regular basis to make sure we are implementing the plan. The LSIC team reviews the strategic plan at each meeting. Decisions made at the school are based on the three goals and action steps that are in place in the strategic



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)	Teachers will be trained on test security measures by the principal and sign in sheets will be kept.
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)	The school follows IEP guidelines where students are provided accommodations during testing. We set up a schedule to test students in small groups that meet their accommodations.
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)	Students with 504 plans will be followed with accommodations.

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

FULL COMPLIANCE

**PARTIAL COMPLIANCE:**  
While the staff communicated curriculum and technology issues; there was no evidence of curriculum or technology team minutes or agendas.

## 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 teachers use a variety of instructional strategies such as collaborative groups, differentiated instruction, whole groups, individual, small groups, hands-on, and lecture,
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)	Content areas are taught to each grade according to the requirements. Teachers use the Next Generation Standards and these are documented in their lesson plans. The county has worked with teachers from different grade levels to develop power standards in ELA and Math.
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> </ul>	The kindergarten utilizes the Early Learning Reporting System. K-5 classes are used a standards focused curriculum using Next Generation Standards. The school has received the Fuel Up to Play Grant the last few years. The students and teachers use technology daily and the teachers use formative assessment to guide instruction. Students are made aware of careers through participating in College Awareness and Application Week.

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

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

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

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

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

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

YES

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

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

The master schedule reflects minimum time requirements and planning for 40 minutes for staff. The school uses research based programs approved and adopted by the county. Teachers use the STAR program to monitor student performance through benchmarks and progress monitoring. Parents can keep up with students grades by utilizing Engrade. A weekly newsletter goes home by the classroom teacher and school. We monitor students in the bottom 25%. Technology is used in the classroom and in the lab.

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

The LSIC Council meets once every nine weeks. The leadership team meets bi-weekly to discuss student achievement and make decisions about the curriculum. The Student Assistant Team (SAT) meets to discuss students' needs and puts in place a plan to address the issues. At our Faculty Senate meetings we discuss ways that we can meet the needs of our students.

- Student Assistance Team (SAT)
- Leadership Team

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

NON-COMPLIANT

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 Safe and Supportive Schools policy is on the Boone County website. The parents and students are to review the policy and sign a form saying that they have read it. The forms are kept in the principal's office. Teachers review this at the beginning of each school year. We have a responsible student program where students qualify for a trip each nine weeks. The criteria for this trip includes: no detentions, no more than 2 home excuses, no more than 6 sign ins or sign outs, and a 2.0 GPA.

NO

**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.	Students receive physical education from a certified teacher at least 30 minutes three days a
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	<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>week. We also walk on Friday evenings as a whole school for 30 minutes. Master schedule reflects this.</p>
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	The physical education teacher completes the fitness testing with students in grade 4th and 5th.
YES	esults are shared with students and parents. (S7, FC)	Parents and students receive results of the fitness testing.

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	<p>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</p>	<p>The counselor provides 30 min. weekly character education to all grade levels. She meets with students individually and in small group settings regularly. She is involved in preventing school dropout by planning events for student encouragement. Some events are WV</p>
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	address the problem of potential school dropouts. (S4,FB)	College Application and Exploration Week, 5th graders visit WV State University. We will have a Career Day and Step Up Day. PAW Patrol Leaders are students who take leadership roles in the school. They interview for these jobs.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	The school counselor keeps a counselor log to provide the principal with time spent on Program Management, Program Delivery, Accountability, Leadership, Professional Growth, and Non-Counseling Duties.

#### 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 secretary responded to a finding about a purchase order number.	YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	The school made sure that each student IEP matched the time for instruction.	YES
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Records of the fire marshal are kept in the school and all non-compliances are taken care of by the school or the county maintenance department.	YES
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	The health department completes an inspection and gives the cooks and the principal a copy. Any non-compliance are taken care of immediately.	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	The school has addressed all non-compliances during the federal monitoring and corrected them.	YES



## **Facility Resource Needs**

### **1. School Site**

A. School site did not have the required minimum acreage:

A-1. Elementary School - 5 usable acres + 1 acre for each 100 students over 240. (Did not adversely impact program delivery and student performance.)

### **6. Library, Media, and Technology Centers**

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

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

B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

### **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-5. Desk and chair for health care provider, with telephone and communication line to the office. (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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Stephen Comer, OEPA Consultant

Team Member – Dr. Sara Stankus, Principal, Union Elementary School, Upshur County Schools

Team Member – Debra Holly, Principal, Buffalo Elementary School, Logan County Schools

**Date of School Visit – 12/09/2015**

## SCHOOL PROFILE

### 06-216 WHARTON ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	129	127	126	124
<b>Average Class Size</b>	18.6	17.6	14.9	16.4
<b>Attendance Rate</b>	93.47	96.50	97.52	98.17
<b>Pupil Admin Ratio</b>	110.0	107.0	126.0	124.0
<b>Pupil Teacher Ratio</b>	11.6	11.3	15.8	13.8
<b>Participation Rate-Math</b>	not available	98.28	100.00	100.00
<b>Participation Rate-Reading</b>	not available	98.28	100.00	100.00

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

## WHARTON ELEMENTARY in BOONE 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	Wharton Elementary administration, staff, LSIC, PTO collaboratively develop our mission statement of the strategic plan. Each year the Strategic Plan and mission statement are reviewed to discuss possible revisions. We review the strategic plan periodically to change, add to, or adjust our action plan and professional development. We have weekly curriculum team meetings and leadership team meetings twice a month. We have collaboratively worked on the High Quality School survey each year. Each teacher has an input and their comments and suggestions are taken into consideration. The primary and intermediate team set smart goals as well as individual smart goals. The mission statement is posted throughout 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. We also have vertical alignment meetings. Teachers are working on common formative assessments. Staff and parents help write the Title 1 compact.		
<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	During morning announcements students are encouraged to roar with pride and accomplishments. Students review STAR data and set monthly goals to improve educationally. These goals are kept in a portfolio. We have monthly rewards for perfect attendance, good behavior, trying their best, and not having very many sign-in/ outs during the month. I can statements are displayed and discussed each day with students. After analyzing STAR data teachers set team SMART goals and individual goals that focus on student improvement. Team SMART goals are displayed as a reminder. Staff views all students as being part of the SPL process, strong students are excelled, while weak students are supported. The staff sets high expectation for themselves. Their attendance during summer, afterschool and staff development trainings show that WES staff is interested in staying current, learning new strategies to support their teaching. WES stakeholders developed the R.O.A.R Expectations which are posted.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment	ACCOMPLISHED	Wharton Elementary in maintained by 1.5 custodians. An electronic work system for technology, custodial and maintenance is utilized for 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.

is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		upkeep. We have 10 cameras that focuses on all exits of the building. Exterior doors are locked. Visitors must buzz in; staff wear badges. We have implemented the ROAR program. This program is designed to promote positive behavior, attendance and learning. With the ROAR program we have developed a rubric which is posted throughout the school. We have at least four code reds and ten fire drills in a school year. Parents must sign-in and obtain a visitors badge. Local police and the VFD have worked with administration and staff to conduct an emergency evacuation to the local community center. We have four safe school meetings a year to discuss safety concerns. Several staff members are trained by the school nurse on administering medication. Two way radios are utilized when students are outside.		<b>Comment: While fire extinguishers were not updated since 10-22-2015 at the beginning of the day, by the end of the day they were updated for November and December 2015</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	This is the third year for Mrs. Christina Adams as a principal. She has 23 years of teaching experience. Mrs. Adams has a MA in Reading Education as well as a principal licensure. Mrs. Adams has been trained as an Instructional Practice Inventory (IPI), and trained in CPI. She is also trained as a teacher mentor. Mrs. Adams has an open door policy and frequently asks staff, students, 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>parents for input. Through this process, Mrs. Adams is able to maintain excellent staff/principal communication and provides positive feedback. She conducts classroom walk-throughs, reviews lesson plans, and observation/evaluations. She provides the staff and parents with weekly newsletters. The principal communicates with special directors, Superintendent and attends monthly administrative meetings. She also utilizes Edvocate PD 360 to research skills needed to improve student/teacher skills. The staff/parents has seen a difference in leadership ability and school culture.</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>All staff members participate on a PLC team. Because we are a small school several teachers serve on the Leadership Team as well. During the meetings we address the 4 essential questions. Some Teachers are also a member of the LSIC team where we continue to focus on student learning. We have SAT team meetings twice a month, or as needed. During SAT we address academic, social and emotional needs of our students. We have Faculty Senate every other month for 2 hours. During these collaborative leadership team meetings high expectations are stressed. We incorporate the Marzano Instructional strategies. Lesson plans reflect high expectations. We analyze IPI to ensure students are participating in higher level thinking activities. The administrator keeps a progress monitoring journal that</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>

		monitors lesson plan, PLC and Leadership team meetings. We also have a Safe School Crisis Response Team. This is where plan and address any safety issues. we are working towards CFA and vertical alignm		
<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	WES staff is committed to a continuous improvement. They explore new ways of teaching and seek out strategies to help students be successful. Staff development activities in the summertime and afterschool are well attended by WES. staff. The staff utilizes PD 360 to enhance instruction. WES staff has embraced the college/career readiness content standards and eagerly share resources and ideas with their colleagues. They accomplish this through professional learning time, vertical grade level planning and PLC. The staff led and organize such activities such as Pumpkin Drop, College/ Career Day, and academic affairs. When teachers attend reading and math conferences they share information and ideas obtained from 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.
<b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for	ACCOMPLISHED	Each homeroom has two student ambassadors. Each month they eat lunch with the principals and discuss different topics. Some examples of the topics are: lunch menu, how to improve the school playground, what they would like to see their teachers do, how we could improve the school. Older students are given speaking parts/ solos in school- wide	ACCOMPLISHED	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 developing authentic opportunities for student leadership.</b>

improving self, school, and community.		programs. Each homeroom identifies a student of the month as an example of a good role model. We also have weekly leaders that leads the school in the pledge and makes morning announcements. We have Eagles Nest that work with our students on character ed. We have a positive discipline system (ROAR). We recognize student who show good character by placing their name on "Tree-mendous character" bulletin board. Each classroom has classroom helpers. There are leaders within the collaborative groups. 5th grade students assist with the raising and taking down of the flag.		
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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	Teachers arrange their classrooms to allow collaboration among students. Teachers use technology to enhance student learning. Teachers collaborate with special services such as Spec. Education and Title 1 to reinforce skills students need. We have inviting classrooms with decorations and classroom work. Each classroom has a place where student work can be displayed. Exceptional work is placed outside the office door for everyone to see. The school alternates science and social studies fair each year. Students are encouraged to research, develop presentations, and reflect on their	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.  <b>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff use peer expertise to enhance student-centered classrooms that fosters student inquiry and self-reflection with the use of technology tools.</b>



		<p>learning and behavior. Students are asked to monitor their own learning and be able to articulate their proficiency. They are encouraged to set goals and implement a plan to meet their goal. Graphic organizers are used enhance instruction. Journal writing, exit slips, and age appropriate self assessments are used. If a students receives detention they are asked to complete a reflection sheet.</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>All teachers are implementing the Next Generation Standards. Teachers have collaborated with other teachers from around of the count to determine the ELA Power Standards. These are standards that they feel students need to know to be successful. Teachers are currently working on common formative assessments for ELA. They are also currently working on Math Power Standards. They hope to be finished by December. The goal is to make assessments to align power standards. We utilize STAR Reading and Math data is utilized. This is used to guide instruction. Teachers and students are using lexiles to guide reading instruction. Pre-K and Kindergarten uses the Early Learning Reporting System (ELRS).</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 teachers expand the use of technology across the curriculum in all classrooms.</b></p>
<p><b>Function C: Instructional Planning.</b> Teachers design long and short term instructional plans for guiding student mastery of the Next</p>	<p>ACCOMPLISHED</p>	<p>Lesson plans expected to be completed by the beginning of each week. The Next Generation Standards are used in each content area. The standards are documented by each teacher. Monthly STAR assessment / progress monitoring</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>

Generation Standards and Objectives based on the needs, interests and performance levels of their students.		is also used to a guide instruction. Teachers utilize STAR Summary Instructional Plan to target skills that students are week in. Teachers have participated in professional development that encourages students to think and investigate topics of interest. Teachers and students set student and learning goals. The strategic plan is reflected monthly. Student STAR Reading goals are set by the teacher. Teachers are expected to create individual and team SMART goals based on student needs. They also create monthly focus calendars which focuses on skills students are week in.		
<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 begin each lesson with I Can statements. This allows student to know what they will learning. They utilize graphic organizers, exit slips, summarizing lessons, journal writing to promote thinking and learning. Cooperative learning strategies and differentiated learning strategies is utilized. Some whole group instruction still takes place, instruction is also differentiated to support initialization of learning. This is accomplished through small group and technology assisted learning. Small group instruction is determined by formative assessments to identify an area of weakness. The students are placed into groups at their instructional level that build toward mastery of the standard. The STAR assessment and screeners are used as a	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 staff review and more thoroughly implement the state standards for learning skills and technology tools.</b></p>

		guide to identify problem areas. Students at mastery of a standard are enriched toward above mastery as described in the performance descriptors. Technology assistance is also utilized to build students skills. The school uses Renaissance Learning		
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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.	DISTINGUISHED	School personnel have a good relationship with each other and often refer to themselves as family. The staff participates in activities such as secret pal, dinners, bringing special treats for everyone. The staff pulls together with the community and volunteers to do fund raisers outside of school time, special assemblies, and open house. Title 1 along with the staff members plan family activities to promote family times and learning after school. We invite parents to participate in activities that are centered on reading, math, and parenting classes. We provide weekend snacks for disadvantage students. We also use outside resources to provide clothing, shoes, blankets, etc. The school has monthly PTO meetings for parents to participate . We have special luncheon for grandparents and parents. Parent volunteers are encouraged to participate in school/ classroom activities. We have parent read-aloud volunteers. We have weekly newsletters. We use school	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		messenger.		
<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	<p>The students at WES have an opportunity to develop good personal habits. Students receive 40 min. of PE three times a week. We have extra physical activity for all students on Friday. We provide healthy snack twice a week through a food grant. Eagles Nest a group of high school students come weekly to mentor and provide character education for our students. The school has a counselor that comes once a week to offer support and guidance to the students. Teachers meet twice a month to discuss student progress and address any physical, emotional concerns of the students. We have local volunteer agencies that help provide personal hygiene and other personal issues. Title I provides vouchers for students who are homeless. We provide positive recognition for academic, good character and attendance. Once a month we address certain character traits such as bullying, trustworthiness, respect, etc. We recognize good character with a special bulletin board.</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>
<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>We have a dental bus that provides dental services for families that request it. We have local businesses that will come for career awareness day. They also help with school fundraisers. The local fire department will provide a safety training. Our cook provides a nutrition class for our students. WVU Extension has provided nutrition classes,</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>

		robotics and STEM activities. We have a school wide event called Race Day. Local and Nascar drivers have brought race cars and talk to them about their cars. VFW came and presented flag etiquette to the school. Local organizations and churches help with student personal issues. We have a supportive PTO. Title 1 provide homeless vouchers for students who are homeless. Secret Santa provides gifts for students who are disadvantaged. Local churches provide coats and bookbags for 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	Staff members participate in on going professional development. Some staff members attend summer professional development offered by the county. Teacher Leaders attend Reading and Math conferences every year. Teachers are currently participating in a book study, "Writing in Math Class". Teacher leaders have participating in professional development learning about power standards. PD 360 is utilize. It is required that each teacher watch two videos a month. The staff attends the required 18 hours of staff development and those hours are logged in KAPLA. Principals have been trained in OEPA, Strategic Plan, Dr. Jackicic PD, STAR reading and math training, and Smarter	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Balance Webinars.		
<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 have collaborative weekly PLC meetings. They analyze and discuss student data and progress. This is documented through agenda and the minutes. The Leadership Team meets at least twice a month. Our discussions are centered on student learning and four essential questions. We analyze Smarter Balance Data, STAR data. The leadership also assist in the completion of the OEPA School Monitoring Report. Teachers also share information/strategies learned at other professional development opportunities. Teachers are also working on vertical alignment and 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>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 principal has weekly and nine weeks overall lesson plan check and provides feedback. We utilize Observation PD 360 to monitor student and teacher engagement. The IPI process is conducted three times a year. The IPI process monitors student engagement and rigor of classroom assignments. Teachers completes a self-assessments at the beginning of the year. Teachers set goals and check often to see if they are meeting 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.

**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	ACCOMPLISHED	The school has 10 cameras that cover all entry ways. The school has a safety	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.		committee that meets at least 4 times a year. A representative from the schools attends the county safe schools meeting at least 4 times a year. The school has a fire drill plan and code red and yellow plan in place. Practice drills are conducted on a regular basis. All staff members are required to wear an ID Badge. Visitors must sign-in and wear a visitors badge while in the building. We have planned and implemented an emergency evacuation to the local community building. Custodians and staff help maintain the cleanliness of the building.		school's self-rating for this function.  <b>Comment: The OEPA Team observed a safety issue concerning an electrical box on the second floor. The electrical box in the upstairs hallway was unlocked. Upon examining the box, the Team determined the plate at the top of the box allowed exposed wires. The maintenance department was called and promptly replaced the plate, securely covering exposed wires.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	To purchase items using school funds teaches must follow procedure by filling out purchase orders. Schools within the county collaborate and share the cost using Title 1 funds in order to provide professional development, activities for students and family involvement. We have checks and balance system. We have a seperation of funds, teachers, faculty senate, general fund, etc. Monthly bank statements are checked and signed.	ACCOMPLISHED	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	Only highly qualifies teachers are interviewed by the principal and faculty senate hiring committee. Policy 5000 is followed. Faculty Senate helps interview candidates. Teachers are observed and evaluated according to the West Virginia Code. New teachers are assigned a mentor to help support and guide them during their first year of teaching. The	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.  <b>Rationale: While all teachers were highly qualified, through classroom observations and interviews, the OEPA Team determined all teachers were not effectively meeting the needs of all students.</b>



		county offers professional development for beginning teachers. .		<b>Recommendation: The OEPA Team recommended the principal explore opportunities to support and encourage professional growth in instructional practice and classroom management.</b>
<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 usage of technology in documented in teachers lesson plans. This school has a computer lab, netbooks and I pads that are utilized. We have purchased SMART projectors for most of our classrooms. We utilize STAR, Odyssey and Cyber Safety program. We have a school and county tech support person. County has a Technology Director that oversees the technology for the county.	ACCOMPLISHED	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	After analyzing Smarter Balance data all professional staff members were able to have an input on the strategic plan that was developed for the school. We have targeted our weakness. Teachers were able to have their input on the highly qualified school survey and OEPA survey. Together we discussed ways to improve our school. Many of those things have been implemented in the 2014-2015 and continues this school year. During PLC meetings teachers collaborated on a team SMART goal. Each teacher has their individual SMART goal as well. During the development of the strategic plan LSIC/	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



		PTO members were also asked for their input. We are working on vertical alignment of our power standards. We utilize the Boone County School Improvement Model for Highly Effective Schools.		
<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	PLC meeting occur weekly. Leadership team meets at least twice a month. We have monthly PTO meetings. LSIC meetings occur at least four times a year. At each meeting student progress and data is analyzed. At leadership team meetings and LSIC meetings the strategic plan is reviewed. Updates to the plan are documented. We have a data designation day to analyze data to guide our instruction. The master schedule reflect time for PLC meetings. This year we have implemented a program called Parenting Partners that teach parents how to be engaged with 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.
<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	We have look at STAR data monthly to monitor student progress and make adjustments in our teaching to ensure student success. We share this data with parents at least three times a year. Each month students look at their progress and set goals in their data notebook. We used Smarter Balance data and STAR data to set our beginning goals and for our focus calendars. The results from Smarter Balance, STAR Data and Engrade are shared with parents.	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 staff continue to monitor student progress and data analysis and adjust instructional practices to positively impact student achievement.</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 staff of Wharton Elementary feels that the lack of parent involvement is impacting our student performance. This year we have implemented the Parenting Partner Training that will be conducted in the Fall and Spring of the year. This program teaches parents how to become engaged with their children. We would like to see math curriculum that is more aligned with the content standards.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource need for parent training because this had been addressed. The Team confirmed the need for math curriculum aligned with state standards.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	We feel that we could professional development on how to help parents help their child(ren). This professional development will be conducted in October. We focused on math, reading with the emphasis of writing across each subject area. One of our professional development opportunities is to do a book study on Writing in Math Class by Marilyn Burns beginning in November.	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 because they were in place.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	We feel that we are focused on student learning. This is evident during PLC, Leadership and Faculty Senate Meetings. We feel that all of the staff members are taking ownership for student learning. Finally, we feel that we support each other and the students, parents and community.	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice  However, The OEPA Team commended this practice: <ul style="list-style-type: none"> <li>• Student Ambassadors at all grade levels.</li> </ul>
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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	<b>PARTIAL COMPLIANCE</b> The school did not submit the School Monitoring Report by the July 30, 2015 deadline.
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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	All teachers participated in answering the HQS.
YES	Complete the School Monitoring Report	All teachers participated in answering 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	We are preparing for the onsite OEPA 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)	The Leadership Team reviews the strategic plan monthly. We will also be reviewing data from the IPI process. We will also begin utilizing the PD 360.
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)	Smarter Balance and STAR data is used to analyze and monitor student progress. Students who are not showing adequate progress are given the needed support.
YES	Assess School and Classroom Learning Conditions – all staff must utilize:	After each observation the administrator and employee meets to

	<p>the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC))</p> <p>summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)</p>	<p>discuss strengths and weaknesses of instruction. After an indepth review of the school monitoring report changes were made to meet the needs of our students, staff and community.</p>
YES	<p>Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC)</p> <p>school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs.</p> <p>direction of the principal with collective involvement and input from the staff and the LSIC.</p> <p>strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs.</p> <p>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.)</p>	<p>The strategic plan is developed by the instructional staff. It is reviewed monthly to ensure that we are on target. Changes will be made as necessary. The strategic plan is also reviewed at LSIC meetings.</p> <p>We ask for input from them as well.</p>

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	<p>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)</p>	<p>Administration, examiners, and technology specialist are trained annually. Students are given direction verbatim according to the examiners book.</p>
YES	<p>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)</p>	<p>All IEP modifications are followed for each student who are identified to have and IEP.</p>

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 who have been identified as 504 receive accommodations as defined by the IEP/ 504.
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	<b>PARTIAL COMPLIANCE</b> Technology was not observed in use in most classrooms. Lesson plans reflected technology to be used the day of the on-site; however, the Team did not observe technology used as indicated in plans.

## 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)	Teachers use a variety of instructional strategies such as: STEM/ STEAM hands-on small group collaborative groups whole group lecture standards based
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)	Teachers use and document the College and Career Readiness Content Standards
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: <ul style="list-style-type: none"> <li>• Utilize Early Learning Readiness grades (Pre-K/K)</li> </ul>	We utilize STAR Enterprise for Reading and Math We participate in the Fuel Up to Play Program. Pre-K and Kindergarten is utilizing the Early Learning Report for students. All teachers use the College and Career Readiness Common Core Standards and documents them. All teachers utilize classroom technology that is currently available to them.

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)

Our schedule reflects 40 minutes of planning for each teacher. Our schedule reflects the number of minutes utilized as instructional time. IPI process is utilized at three times a year. The results are shared with staff members. We have several family activities after and during school that parents are invited to. We are utilizing PD 360 to provide research based instruction for teachers.



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

We have a Technology person LSIC meets at least 4 times a year. Faculty Senate meets 4 times a year School Curriculum (PLC) team meeting weekly The leadership team meets at least 2 times a week. SAT meets as needed. At least 2 times a month There is an agenda and minutes for each of the meetings.

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).

We have a positive behavior program. Our program is called R.O.A.R. This program promotes respect, obey, attend, and responsibility. We have placed expected behavior expectations rubrics through out the school.

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.

Alternative educational setting is available if necessary.

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>	<p>Students are in PE for 40 minutes at least twice a week. The classes that don't receive gym three 40 minute block gets 30 minutes one day during the week. On Friday we have a walking club. This is a part of the Fuel Up To Play plan. Students have 30 minutes daily of recess.</p>
YES	<p>Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</p>	<p>The PE teacher gives a pre and a post test. Results are documented on WVEIS.</p>
YES	<p>Results are shared with students and parents. (S7, FC)</p>	<p>Results are shared with students. The teacher discusses where they are and where they need to be. Results are shared with parents.</p>

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)	This is depicted in her schedule.
<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)	This is depicted in her schedule.

**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>	Any non-compliance is addressed and fixed immediately.	<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>	Any non-compliance is addressed and fixed immediately,	<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	<b>YES</b>	Any non-compliance is addressed to Maintenance Director.	<b>YES</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	<b>YES</b>	Any non-compliance is addressed and fixed immediately	<b>YES</b>
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	<b>NOT FOUND</b>	Any non-compliance is addressed to Maintenance Director.	<b>YES</b>
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	<b>YES</b>	Any non-compliance is addressed and fixed immediately	<b>YES</b>

## Facility Resource Needs

### 1. School Site

- J. Exterior of building was not appropriately lighted. (Did not adversely impact program delivery and student performance.) (May 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.)
  - B-6. Reading and reference materials. (May adversely impact program delivery and student performance.)

### 7. Cafeteria/Food Service Area

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

### 8. School Nurse Clinic/Health Service Area

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

### 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.)
  - C-2. Appropriate floor covering (combination of carpeting and resilient material). (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**

- B. Science facilities were not located with easy access to outdoor activities and were not isolated to keep odors from remainder of building. (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-2. Emergency main line gas shut-off conveniently located. (May adversely impact students' health and safety.)
  - C-4. Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)
  - C-5. Fire extinguishers, first aid kits, blankets, and emergency eye wash stations and showers. (May adversely impact students' health and safety.)
  - C-6. Lockable storage for lab materials. (May adversely impact students' health and safety.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Cheryl Workman, OEPA Consultant

Team Member – Lisa Alexander, Principal, Ona Elementary School, Cabell County Schools

Team Member – Julie Sayre, Principal, Malden Elementary School, Kanawha County Schools

**Date of School Visit – 12-09-15**

## SCHOOL PROFILE

### 06-219 SHERMAN ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	494	498	501	468
<b>Average Class Size</b>	18.5	18.9	20.1	18.1
<b>Attendance Rate</b>	100.00	97.79	97.77	98.39
<b>Pupil Admin Ratio</b>	238.0	241.5	250.5	234.0
<b>Pupil Teacher Ratio</b>	11.6	12.1	13.2	11.7
<b>Participation Rate-Math</b>	not available	100.00	100.00	100.00
<b>Participation Rate-Reading</b>	not available	100.00	100.00	100.00

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

## SHERMAN ELEMENTARY SCHOOL in BOONE 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 core beliefs and values are the culture of a school is shaped by the attitudes of the adults, strong instructional leadership, and highly effective personnel; learning is the shared responsibility of the home, student, school, and community; addressing students' social, emotional, and physical needs is just as important as meeting their intellectual needs; learning across the school is enhanced when teachers collaborate; and all students can learn if they are given adequate time, quality instruction, and know they are cared about. Our mission statement is, "Sherman Elementary will provide a culture of collaboration which will focus on learning for all." The staff creates our core beliefs, values, and 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.



		We have collaborative teams and professional learning communities; members must provide agendas, minutes, and sign-in sheets to administrators, who monitor attendance and participation. An example of shared beliefs and values is our Smarter Balanced testing efforts.		
<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 school has high expectations for all. Teachers post rules and consequences and have systems to hold students' accountable for their behavior. Teachers post daily objectives to ensure students know what they are learning and why. Administrators and teachers collaborate to set goals for students, who earn rewards (Chance Cards and Celebration Cards) and reward trips (Chuck-E-Cheese, The Wilds, and Waves of Fun) if they accomplish those goals. Mr. Messer encouraged participation and monitored progress for the MobyMax contest with his School Messenger messages. Administrators and teachers convey high expectations to parents at Open House meetings. Administrators have high expectations for teachers (i.e. monitoring arrival times and providing reprimands when necessary). They conduct Edivate walkabouts and WVEIS observations, then provide feedback. They also perform weekly checks and quarterly reviews for lesson plans. Mr. Messer does a Daily Memo to inform all employees.	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 did not observe a school-wide positive behavior support program. In addition, loss of recess was a consequence for inappropriate behavior. Staff discussed high expectations; however, the Team did not observe evidence these expectations were clearly communicated and observed in educational practice in most areas.</p> <p><b>Recommendations:</b> The OEPA Team recommended the school focus on the development of a schoolwide plan for behavior and discipline. The Team further recommended staff explore alternatives to removing students from recess as a consequence for inappropriate behavior.</p>
<b>Function C: Safe, Orderly and</b>	ACCOMPLISHED	We have procedures to maintain a safe and orderly environment, and our	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>district's safe schools director and maintenance director do periodic walkabouts to make sure our school is in compliance. All doors are locked and monitored. Visitors can gain entry only at the main entrance and only by an office employee. We have an alarm system and security cameras. Walkie talkies are used for communication for recess, bus duty, and emergency situations. We have processes for morning drop-offs and evening pick-ups. Teachers have duties to ensure students always are supervised. The counselor does character education and bullying prevention. Students feel safe here, and they feel comfortable talking to educators about their problems. Teachers conduct cyber safety training with students. Fire, Code Red, and Code Yellow procedures are provided and folders are maintained for teachers and substitutes; drills are conducted periodically. We have a Crisis Response Plan and a Safe Schools Committee.</p>		<p>school's self-rating of 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>Mrs. Lowe has 26 years of experience, including 2 as a principal. Mr. Messer has 7 years of experience, including 2 as an assistant principal. They set an example for the staff, arriving early, leaving late, and rarely missing. They are lifelong learners; both are in graduate</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>

management.		<p>classes. They are the instructional leaders. They conduct Edviate walkabouts and WVEIS observations, then provide feedback to teachers. They perform weekly checks and quarterly reviews for lesson plans. They attend collaborative meetings. They participate in parent-teacher meetings, and teachers appreciate that they “always have our backs.” They attend IEP, SAT, and 504 meetings. Mr. Messer created a Daily Memo to improve communication and notification, stemming from exit interviews he did with all employees last year to get ideas to improve our school. They have initiated new programs at our school (i.e. Smarter Balanced Olympics for Mrs. Lowe, and LEGO Robotics and Marshall Artists Series for Mr. Messer).</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>Our collaborative teams focus on four questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don’t learn? How will we respond if they already know it? Dr. Chris Jakicic praised our grade-level collaborative teams, some of which performed at a distinguished level on administrator evaluations last year. Those teams are the ones who collaborate to create their lesson plans, curriculum maps, and common formative assessments; they also are the ones that base their decisions on data, such as Interim, Smarter Balanced, and Star results. Our grade-level</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>

		collaborative teams meet once a week. Our departmentalized teams meet once a month. Teachers collaborate with grade levels above and below theirs through vertical planning sessions, which occur after each benchmark (three times per school year). Our Leadership Team meets twice a month, and minutes are sent to all employees, and all grades and departments are represented.		
<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 positions for school and classroom improvement, including Leadership Team members. Teachers provide embedded professional development to colleagues. Many teachers are self-motivated lifelong learners. Most participate in voluntary Saturday work sessions in which they receive a stipend through Title I funds. Four of our teachers are members of the district's Math Cadre, two are members of its ELA Cadre, three served on its ELA and Health Textbook Committee, three serve on its ELA Power Standards Committee, and five serve on its Math Power Standards Committee. Four attended the Carnegie Math Institute. One participated in the Vermont Writing Collaborative. Nine are trained to conduct Instructional Practices Inventory walkabouts and data collections. Nineteen have master's degrees, and six are pursuing master's degrees. Two have two master's degrees, and three are pursuing their second master's degrees. Three are pursuing national board	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		certification.		
<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 help our physical education teacher, Mr. Halstead, lead Halstercizing each morning; they also read the Pledge of Allegiance, Fuel Up to Play 60 pledge, and Sherman Elementary School mission statement. Sixth-grade student leaders tutor first-grade students and model Halstercizing for kindergarten students. LEGO Robotics team members completed school and community-based projects that help others. The primary grades have group, line, and table leaders. Some teachers assign classroom and group jobs, including the use of John Strebe strategies. The school resource officer selects a student deputy in each classroom each month, and the student deputies give him reports on the positive happenings in their classrooms and they model good behavior for their classmates. The VFW trained students to do flag duty. Our counselor, Mrs. Douglas, has student-led groups. Our students also participate in charitable activities, such as Pennies for Patients, Angel Tree, Math-a-Thon, and Trike-a-Thon	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<b>Function A: Classroom Learning Environment.</b> Teachers create and manage an	ACCOMPLISHED	Teachers create visually appealing, student-centered learning environments with bright colors and relevant themes. They create student-friendly bulletin	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.

inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		boards, graphic organizers, and visual aids. Student work is displayed, such as pre-kindergarten students' My Family posters. Teachers organize supplies and post rules, procedures, and consequences to create safe, orderly environments. Teachers have classroom management systems to promote positive student behavior. Some teachers use John Strebe strategies, which promote collaboration and positive behavior. Some teachers incorporate learning stations, including technology tools and resources, such as MobyMax. Self-reflection occurs through exit slips and other strategies, such as Think-Pair-Share. Administrators and teachers use IPI data and Edviate videos to improve classroom management, teacher instruction, and student learning. Grant-funded, after-school activities, such as Extended Day and LEGO Robotics, also aid student learning.		<p><b>Rationale:</b> The OEPA Team observed inviting classrooms; however, only some classrooms implemented Strebe strategies and used technology tools as indicated in the school's evidence. Few classrooms allowed for student-directed learning.</p> <p><b>Recommendation:</b> The OEPA Team recommended teachers explore strategies to create opportunities for student-centered classrooms and self-directed learning opportunities.</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	Teachers implement a standards-focused curriculum based on age-appropriate standards (West Virginia Early Learning Standards Framework for pre-kindergarten and West Virginia Next Generation Standards for kindergarten-sixth grade). Standards are reflected in teachers' lesson plans and I Can statements. Three teachers worked with the district's ELA Power Standards Committee and five more are working with its Math Power Standards Committee to pick the ELA and Math	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 few technology tools in use throughout the school for delivery of instruction or student-created products.</p> <p><b>Recommendation:</b> The OEPA Team recommended teachers integrate student acquisition of state standards for learning skills and technology tools into the curriculum.</p>

		power standards for each grade level that each teacher guarantees his or her students will know before leaving his or her classroom. Teachers create curriculum maps and common formative assessments. They utilize standards-based technology resources, such as Interim, MobyMax, and Star, to help deliver differentiated instruction and make data-driven: decisions, such as Title I pull-outs and special education self-contained classes. Teachers also participate in vertical planning sessions three times per year.		<b>Commendation: The OEPA Team commended the kindergarten team for accessing available American Electric Power grant funds to obtain SMARTBoards for their classrooms.</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	Teachers collaborate to make standards-based, data-driven decisions and create short- and long-terms plans to promote student learning and mastery of skills. Their collaborative conversations focus on four questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Teachers plan activities and lessons based on students' interests, needs, and performance levels. They do student interest surveys and learning styles inventories to learn more about their students and help them plan accordingly. Teachers often allow students to make their own educational choices to create a sense of ownership, such as allowing the students to choose their own independent reading books or research topics. Teachers watch Edvivate videos to get	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



		ideas for improving classroom management, teacher instruction, and student learning, all of which are considered in their instructional 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	Teachers use various assessments, resources, and strategies to provide high-quality instruction and target multiple learning styles. They use Marzano's Six Steps for Teaching Academy Vocabulary, with each grade selecting 10-15 academic words on which it would focus this year. Some teachers use online resources, such as www.gonoodle.com, to give students brain breaks via physical activity. Some teachers are piloting the use of bouncy bands for children who cannot sit still. Some teachers use John Strebe strategies, which promote collaboration and positive behavior. Some teachers incorporate learning stations, including technology tools, such as MobyMax. They use Interim and Star for assessment and progress monitoring. Self-reflection occurs through exit slips and other strategies, such as Think-Pair-Share. Administrators and teachers use IPI data and Edviate videos to improve classroom management, teacher instruction, and student learning, all of which affect instructional delivery.	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 verified the school's evidence as stated with some teachers implementing multiple instructional strategies, few teachers using digital tools, and many teachers providing instruction through traditional methods.</b></p> <p><b>Recommendation: The OEPA Team recommended that the school continue implementing identified practices until they become pervasive throughout the school.</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</b>	EMERGING	Mr. Messer created and maintains a	ACCOMPLISHED	The evidence provided by the school and the additional



<p><b>Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.</p>		<p>Weebly website (<a href="http://sestide.weebly.com/">http://sestide.weebly.com/</a>) and a Twitter account (@sestide) to share information and celebrate student accomplishments with parents and community members. Title I is funding a year-long Parenting Partners program. Administrators and teachers use School Messenger and Engrade to communicate with parents. Teachers create weekly newsletters for parents. Parents often participate in classroom parties, field trips, and reward trips. We have a back-to-school pool party attended by administrators, teachers, students, parents, and community members. Parents and community members serve on committees, such as our Local School Improvement Council, and help with projects, such as our annual book fair, weekly popcorn sale, library supervision, and playground improvement. Local churches and groups provide food, clothes, hygiene items, shoes, and school supplies for our needy students, some of whom participate in the annual Shop with a Cop program.</p>		<p>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 positive relationships existed among all stakeholders and the evidence submitted by the school supported an accomplished rating.</b></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</p>	<p>DISTINGUISHED</p>	<p>We have a counselor, nurse, and first responders to address students' emotional and physical needs. Our counselor tells students' parents about helpful resources and programs, such as Dial 211 and Families in Transition. All students get free meals that meet federal and state guidelines, and our cooks create positive interactions with them.</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>

education, guidance and counseling, special education, and English as a Second Language.		We have a nutrition program through the WVU Extension Office. We have programs that promote physical activity, such as Fuel Up to Play 60, Halstercizing, and Walking Bucks. Students receive free hearing, speech, and vision screenings and free dental and medical procedures. Led by two teachers, Angel Tree provides Christmas gifts and food baskets to needy students. Students receive extracurricular and multicultural opportunities, such as 4-H, Academic Bowl, Band, Boy Scouts, Extended Day, Girl Scouts, LEGO Robotics, Math Field Day, Marshall Artists Series, River City Ballet, Science/Social Studies Fair, Spelling Bee, STAGE, and Strings.		
<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.	EMERGING	We received grants from the Boone County Community Foundation (\$4,825) and Dominion Hope (\$1,000) to start a LEGO Robotics program; 4-H and Philip See of the WVU Extension Office are aiding in its implementation. The Odd Fellows gave \$2,000 to our archery program. We raise money through Box Tops for Education with help from our stakeholders. We have business partners, such as Exxon, Vmart, and Whitesville State Bank. Local churches and groups, such as Agape Cloak, provide food, clothes, hygiene items, shoes, and school supplies for our needy students. The Marshall Artists Series is a Partner in Education; it gave us 200 free tickets to an orchestra performance last year and is	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's evidence and determined it supported an accomplished rating.</b></p>

		giving us 570 free tickets to four fine arts performances this year. Our school resource officer, Deputy Ziegler, interacts with and educates our students. The Boone County Sheriff's Department sponsors the Shop with a Cop program. The local VFW participates in our annual Veterans Day assembly.		
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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 receive professional development through Boone County Schools, West Virginia Center for Professional Development, and Regional Education Service Agencies. They also watch Edviate videos. Some of them provide embedded professional development to their colleagues. Most participate in voluntary Saturday work sessions in which they receive a stipend through Title I funds. Four teachers are members of the district's Math Cadre, two are members of its ELA Cadre, three served on its ELA and Health Textbook Committee, three serve on its ELA Power Standards Committee, and five serve on its Math Power Standards Committee. Four attended the Carnegie Math Institute. One participated in the Vermont Writing Collaborative. Nine are trained to conduct IPI walkabouts and data collections. Nineteen have master's degrees, and six are pursuing master's degrees. Two have two master's degrees,	ACCOMPLISHED	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 three are pursuing their second master's degrees. Three are pursuing national board certification.		
<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	<p>Our collaborative teams focus on four questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Dr. Chris Jakicic praised our grade-level collaborative teams, some of which performed at a distinguished level on administrator evaluations last year. Those teams are the ones who collaborate to create their lesson plans, curriculum maps, and common formative assessments; they also are the ones that base their decisions on data, such as Interim, Smarter Balanced, and Star results. Our collaborative teams work with consultants, such as Roger Bennett, Leonard Bolton, and Theresa Cocheran, to improve teacher instruction and student learning. Some teachers collaborate with their peers at other schools via district-wide professional learning communities, such as Boone County Schools' ELA Cadre, Math Cadre, ELA Power Standards Committee, and Math Power Standards Committee.</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>
<b>Function C: Evaluation, Feedback, and Support.</b> The staff participates in processes of	EMERGING	<p>The teachers complete self-evaluations and set two SMART goals in WVEIS at the beginning of the school year. They also are required to watch two Edviate videos per month in an effort to improve</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: The OEPA Team verified the school's</b></p>

evaluation that facilitate self-reflection and informs the process of professional growth.		teacher instruction and student learning. They also read feedback and, if necessary, answer questions from the administrators' Edivate walkabouts. They also have follow-up conferences with the administrators following WVEIS observations and lesson plan reviews. Administrators meet with teachers to discuss teachers' self-reflections and goals for the WVEIS evaluation system. The teachers self-reflect when they create their lesson plans and after they implement their lesson plans. The teachers participate in collaborative teams and professional learning communities, which promotes professional growth. The teachers who participate in Boone County Schools' ELA Cadre and Math Cadre are required to be recorded and they have to watch their videos and reflect on what they see and hear.		evidence and determined an accomplished rating.
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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	The cleanliness of our building is an issue. However, administrators are emphasizing it and holding custodians accountable via reprimands and, if necessary, focused support plans and/or corrective action plans. Custodial walkabouts are completed periodically. A long-term substitute custodian worked tirelessly over the summer to get our building in tip-top shape. Ms. Lowe 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.

		<p>helped, painting classrooms, hallways, bathrooms, doors, walls, and water fountains. Our building was immaculate to start the year. A list of teacher and custodian expectations was distributed to all staff members at the beginning of the year in an effort to maintain the appearance. Our building is configured to support student learning. There are specific playgrounds for age-appropriate play. The size of tables and chairs are grade-level appropriate. Classroom clusters are organized by grade levels. Our facilities are safe and secure, thanks to our procedures (See Standard 1, Function C).</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>	<p>ACCOMPLISHED</p>	<p>Administrators and secretaries collaborate to ensure state and district policies and procedures are followed to manage fiscal resources. Checks and balances ensure accountability. Administrators are aware of spending and ensure purchases are practical and benefit students. Financial guidelines are outlined for employees at the start of the year, and our secretaries ensure they are followed. For example, employees cannot charge meals, and they cannot purchase supplies without requisitions or purchase orders. Also, fundraisers must be approved by the district office, and cash summary sheets must be submitted to the office each time a teacher collects money. Secretaries use School Funds Online to maintain financial accounts and records. Mrs. Lowe evaluates our</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>

		monthly bank statements. Teachers receive money for supplies for Faculty Senate and Local Allocation funds. Administrators and teachers look for additional funds through business partners, donations, fundraisers, and grants.		
<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 highly qualified personnel in every position. We have a hiring committee and chairperson who participate in the hiring process, as permitted by Policy 5000. The administrators participates in the interview process along with the hiring committee and chairperson; both groups submit a vote to the superintendent to hire the candidate of their choice. The district's hiring matrix is used if the two groups disagree. The same set of interview questions are used with each candidate to ensure consistency and fairness. Our school works with colleges to place student teachers in our building and set up future teacher observations. Professional development and support is provided to teachers to retain them and help them improve. Our district requires first-year teachers to participate in its New Teacher Academy, and many of our teachers have completed that program, and they also are given a mentor teacher, as required by state 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 use data information systems and technology tools, such as Edviate, Engrade, IT Direct, Office 365, Online Reporting System (ORS), My 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.

The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		Building, School Messenger, SmartFind, Star, Test Information Distribution Engine (TIDE), and West Virginia Education Information System (WVEIS), to support management, instructional delivery, and student learning. We have appropriate technology infrastructure. Our school recently received new wiring for our internet. Our district's technology coordinator has a plan and schedule for removing and replacing technology throughout all schools. Our school has a technology coordinator and a technology team with representatives from each grade level and department. Our district sends a county technician to our school at least once a week. Our school has an iPad lab, Xbox 360 with Kinect, LEGO Robotics (eight EV3 sets and 15 WeDo sets), mobile labs with laptop computers, SMART boards, desktop computers, data projectors, and document cameras.		
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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	Our Strategic Plan is our roadmap; it guides everything we do. Our staff collaborates to establish our core beliefs and values, which form the foundation for our strategic plan. Our staff creates our goals based on our school and student data, then develops our action steps. We review our action steps and reflect on their effectiveness during the	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.



		<p>year to determine if we are achieving our goals and if changes are necessary. As part of our strategic plan's action steps, our teachers implement standards-based curriculum in all subjects and grade levels, and they analyze assessment results to answer student-centered questions and make data-driven decisions in their collaborative teams and professional learning communities to make progress toward our ELA and math goals. They also provide after-school tutoring opportunities (Extended Day) and differentiated instruction (SPL). Our students use MobyMax in school and at home to accelerate their learning in ELA and Math.</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 staff has well-defined structures and processes for collaborating with peers and stakeholders to increase student learning. In addition to collaborative teams and professional learning communities, teachers collaborate with peers using Office 365, Skype for Business, and Yammer. We also have a Facebook group message, which has helped answer questions and provide reminders for staff members. In addition to Engrade, teachers collaborate with parents via students' planners, newsletters, and Monday folders. Mr. Messer uses School Messenger, Twitter, and Weebly to communicate with parents. Phone numbers for the school and email addresses for all staff members are included on the school</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>

		website. We encourage stakeholder involvement in various ways, including urging them to attend our awards day and honor banquet ceremonies as well as our basketball games and cheerleading competitions. We also work with parents and community members in other ways (See Standard 4, Functions A and C).		
<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	Administrators and teachers evaluate student learning through data, such as Star benchmarks, Smarter Balanced results, Interim assessments, and Engrade reports. Student learning is discussed and adjustments are made through multiple processes, such as SPL and Title I interventions and SAT, IEP, and 504 meetings. Teachers collaborate with peers to create lesson plans, curriculum maps, and common formative assessments. WVEIS data and the Early Warning System website help track at-risk students. Engrade shows students' grades and missing assignments. In addition to Weebly, Twitter, and School Messenger, progress and success are communicated on bulletin boards and in newsletters. Monday folders, which contain students' assessments and graded work, are sent home weekly. Progress reports are sent home in the middle of each nine-week grading period for a total of four per year, and report cards are sent home at the end of each nine-week grading period for a total of four per 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.	The staff would like to increase our available technology, including updated computers and iPads. The school has need of an additional mobile lab to improve technology in the classrooms.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The staff has requested professional development on the following topics to increase student performance in the classroom: John Strebe strategies STAR training Interim Assessments Marzano's Six Steps to Increasing Academic Vocabulary Common Formative Assessments (CFA) Curriculum Maps Power Standards IPI Strategies New ELA Series Embedded Follow-up PD: Power Standards, CFAs, Curriculum Maps, STAR and New ELA Adoption/Materials	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.	Sherman Elementary's "Halstersizing Program" is an excellent example of a teacher-designed program to meet the needs of children. Our PE teacher, Jerry Halstead designed the program to provide students with a school-wide ten minutes of daily exercise program and tips for healthy living which motivates and inspires students on a daily basis. The program has been filmed in action and featured on PBS. Our school-wide Professional Learning Communities (PLCs) and Fuel-Up to Play 60.	The OEPA Team commended the Halstersizing Program; however, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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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

**PARTIAL COMPLIANCE**

**The school did not submit the School Monitoring Report by the July 30, 2015 deadline.**

**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 was presented to the staff and stakeholders in the following ways: Staff meeting - presented by administration Leadership PLC Meeting - presented by teacher leaders Grade level PLC Meeting - presented by, once again, teacher leaders
YES	Complete the School Monitoring Report	The School Monitoring report was completed in steps as follows: Grade Level PLCs completed the school ratings. One representative from each grade level met and compiled rating information and came to a consensus for the average rating of each question. The LSIC also rated the school using the monitoring report. Sherman Elementary's final rating was complied with all stakeholders' input.
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	The principal will develop a plan of action to prepare the staff for the OEPA Monitoring visit. This preparation will include: updating the School Monitoring Report and progress toward goals; preparation for interviews; and participation in Exit Conference. If findings occur, the principal will share this information with staff and the LSIC to revise the Strategic Plan and correct any deficiencies.

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  
Plan 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: The administration and school Leadership Team will implement and coordinate

	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 goals. Embedded professional development and opportunities outside the school day (with paid stipend) have been scheduled.
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)	Student data is discussed at each team meeting, including Leadership Team, PLCs and Grade Level Team meetings. The county offers Data Disaggregation Day (D-Day) with a paid stipend. The Strategic Plan is discussed at every meeting.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	The staff has participated in compiling the School Monitoring Report. This was first done individually, then as a grade level team for consensus, the LSIC was consulted and finally the administration gave their input.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The Strategic Plan was developed with the assistance of the Leadership Team, staff and the LSIC. Countywide goals and school goals were developed, with appropriate action steps. The implementation of the school's Strategic Plan is monitored by the administration and School Leadership Team.
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)	Test taking procedures are monitored by the administration and the West Virginia Achieves Focus Teachers. All staff members are trained prior to administering the test.
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 accommodations, as determined by the student's IEP, are monitored by the administration and West Virginia Achieves Focus Teachers, as well as those administering the test. Our participation rate is very close to 100%.
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)	Appropriate accommodations are determined for students with a 504 plan, as needed.

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

FULL COMPLIANCE

#### PARTIAL COMPLIANCE

Students lost recess as a consequence for inappropriate behavior.

### COMPLIANCE CHECKLIST: POLICY 2510

#### Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

#### Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	The WV Next Generation CSOs drive the curriculum. This is monitored by the administration to ensure the instruction is developmentally appropriate. The school uses the IPI process to
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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)	observe student participation and rigorous instruction. The curriculum required is included at each programmatic level as monitored by walkabout for Edivation 360, classroom observations and lesson plans.
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> </ul>	The PK uses the Highscope Program and PK/K uses the Early Learning Reporting System. The school uses a standards-focus curriculum as monitored by the administration. The school offers Halstersizing schoolwide morning exercise, the Gear-Up grant, up to 80 minutes per week of PE/Cardio Health, a Walking Club and weekly counseling on healthy eating habits. Formative assessments are used in every classroom. The School Counselor works with student success and career readiness.



- 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

The administration closely monitors instructional minutes. Each teacher has a 40 minute planning period. The ELRS is used in PK/K, as well as STAR assessments and other forms of formative assessments to monitor instruction. Parent Involvement is encouraged by the schoolwide Title I Program. The use of technology is pervasive throughout the school. Technology infrastructure is monitored and upgraded by the Director of Technology for BCS.

- 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

All of these teams are in place at Sherman Elementary School. In addition, we also have Grade Level Planning Teams. and Vertical Curriculum PLC Teams. The Leadership Team meets twice a month, Grade Level Teams and Vertical Teams meet weekly. Other teams meet as needed or as directed.

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 utilizes Assertive Discipline to teach students appropriate behaviors and dispositions. Student's rights and responsibilities are monitored by the School Counselor and administration. All incidents are investigated and reporting policies are followed. Behavioral intervention and consequences are implemented. The handbook, "You Can Handle Them All," was purchased for the staff. The book includes classroom interventions for many behaviors.

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.

All county policies and procedures are followed for alternative education of students. A written curriculum for responsible behavior, based on state standards is in place. John Strebe classroom management training is scheduled. All staff teaching in content subject areas are licensed and certified.

## 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>	The school is in compliance with a minimum of 40 to 80 minutes of physical exercise and age appropriate activities, such as organized recess, in place at least three days per week.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	The school uses the Fitness Gram Program (formally the President's Physical Fitness Program) to assess students' fitness.
YES	Results are shared with students and parents. (S7, FC)	Results are shared through the students with the parents, as well as on Awards Day to recognize those students meeting the requirements. Results of the fifth grade's cholesterol screens are sent home to parents.

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

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

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

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

**Compliance Core Areas of Policy/Code**

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The school counselor provided many services to students on an individual basis, in small and large groups, and in the classroom to provide development, preventive and remedial guidance to students.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	The school counselor works with students in direct counseling 100% of the time. She is here at the school five days a week. The counselor works with students individually, in small groups, in the classroom and also does home visits, as required.

**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	The school had no findings in this area.	YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	There was a finding related to scheduling. All issues have been resolved and	YES

		were approved during a recent follow-up visit.	
<b>C . Fire Marshal?</b> Has the school addressed all non-compliances identified during the fire marshal review?	NOT APPLICABLE	The school is not aware of any findings from the Fire Marshall.	<b>YES</b>
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	NOT APPLICABLE	The school has no findings from the Health Department.	<b>YES</b>
<b>E . School Building Authority (if applicable).</b> Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	This is not applicable for Sherman Elementary.	<b>NOT APPLICABLE</b>
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	The school is not aware of any non-compliances identified during WVDE federal monitoring.	<b>YES</b>

## Facility Resource Needs

### 1. School Site

- C. Site did not have stable, well-drained soil free of erosion. (As evidenced by no standing water, no water trenches, or no unwanted water around building) (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

### 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.)
- B. Clinic/health service area was not adequate in size (250-400 ft.<sup>2</sup>). (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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Mike DeRose, OEPA Consultant

Team Member – Suzette Cook, OEPA Consultant

Team Member – Mary Lister, Principal, West Fairmont Middle School, Marion County Schools

Team Member – Tracy LeMaster, Principal, Cottageville Elementary School, Jackson County Schools

Team Member – Sandra Sheatsley, Director of Federal Programs, Raleigh County Schools

Team Member – Donna Chambers, Principal, Elk Elementary School, Kanawha County Schools

**Date of School Visit – 12/09/2015**

## SCHOOL PROFILE

### 06-220 BROOKVIEW ELEMENTARY SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	536	517	477	494
<b>Average Class Size</b>	22.4	21.3	20.6	22.9
<b>Attendance Rate</b>	93.43	96.36	97.44	97.84
<b>Pupil Admin Ratio</b>	250.5	239.5	238.5	247.0
<b>Pupil Teacher Ratio</b>	12.4	12.3	12.2	13.0
<b>Participation Rate-Math</b>	not available	100.00	99.57	98.72
<b>Participation Rate-Reading</b>	not available	100.00	99.57	98.29



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

## **BROOKVIEW ELEMENTARY in BOONE 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	This year, all professional staff collaboratively revised the school's mission, vision, and beliefs. These are posted throughout the building and shared with parents via grade level newsletters, the Strategic Plan, our school website, and morning announcements. Our beliefs, vision, & mission provide the foundation for our strategic planning process; our goals, action steps, resource allocation, and professional learning decisions are based on these. School wide programs that support our students throughout the year are derived from our beliefs: Backpack Program, Student of the Week, A.I.M., Respect & Protect, Husky Hut (clothes closet), Fuel Up to Play 60, breakfast in the classroom, progress 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.

		W.I.N Time, scheduling, student engagement & higher-order thinking (process skills, targets, self-evaluation, triggers, formative assessments), collaborative teaming, common planning, parent engagement activities, student leadership & student and staff recognition.		
<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	Staff & parent handbooks are provided electronically & in hard copy. We have implemented “My Job, Your Job” to establish mutual expectations with students, parents, and ourselves. Our Respect & Protect Program is implemented school wide with students recognized every 3 weeks. Students are also recognized for achievements in academics, attendance, & effort as well as a variety of leadership: Flag Team, Safety Patrol, National Elementary Honor Society, Announcement Leaders, and Student Council. Staff members are recognized with Golden Apple Awards, Certificates of Achievement, & postings of pictures on school/county websites. Staff participates in SMART Schools Self-Assessment surveys and High Quality Standards reflection to identify needs for school improvement. Students self-assess in order to monitor their learning progress & demonstrate this progress using portfolios. Regular IPI and walkabouts ensure that students are engaged in high levels of 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>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended Instructional Practices Inventory (IPI) results be made more accessible to all staff members.</b></p>
<b>Function C: Safe, Orderly and</b>	ACCOMPLISHED	Our Respect & Protect Program is school-wide & provides a safe	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>environment. Safety Patrol ensures safe hallway procedures. Fire Drills &amp; Code Red/Yellow drills take place according to county expectations &amp; doors stay locked through the school day with video entry. Morning Meetings establish a safe and inclusive environment for all students &amp; build relationships between teacher-student &amp; student-student. Core instruction is uninterrupted &amp; grade level teams share students during W.I.N Time to provide remediation and enrichment. Embedded professional learning provides knowledge/strategies to meet the needs of our students (Strebe-engagement, Learning Framework, collaboration with Solution Tree consultant). Our school counselor collaborates with staff to meet our most needy students (Backpack program, coat drive, Husky Hut). Our custodians' schedules/expectations provide a clean environment, and parents and staff participate in school beautification projects as needed.</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
<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 attends collaborative team meetings on a rotating basis &amp; facilitates Leadership Team meetings two times per month. During these meetings, the principal monitors &amp; collaborates with teachers regarding student data (STAR, Interim assessments, CFAs, instructional strategies, W.I.N. Time decisions, SAT</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 for this function.</p> <p><b>Rationale: The OEPA Team determined principal leadership was strong and pervasive in the professional knowledge, skills, and dispositions that reflect effective instructional leadership and</b></p>

		meetings, etc.) Lesson plan checks are conducted weekly with short observations of instruction & feedback given. Drop Box & One Drive are utilized to maintain open communication with and between staff. Edviate/PD 360 is utilized to provide feedback to teachers on instructional practices. The principal provides a master schedule that allows for collaborative teaming every three days and 60 minutes of common planning per day. The principal has planned and facilitated the staff's study and self-reflection with regard to the 7 High Quality Standards, Strategic Planning process, and vertical alignment of instructional expectations.		<b>management.</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.	<b>DISTINGUISHED</b>	The staff works collaboratively to ensure the mission and vision of the school are executed. We have a variety of teams that work together to promote our mission. For example, the Leadership Team; collaborative teams; LSIC; A.I.M (attendance), Health and Wellness, School Safety, Honor Banquet, & Respect and Protect committees. The leadership team meets two times per month & collaborative teams meet every three days. Collaborative teams decide upon norms, form SMART goals, develop common formative assessments, create curriculum maps for the year, and use data to make instructional decisions. Vertical teams meet periodically throughout the year to discuss alignment of instruction. All teachers have 60	<b>DISTINGUISHED</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.

		minutes of collaborative planning time per day. LSIC meets at least 4 times per year.		
<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 have a variety of opportunities for leadership at BES. We have team leaders, focus teachers, teachers who participate in the math, ELA, & kindergarten cadre and mentor teachers. The Leadership Team, LSIC, & Faculty Senate help facilitate school decisions. Staff members provide opportunities for student leadership with Student Council, National Elementary Honor Society, Safety Patrol, Flag Team, & coordinate student groups with annual academic fairs, spelling bee and math field day. Staff members provide input with scheduling job embedded professional learning and are leaders in supporting colleagues in implementation of best practices (trainings, videos with School Improvement, and peer observations with reflection). The principal works with central office personnel to provide leadership opportunities for teachers: mentor teachers, representatives for county wide work (power standards selection), focus teachers & 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>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-	ACCOMPLISHED	Student leadership opportunities include: •Safety Patrol •Flag Teams •Morning Announcements Leaders •National Elementary Honor Society •Student Council •Safety Patrol •Reading and math buddies •Classroom jobs Students are also involved in after-school clubs	ACCOMPLISHED	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 the implementation of the National Elementary Honor Society.</b>

direction and a sense of responsibility for improving self, school, and community.		including: Cub Scouts Boy Scouts Girl Scouts Big News Club 4-H Dance Club		
<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 facilitate Morning Meetings & have established mutual expectations between teachers & students using My job/Your job & Classroom Constitutions. Most staff are trained and implement Strebe strategies to improve student engagement & collaboration. All professional staff receive job-embedded professional learning in Learning Framework and strategies are used school wide. Three computer labs are available daily with scheduled times for all classroom teachers & all classrooms have desktop computers and/or netbooks and access to an iPad lab. Core instruction is protected and W.I.N. Time is outside core instruction. Teachers develop common formative assessments aligned with team SMART goals. STAR Reading and Math is used to benchmark & progress monitor student learning. Student have portfolios for self-reflection & goal-setting, Respect & Protect Program & writer's workshop are implemented school wide.	ACCOMPLISHED	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 review and revise classroom management strategies to enhance student engagement and increase efficient use of instructional time, specifically in the primary classrooms.</b>
<b>Function B: Standards-Focused Curriculum.</b>	ACCOMPLISHED	Teams use NextGen Standards to plan lessons, create curriculum maps & use the identified county power standards to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

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.		monitor student mastery with benchmarks & CFAs. Process skills, learning targets, triggers & formative assessments are used school wide. Vertical teams meet periodically to collaborate on instructional alignment. Grade level teams create SMART Goals using data & align these with county and school goals. All students are progressed monitored using STAR every 3-4 weeks & teams identify & monitor the lowest 25% of students to measure growth to close gaps. Collaborative teams use summative test data, benchmarking & progress monitoring data from STAR & WVDE interim assessment to make instructional decisions. Using common planning time, teams plan together & make decisions about skills to target during W.I.N. time. Principal monitors instruction through lesson plan checks, walk-throughs using PD360/Edivate & by attending collaborative team meetings; feedback is provided.		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	Teachers collaboratively create curriculum maps for math and ELA & plan short term instruction using Next Generation Standards, identified Power Standards and the team created curriculum maps. STAR results and common formative assessments are used to make team decisions about targeted skills and student groupings for intervention and enrichment as well as support during core instruction. Small group instruction is used during core 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.



		target areas of need and a daily intervention block (W.I.N.) is scheduled outside of core instruction with grade level teams sharing students. Teachers collaboratively identify the lowest 25% of students in regards to learning gaps in mastery of grade level standards to accelerate student learning.		
<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>	The use of strategies learned through Strebe trainings engage students & build collaborative skills. Learning Framework strategies (process skills, triggers, and self-assessment) demand higher-order thinking & help students make connections. A teacher team performs IPI at least 3 times per year & results are shared with the LT for school improvement. This year, we have more inclusion during core instruction for students with IEPs in grades 1-5, and Title I and special education provide push-in & pull-out services for students who need intensive support. K-5 have scheduled computer times in 3 school labs & teachers use classroom mobile labs, netbooks and iPads. During team planning, teachers select & use additional resources like Scholastic StoryWorks, NewsELA, AR360, Engage NY, GA Dept. of ED Math Units, Scholastic News, novel studies in 2-5, Read Works, SumDog) to deliver curriculum. Data is used by grade level teams & LT to set school wide improvement goals.	<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 recommended staff review IPI information and address classroom management at the primary level.</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 exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	We host a Back to School Picnic/Open House & parents are involved in decision-making with our Title I Information Session, Parent Advisory Committee, LSIC & PTO. Engaging events are held during & after school including Dome Theater, Family Fun Nights, Movie Nights, Concerts, Veterans' Day Program, Field Day & Jump Rope for Heart. This year, we have implemented Parent Summits (provide information about WV content standards and instructional practices) and a new program, Parenting Partners. Parents & the community at large support activities with time & expertise: WV Read Aloud, Read to Me Day, Library Volunteers, Backpack Program, Red Ribbon Week & College & Career Ready Week. In addition, the local VFW provides annual training for our Flag Team & the Boone County Sheriff's Dept. provides training for our Safety Patrol. Families are kept informed with classroom newsletter, our school website, school messenger, parent-teacher conferences, Engrade & student planners.	ACCOMPLISHED	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	BES has a full time nurse & counselor. All students receive free breakfast & lunch, some receive healthy snacks for the weekend & we participate in the Healthy Fruits and Vegetables Grant. We	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		meet the state requirement for physical education, all students receive 30 minutes of recess daily & many teachers use Brain Breaks. Our school participates in Fuel Up to Play 60, the Fitness Gram & Jump Rope for Heart. Students are supported with our supply closet-clothing, hygiene items, & school supplies; our annual Christmas Angel Tree; Homeless Services; and our participation with a free dental program & WVDE Cardiac Program. Students participate in Fire & Bus Safety, Career Awareness, & Drug Free Week activities. Each year, step-up days for all grade levels assist with transitions, with special emphasis on Pre-K to Kindergarten and 5th grade to the Middle School. We have an active SAT, provide speech, PT, & OT services & teachers connect with students in Morning Meetings.		
<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.	EMERGING	The school has partnerships with some local businesses & partners in education. Our LSIC supports these efforts as well as many other school improvement efforts. Local churches help support our Backpack Program. Cub Scouts, Boy Scouts, Girl Scouts, 4-H & the Big News Club provide extra-curricular opportunities. Other efforts to form partnerships with our parents & community include Go Gold for Cancer, Veteran's Day Program, Red Ribbon Drug Free Week, College Week, Jump Rope for Heart, BMH Health Fair,	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 additional evidence supported an accomplished rating. One such activity the Team commended was the partnership with the public transit system to transport parents to the Parent Summits.</b></p>

		Recycling Newspapers, Can Food Drive, Career Day, & Mrs. Ramirez's dance class. We collaborate with Boone Career & Technical Center, WV State University, & Marshall University to provide opportunities for career awareness. The school administration, school counselor, and some teachers work extensively with DHHR, Prestera and our court system to help meet the needs of our students. Many community members use our facility after school hours throughout the 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	BES staff engages in a variety of continuous learning opportunities. School Improvement Learning Framework PD is job-embedded & continuous. Teachers meet in grade level teams to learn & discuss effective strategies, are videoed for self-reflection, & participate in observation of their peers with debriefing sessions. Also, a Solution Tree Consultant, Dr. Jakicic, meets 3-4 times a year with our Leadership Team & selected grade level teams to enhance collaboration. Teachers also participate in county supported professional learning including Strebe strategies, math & ELA Cadres, and Teacher Academies. Edviate is a resource that all teachers use for individualized professional 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.

		the Safe Schools Website provides personalized trainings & is used by all BES staff. PE teachers attend & present at WVAHPERD conferences yearly & our Pre-K teachers attend county wide collaborative sessions. All but one paraprofessional at BES is certified in ECCAT.		
<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	Grade level collaborative teams meet two times in a six-day rotation schedule with special education & Title I staff attending meetings according to students they serve. Feedback sheets are submitted via Dropbox after each team meeting. These meetings are used to discuss student data, instructional practices, design common formative assessments, look at student work, & plan W.I.N. time (intervention/enrichment). Grade level teams also have 60 minutes of common planning every day. Leadership team meetings are held twice a month. Vertical teams meet as needed & initiated by Leadership Team or grade level 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: Evaluation, Feedback, and Support.</b> The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	All staff at BES participates in processes of evaluation. The state evaluation system for professional personnel is in place and the principal ensures that timelines are met. All teachers supervised by the principal complete a personal self-reflection, provide two SMART goals, are observed if within the Initial or Intermediate Stage (or if in Advanced, are selected to be on the evaluation cycle) and collaborate 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.

		<p>the principal with their final evaluation at the end of the school year. Furthermore, all grade level teams collaborate to develop two SMART goals based on current realty summative test data. PD360/Edivate is used for principal walkthroughs and provides instant feedback for the teachers. Edivate is also used for personalized professional learning and self-reflection with videos and questions. Lesson plans are reviewed weekly with feedback. In addition, BES conducts IPI at least 3 times per year and we use this data to self-evaluate and set goals.</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.	ACCOMPLISHED	<p>Our Safety Team includes staff and community members and meets 4 times per year. A teacher &amp; the Assistant Principal attend county meetings quarterly. Video cameras are located throughout the building and the front entrance. All doors are secured during the school day &amp; check-in procedures for visitors are in place. Our parents know &amp; appreciate our student check-out procedures &amp; our parent pick-up at the end of the day. Code Yellow/Red Drills are held at least 4 times per year, &amp; fire drills meet the state requirement. Fire Marshall Code is shared with staff at the beginning of the year. Our school commits to daily walkthroughs by the</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>

		Assistant Principal as well as monthly walkthroughs by the Maintenance Director with feedback provided by both. Our Head custodian also provides weekly maintenance checks. Our grade levels are arranged within close proximity with support personnel throughout and our school counselor has space to deliver individual, small and large group session		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The school's current chart of accounts is provided for review and displayed in the faculty room. School personnel follow established procedures for collecting of all money and requisition of needed supplies. Allocations for faculty senate, instructional supplies, and library are applied appropriately and follow state code. Procedures are in place for all fundraising. The school works with the Director of Federal Programs, the Director of Exceptional Children, and the Assistant Superintendent to allocate appropriate funding for supplies and professional development. Current grants include Fuel Up to Play 60 & WVDE Fresh Fruits and Vegetables.	ACCOMPLISHED	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 principals work with the Director of Personnel to ensure personnel have proper licensure & are assigned appropriately at the school level. The principal works with staff members (PE, Music) to support professional learning tailored to their field by allocating funds when needed. The Faculty Senate has voted to participate with an 11-member	ACCOMPLISHED	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>team that interviews new applicants for professional positions (Policy 5000). New hires are supported through the county wide New Teacher Induction Program; WV Center for Professional Development, BCS New Teacher Academy; and Mentor Teachers at the school level. The evaluation of personnel follows policies established by the state &amp; county. The principals work with the local Career and Technical Center as well as WV State University &amp; Marshall University to provide field experiences for pre-service teachers. BES has participated with the Teacher in Residence Program, &amp; this year had a student teacher from Marshall University.</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>	<p>ACCOMPLISHED</p>	<p>Internet &amp; wireless connections have been upgraded. The school has three computer labs with 20-25 desktops each &amp; these are available for student use on a daily basis. Teachers design opportunities for students to use technology on a regular basis. These include: Boogie Boards, Personal Responders, Smart boards, netbooks, laptops &amp; iPads. All teachers have a projector, Elmo &amp; a new laptop to deliver instruction. Principals, teachers, &amp; office personnel have access to selected records in WOW and SIS &amp; use these on a daily basis. Principals have access to BrightBytes (Clarity) that identifies students who are most at risk for dropping out of school; the principal</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>

		shares this with teams monthly. Teachers use Engrade to maintain student grades, attendance, & communicate with parents.		
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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	All professional staff & a parent of LSIC studied the 7 High Quality Standards, reflected on current practices, and evaluated our school based on the rubric. Teams also made decisions regarding all parts of our Strategic Plan; these were based on our summative tests scores; STAR reports; attendance & discipline data; observed trends within our community and school; and the self-reflection of the High Quality Standards. Review of the strategic plan occurs at all LT & faculty meetings & revisions are made according to identified needs. Teams use current data to set SMART goals aligned with the school's Strategic Plan, and these are presented at LT meetings. Teachers monitor their progress in meeting their SMART goals by analyzing data and all decisions with regard to long & short term planning, instructional practices, W.I.N. Time, instructional supplies, and professional learning are based on this ongoing reflection. The school leadership team is representative of the school 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 B: Processes and Structures.</b> The staff has well-	ACCOMPLISHED	The master schedule provides time for collaborative and leadership team meetings as well as grade level common	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		<p>planning. Procedures and expectations for collaboration are established and understood by all professional staff, and the principal monitors these meetings by collecting feedback sheets, facilitating all LT meetings, and attending collaborative team meetings on a rotating basis. Professional learning is based on data and focused on two main areas for school improvement: collaborative teaming (Solution Tree) &amp; effective strategies in core instruction (School Improvement Network). With input from staff, job-embedded learning is planned and delivered using a variety of formats including individual, small, and large group. These may be provided through face-to-face presentation with contracted consultants, online readings/videos through Edvivate, or team learning using peer observation and reflection. Small group &amp; individual coaching is also used.</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>	ACCOMPLISHED	<p>Staff members monitor the implementation of our action steps and professional learning documented in our Strategic Plan when it is reviewed in LT and Faculty Senate meetings. Grade level teams create SMART Goals based on current data and these are aligned with our school plan. This data may include STAR Reading/Math &amp; Early Literacy used to monitor students' progress in closing learning gaps and accelerating student growth; the ELRS assessment used by Pre-K and kindergarten; the Kindergarten Individualized Student</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>

		Assessment; Smarter Balanced; BrightBytes, attendance, and discipline. Team leaders present these SMART Goals to the Leadership Team and then share periodically as they are implemented. Team leaders also report out on the process of developing curriculum maps as well as the team creation of CFAs based on county adopted power standards.		
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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.	To provide 21st century learning environments, we need more Smart Board technology. Obsolete boards have been removed, and we have only two Smart Boards in our school. Teams have worked to garner new technology & our county has supported us with 4 Net Books per class & an additional lab. However, our most far reaching needs remain. The principal is working with the Director of Technology to address this issue.	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.	Integrating Technology to Deliver Curriculum-Teams will become experts and provide PD for colleagues. We plan to expand on this. Writer's Workshop-We have aligned our writing instruction and use writer's workshop. We use many resources, including Lucy Calkins. Co-Teaching Practices-To provide more effective inclusive environments, additional support is needed. Edvocate will be used. We are seeking additional delivery methods.	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.	Since February 2014, Brookview Elementary has implementing School Improvement Network Learning Framework strategies school wide. Working with a consultant, all teachers have received professional learning and support 2-3 days per month. We have also worked with	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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	Solution Tree and collaborative teaming processes. Summative test data shows significant improvement: Overall proficiency in ELA for same group: Pre-Test-2012-2013-23.86% (3rd grade) Post-Test: 2014-2015-62.64% (5th grade)	
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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

#### PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### 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	All professional staff met for a total of 2 full days to study the 7 High Quality Standards and use the rubrics to evaluate school practices. Using team processes, each team studied the standards, discussed, and came to a small group consensus.
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		Then as a whole group, we came a to a school consensus. Staff also worked as teams to write the evidential responses, identify needs and discussed best practices. Brookview staff truly used this process as a school improvement tool.
YES	Complete the School Monitoring Report	Teacher teams completed the 7 High Quality Standards evidential responses and the principal used these to complete the final version. The principal and vice principal reviewed each of the policy and compliance sections and met with selected teachers to gather input.
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 professional staff was involved in the study of the 7 High Quality Standards with self-reflection and providing evidence for school practices. They also discussed a came to a consensus concerning needed professional learning &amp; best practices. The Policy and Code Compliance section was completed by the administration with input from Leadership Team members. The staff was prepared for the on site review during Leadership Team meetings, grade level collaborative team, and faculty meetings</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)	Led by the Leadership Team, team leaders, worked with all staff to revisit our Beliefs, Mission, and Vision this school year. Everyone was also involved in writing goals, action steps, and generating needed professional learning. The Strategic Plan is reviewed at all Leadership Team and Faculty Meetings. The administration also shared the Strategic Plan with service personnel & LSIC and asked for input.
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)	Summative performance data was reviewed by the whole staff at the opening Principals' Meeting, 2015. Other data sources are also considered. Review of data is continued throughout the school year and revisions/adjustments are made to the plan accordingly.
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)	Staff will be given a copy of the submitted School Monitoring Report. Evaluation data from 2014-2015 school year guided discussions about Standard 4, with particular emphasis on providing more opportunities for parent engagement and building more partnerships with our local community.
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.	Led by the Leadership Team, team leaders, worked with all staff to revisit our Beliefs, Mission, and Vision this school year. Everyone was also involved in writing goals, action steps, and generating needed professional learning. The Strategic Plan is reviewed at all Leadership Team and Faculty Meetings.

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)	All test taking procedures and security measures are followed. All Test Administrators complete the required trainings.
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 with disabilities participate in the state summative test as required. Accommodations are provided as stipulated in individual student IEPs.
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 with disabilities, as defined by 504, participate in the state summative test as required. Accommodations are provided as stipulated in individual student 504 Plans.

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

FULL COMPLIANCE

FULL COMPLIANCE

### COMPLIANCE CHECKLIST: POLICY 2510

## Assuring the Quality of Education: Regulations for Education Programs

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

### Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	Instruction is developmentally appropriate for the elementary level. Teachers implement formative assessments to guide daily instruction. We are working on improving integrating technology to deliver the curriculum throughout the school community.
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)	Our school meets the required curriculum requirement including each content area identified for our programmatic level.
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> </ul>	Our school has developed special programs and processes to ensure that we are implementing the developmentally appropriate practices outline.



- 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)

-All time requirements are met. -Teachers have 60 min. of common planning daily. -Principals check lesson plans weekly, observe instruction, complete Edvivate walkthroughs, coordinate IPI. -Teams use STAR data, CFAs, classroom formative assessments, & summative test to monitor performance. -We provide a variety of parent engagement activities. -Bright Bytes identifies students most at risk. -Our technology infrastructure is adequate.

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 have: LSIC SAT Faculty Senate Leadership Team-also serves as our Technology Team Collaborative Teams- also serves as our School Curriculum Team,

- 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).  Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	<p>All staff review this policy at the beginning of the year and parents are notified that it is available at the school for review as well as pointed to the county and school websites where there are electronic copies. Our school uses Respect &amp; Protect as our Positive Behavior Support Program. This program is implemented school wide and is a proactive, preventative, and responsive program that sets expectations for students and staff. A comprehensive crisis response plan is in place,</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>There is no alternative education program for the elementary level student. We do provide in school suspension (at times) where students complete classroom work in a different setting (vice-principal's office/counselor's room) .</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)

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	Our school meets or exceeds the physical education requirement.
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	<p>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. 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)	Our students in grades 4 and 5 participate in the FitnessGram testing annually.
YES	Results are shared with students and parents. (S7, FC)	Certificates are given to students who "Are In the Zone" in all five categories of testing. The national FitnessGram software does not correlate with WV Standards; therefore, reports from the program cannot be generated at this time.

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)	Our school counselor provides a comprehensive program of services for our students.
<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)	Our school counselor spends at least 75% of her time in a direct counseling relationship.

#### 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 are annually audited by Boone County Schools. Any errors found are 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>	WVDE conducted monitoring during the spring of 2014 with follow-up that fall. Any Issues found have been corrected.	<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	<b>YES</b>	The Fire Marshall visits our school each year and does a thorough walk-through. All areas of concern are immediately addressed and corrected.	<b>YES</b>
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	<b>YES</b>	We address any concerns brought to our attention.	<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 noted.	<b>YES</b>
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	<b>YES</b>	We are in compliance with all WVDE federal programs monitoring.	<b>YES</b>

## **Facility Resource Needs**

### **1. School Site**

- E. Site was not suitable for special instructional needs, i.e. outdoor learning. (May 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-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
  - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

### **7. Cafeteria/Food Service Area**

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

### **8. School Nurse Clinic/Health Service Area**

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

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

- C. Auditorium was not appropriately equipped with at least the following:
  - C-2. Electrical service - lighting, dimmers, spot lights, outlets, etc. are used and in working order. (May adversely impact program delivery and student performance.)
  - C-3. Audio visual equipment. (May adversely impact program delivery and student performance.)
  - C-4. Sound dampening acoustical treatment material is used to reduce unwanted noise from the seating area. (May adversely impact program delivery and student performance.)

### **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 – Deborah Ashwell, OEPA Coordinator

Team Leader – Mike DeRose, OEPA Consultant

Team Member – Suzette Cook, OEPA Consultant

Team Member – Sandra Sheatsley, Director of Federal Programs, Raleigh County Schools

Team Member – Tracy LeMaster, Principal, Cottageville Elementary School, Jackson County Schools

Team Member – Donna Chambers, Principal, Elk Elementary School, Kanawha County Schools

Team Member – Mary Lister, Principal, West Fairmont Middle School, Marion County Schools

**Date of School Visit – 12/08/2015**

## SCHOOL PROFILE

### 06-301 MADISON MIDDLE SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	592	551	571	540
<b>Average Class Size</b>	21.6	21.6	22.7	21.4
<b>Attendance Rate</b>	93.82	96.40	96.85	97.04
<b>Dropout Rate</b>	0.0	0.0	0.0	0.0
<b>Pupil Admin Ratio</b>	296.0	275.5	190.3	180.0
<b>Pupil Teacher Ratio</b>	13.5	12.2	13.6	12.0
<b>Participation Rate-Math</b>	not available	98.75	99.65	97.96
<b>Participation Rate-Reading</b>	not available	98.75	99.11	98.70



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

## MADISON MIDDLE SCHOOL in BOONE 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's mission and vision statements are posted in the building and recorded in each student's agenda. Each agenda must be signed by a parent/guardian at the beginning of the year. PLCs meet two times a week to implement common formative assessments. Grade level teams meet as needed throughout the week.	ACCOMPLISHED	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 and personal behavior.	ACCOMPLISHED	Each PLC creates data driven SMART goals. Students review their personal data and create their own academic goals. The school's mission/vision statements are published in each student's agenda, and must be signed by a guardian. Study hall is conducted for 30 min a day for each grade lvl for students with missing assignments or for those needing additional assistance. Each grade lvl	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		conducts a “High Flyers” program where students are rewarded for positive behavior (academics, responsibility, and attendance). IPIs are conducted 3 times a year to monitor student engagement. Each grade level conducts remediation services for students that have low STAR test scores. The staff collaboratively developed instructional norms that are practiced in every classroom.		
<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	Safety drills are conducted to practice fire & code red procedures. Each classroom has an emergency phone that the teacher can contact other teachers and office. All visitors to the building are screened at the front door by a video monitor. The school has a scheduled SRO officer from the Boone Co. Sheriff’s Dept. The school has multiple cameras throughout the building that records data on a DVR system. The school’s gates are closed & locked at the beginning of each day. The school counselors work with students as needed. ISS students receive counseling each morning before starting the work day. 6th grade students are introduced to counselors at the beginning of the year. Select staff members are trained as first responders & the school is in the process of training additional staff. Noon detention, ISS, and OSS are used according to the discipline rubric. All staff are trained using Safe Schools website.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

**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	Administrators attend professional development sessions offered by RESAIII, WV Center for Professional Development, WV Dept. of Ed., and Boone County Schools to continually increase leadership knowledge and skills. Administrators work collaboratively with all grade level and departmental teams, as well as the leadership team representing teachers from all content areas. Through PLCs, the administration collaborates with staff members on initiatives and events. Events within and beyond the school day are monitored and coordinated through the school administration team. Lesson plans are submitted weekly and teachers are given feedback at least twice per nine weeks. Observations are conducted bi-monthly and feedback is presented through the Edivate 360 program online. Administrators focus on strengthening partnerships with stakeholders in the community through LSIC and work to promote parent involvement.	ACCOMPLISHED	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: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership,	ACCOMPLISHED	Madison Middle utilizes grade level, content area, leadership and other collaborative and support teams to set and monitor our school goals. We work collaboratively with parents, business partners, and support staff. We regularly use data and community input as we	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

planning, and problem-solving.		monitor and update our strategic plan. Teachers at the school have been, and continue to, work with Dr. Jakicic on implementing, establishing, and utilizing the Collaborative Team Process.		
<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	Through PLCs, teachers regularly focus on student and school improvement, sharing knowledge and resources that contribute to professional leadership and learning, including PD360, county professional development, cadre groups, power standards initiatives, and interdisciplinary literacy strategies. PLCs actively use formative and summative data for short-term and long-term planning; this is exemplified by the "data-day" initiatives that involve teachers and students in the reflection process. Dr. Jackicic works closely with teachers as they develop and utilize CFAs to drive the support for personalized learning process. Teachers often seek professional learning opportunities by attending conferences and pursuing additional and advanced certifications. Teachers are involved in the hiring process and the new teacher induction program provides new teachers with professional learning, support, and long-term mentorship.	ACCOMPLISHED	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	ACCOMPLISHED	Students participate in self-directed leadership programs, allowing students to utilize their leadership abilities to initiate various activities and events and provide community service. A large portion of the student body attends	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

develop self-direction and a sense of responsibility for improving self, school, and community.		weekly YCWV meetings and events, all of which are planned and facilitated by a group of selected YCWV student leaders. Many students are elected to represent their classmates through the Student Council Program; the president of Student Council is included as a member of the school leadership team and attends weekly meetings with the principal and team leaders to give input on important decisions. MMS provides numerous athletic programs for students including cheerleading, football, cross country, soccer, volleyball, track, basketball, baseball and softball. Extracurricular activities include the WV history bowl team and robotics team which allow students to compete with other schools.		
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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	Teachers create classroom environments that foster learning with student-centered work areas and clearly communicated procedures and expectations. Students are provided rubrics for self-direction. Student reflection, including student-led conferences, allows students to review their learning and know if they are progressing toward or meeting their goals. Student work is regularly on display throughout the school at any given time. Teachers create inviting classrooms providing safe and fun learning environments.	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 determined most teachers created inviting classrooms, providing safe and engaging learning environments.</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.	<b>ACCOMPLISHED</b>	Teachers align curriculum & instruction with Next Gen Standards and Objectives as adopted by WVDE. School and county-wide PLC's determined Power Standards as guaranteed & viable curriculum; teachers instruct all CSO's but focused instruction & CFA's are based on Power Standards. PLC's use grade & content-specific pacing guides based on NxtGen/Power Standards. Lesson Plans, Rubrics, Exemplars, Smarter Balanced Rubrics/Interim Assessments, STAR, and progress monitoring are all Standards-aligned.	<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 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>EMERGING</b>	In collaborative teams, teachers use county-identified power standards to create shared pacing guides with common formative assessments (CFAs) and a systematic plan for re-teaching for students who do not meet the formative learning targets. Short-term pacing guide adjustment is based on student data from progress monitoring (STAR) and CFAs to promote student mastery of the standards through whole group, small group and individual interventions. Student needs and performance levels, interests and motivation are considered when adjusting the pacing guide and creating lessons.	<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.
<b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in	<b>ACCOMPLISHED</b>	Clear, measurable, standards-aligned learning targets drive instruction. Aligned assessments include rubrics, formative, STAR, WV interim & summative; students track goals based on assessments; systematic re-teaching	<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.

mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		ensures mastery. Teachers vary strategies including cooperative, co-taught & differentiated instruction. Students engage in projects, technology, visuals, graphic organizers, centers & inquiry. Digital instructional tools include Engrade applications, Plato, Dreambox, graphing calculators, geometry sketch pad, MobyMax & Read180.		
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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	Engrade is used to communicate w/ students and parents regarding student learning and grades. A closed group MMS Facebook page, the Remind101 app, and school messenger are utilized to keep parents and students abreast of school information and activities. Parents volunteers assist the school with book fairs, Gear Up, and various school activities. Explore and Soar after-school program provides remediation and enrichment along with a snack and evening meal. The 6th grade orientation and open house assists with the transition from grade to middle school. LSIC(made up of parents, teachers, community leaders meet every 9 weeks to discuss and give input to the school leadership team. Madison Middle School partners with the Clay Center, Boone Career and Technical Center, WV Extension Service, Boone County Community Foundation, Mountain Laurel Mining,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



		Spruce Fork Community Advisory Panel, Local Churches, Boone County Sheriffs Office, and Twenty-Fifth Judicial Circuit Court.		
<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 offers LINKS, student leadership teams, interventions for academics and behavior, study hall, robotics, and socialization and fitness opportunities. The shooting star program provides intervention for low SES students. Madison Middle School students go to the vocational center to explore future career paths. At Madison Middle School Counseling is provided by two counselors along with ISS counseling as part of a comprehensive counseling program. Tutoring is offered through Explore and Soar after school program. A school nurse is provided and HEAP data is collected. The SPL process is used to identify and refer students for special education services. . Students are provided Breakfast, Grab n Go(one free) and lunch (free). Local churches provide a snack pack for weekends and holidays as well as hygiene products when requested through counselor. The Explore and Soar program provides after school snack to students involved in the program and extra curricular activities participants	ACCOMPLISHED	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	ACCOMPLISHED	Madison Middle School has formed various partnerships with the Clay Center, WVHEPC, Boone Career and Technical Center, WV Extension Service, Boone County Community Foundation,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



agencies and organizations to enhance the ability to meet the needs of all students.		Mountain Laurel Mining,Spruce Fork Community Advisory Panel, Local Churches,Magic Mart,McDonalds, Boone County Sheriffs Office, and the Twenty-Fifth Judicial Circuit Court. The programs from these partnerships are designed for enrichment, social development, and student/family support. These programs include Explore and Soar after school program and Arts mentorships, Families In Transition program, BCTC Career Exploration Orientation, Teacher participation in McTeacher night with Engrade stations for families, Cedar Grant, BCCF Grant, Secret Santa, weekly snack packs for needs based students, Shop with a Cop, Drug Court Graduation, Truancy services, School teams provide holiday meals for identified families, Gear Up College field trips, and parent volunteers.		
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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	Madison Middle School is currently in the second year of implementation for Professional Learning Communities at Work. Extensive professional development has been received from Dr. Chris Jakicic on this model. Our staff after book studies and specific training, provided PD on identifying power standards, common formative assessments, and "Can do! Won't do! students. Dr. Jakcic continues to work	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>with Madison Middle on the collaborative teams process as we continue our collaborative journey. Professional development is also provided using PD 360 at least twice per month. Math and ELA teachers participate in county cadres, lead professional learning sessions within their schools and county-wide. All beginning teachers are invited to join the BCS Teacher Induction Program. This year long professional learning opportunity provides support for beginning teachers. Teachers from each content area meet to participate in county-wide teams to identify power standards.</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>All content area teams meet twice weekly to collaborate on student learning,, develop power standards, identify learning targets, and develop common formative assessments. Collaborative &amp; grade level teams meet to review data and adjust instruction based on student progress. Collaborative &amp; Grade level teams meet to identify at-risk students, adjust intensive intervention groups and reward students for responsible behaviors (high flyers). Math and language arts teachers have the opportunity to participate in county cadres to improve instruction, provide professional learning, and build capacity around Nxt.Gen. standards. Social studies teachers participate in a PLC provided through Concord University.</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.	<b>ACCOMPLISHED</b>	The staff participates actively in the WVDE teacher evaluation process by completing a self-reflection and two student learning goals aligned to team SMART goals and MMS strategic plan goals. BCS teacher induction program provides professional learning and mentorships for beginning teachers in their first year. The staff and administration work collaboratively using PD 360 walkthroughs, videos, and formal observations to provide feedback and support. Lesson plans are collected weekly and feedback provided at least once per nine weeks. Content teams analyze common formative assessment, STAR and Smarter Balance data to self-reflect on teaching strategies and instruction. IPI walkthroughs are conducted quarterly to help staff and administration reflect on school wide instructional practices and results are discussed in collaborative 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.
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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>EMERGING</b>	To insure a safe and secure environment BCS and MMS have partnered with the Boone County Sheriffs Dept. to provide a SRO at MMS several days per week. All entrances remain secure during the school day and visitors are screened before entry. All visitors must enter through the main entrance and report immediately to the main office. Security	<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: The OEPA Team observed a building that was clean, neat, and inviting. Boone County Sheriff's Department provided a resource officer. Code Red drills had been practiced. The facility was configured to meet the learning needs of the students.</b></p>

		cameras monitor entrances and exits and locations based on BCS and MMS safety team recommendations. Fire exit drills are in compliance with State Fire Marshall recommendations. Code Red drills are held frequently and in accordance to Boone County Schools best practices. MMS students are received and released to visitors according to MMS and BCS sign-in and sign-out policy. Custodial staff work diligently throughout the year to make sure the building is clean and well maintained. Custodial schedules are collaboratively built to maximize time efficiency. Custodians strive to make MMS an inviting learning environment.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The Accounting Procedures Manual is followed by adhering to separation of duties in collecting, receipting and depositing funds, issuing purchase orders and verifying monies are available before placing orders, verifying receipt of products or services rendered before issuing payment with a computer check signed by two people. Any grants or donations received are placed in the designated accounts and are used only for the stated purpose. Products/resources are researched thoroughly to ensure quality items are purchased for the best price available. Faculty Senate funds are monitored by the school accounting program and follow the accounting procedures manual. Each teacher is allotted monies	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		through faculty senate to purchase instructional items. MMS and its teachers believe grant funding is and needs to be part of educational resources. All purchasing and spending is monitored by the secretary and administration and BCS. The audit process is used for this monitoring.		
<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	In collaboration with the personnel office, MMS Faculty Senate and the administration, MMS works to insure that high quality personnel are providing instruction to our students. Faculty members are active participants in the interview and hiring process for all professional positions. The Director of Human Resources sends only licensed applicants for consideration to the schools hiring committee. Interviews are conducted in collaboration with Faculty Senate and Administration with recommendations from both sent to the Director of Human Resources for the Superintendents consideration. A variety of pre-service candidates have multiple opportunities for growth and development. The Boone County Schools TIP program for all beginning teachers provides support and professional learning on best practices. The collaborative process provides support and mentorship and all beginning teachers are provided mentor teachers through BCS.	ACCOMPLISHED	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	Madison Middle School has wireless broadband internet throughout the	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<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.		building providing teachers and students the opportunity to learn beyond the boundary of textbooks. MMS has 4 permanent computer labs, 6 portable computer labs, 1 I-pad lab, 2 3-D printers, 18 Mindstorm Robots EV3 Robots and expansion kits, 8 FLL competition field kits, 30 Galaxy Tablets, 60 TI-Nspire CX math systems with teacher navigation. Each Science and Social Studies teacher has netbooks for instructional enhancement. Each teacher is provided a laptop by BCS. Software for instructional enhancement includes Plato, Dreambox, Moby Max, Read 180, Links, and Geometry sketchpad. Software to support teachers include: Edmodo, Engrade, STAR, WOW, and Microsoft Office productivity suite. Computer Tech assistance from our staff technologist (Monique Nunley) allows us to maintain and operate without waiting on a county tech to visit one day per week. School tech. provides professional learning to staff as needed.		school's self-rating for this function.  <b>Comment: The OEPA Team experienced frequent Internet connectivity issues throughout the day.</b>
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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	ACCOMPLISHED	Madison Middle School established a focused and coherent plan through the analysis of data to develop goals aligned with the mission and vision of our school and strategic plan. The strategic plan is reviewed, and updated by collaborative teams on a quarterly basis. Leadership	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

strategic plan.		and content PLC teams meet on a weekly basis to discuss student achievement and progress in their learning environments. MMS staff uses SMART goals to monitor and guide their curriculum. IPI is conducted three times throughout the school year. The data collected is discussed within meetings and if need an action plan is created. STAR assessment results are used to group students for intensive intervention. In these intervention groups teachers and students focus on areas of deficiency.		
<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	Teams are separated into specified content areas: reading/language arts, math, science, social studies, and related arts (physical education, health, music, computer, art, and Spanish). Each team has a facilitator and has a member on the school leadership team. Goals are also established and tracked by teams and implemented in each classroom. Student interventions for intensive students occurs during E-time and through class pull-out. The majority of targeted intervention occurs within the classroom. However, E-time is also used to enhance targeted instruction. LSIC meets 4 times per year and is involved in the strategic plan process. Stakeholders are engaged through the MMS Facebook parent involvement page,	ACCOMPLISHED	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	MMS uses the collaborative team process to monitor student learning. Through the use of common formative assessments, instructional monitoring,	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.		and collaborative conversations instructional decisions are reached based on student data. Flexible grouping allows for changes to be made with intensive and targeted interventions based on student needs. Progress monitoring occurs through formative and summative assessments in each classroom. Students are provided support/enhancement during class and E-time. "Won't do" students are assigned(mandatory for students failing or with zeros/missing assignments) or request to participate in study hall to complete assignments, make-up work or remove zero's. "Can't do" students are provided intensive and targeted interventions opportunities based on assessment data. "Can do" students are provided opportunities for academic competitions, robotics or recess. Parents have access to student grades and teacher communication at anytime through Engrade.		
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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.	Larger cafeteria and a commons area would allow us to reduce the number of lunch and breakfast periods and increase our instructional time in core classes.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. The Team further determined additional technology was needed to enhance student learning experiences and improve instructional delivery.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Continuation of Collaborative Team process with Dr. Chris Jakicic. Continued labor contract with school based computer technologist.	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.	E-time structure and process for "Can do", "Can't do", and "Won't do" students as defined by Dr. Chris Jakicic.	<p>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.</p> <p>In addition, the Team commended the following:</p> <ul style="list-style-type: none"> <li>• E-Time</li> <li>• Leadership Team</li> </ul>
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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

#### PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### A Process for Improving Education: Performance Based Accreditation System

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322 ).**

#### Compliance Core Areas of Policy/Code

##### School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation

processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322	Staff completed the SMR data collection system during collaborative team meetings. Through this process, teachers gained a deeper understanding of the policy.
YES	Complete the School Monitoring Report	The staff worked collaboratively along with students and stakeholders to complete the report.
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>	Completion of the OEPA School Monitoring Report collaboratively with staff and student input for the 2015-16 school year in preparation for our monitoring visit.

### 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)	Established School Leadership Team through the collaborative team process. Collaborative team process using the BCS model for continuous school improvement.
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 used to guide instruction. Administrators and teachers analyzed summative and formative assessments. Leadership and Collaborative teams continually monitor student progress using common formative assessments and STAR data.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	The staff worked on the school monitoring report and used data to guide the professional development needs.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must	Strategic plan was developed collaboratively through MMS school collaborative teams in conjunction with other stakeholders. Implementation and monitoring will occur through the school leadership team.

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> <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>

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



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 . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?</b>	YES		<b>YES</b>
<b>E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?</b>	YES		<b>YES</b>
<b>F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?</b>	YES		<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.)
- 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.)
- E. Site was not suitable for special instructional needs, i.e. outdoor learning. (May adversely impact program delivery and student performance.)
- F. School bus loading and unloading zones were not unobstructed and safe from hazards. (May adversely impact students' health and safety.)
- G. Loading and unloading zones for students transported by private vehicle were not adequate and safe. (May adversely impact students' health and safety.)
- 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.)

### 6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

### 7. Cafeteria/Food Service Area

- 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-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**

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

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

An auditorium was not provided. (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.)

**15. Art**

C. Storage was not adequate for the instructional supplies. (May adversely impact program delivery and student performance.)

D. Equipment and materials were not adequate and did not include at least the following:

- D-1. Deep sink with hot and cold water. (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.)

B. Science facilities were not located with easy access to outdoor activities and were not isolated to keep odors from remainder of building. (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-3. Instructional boards, bulletin boards, open and closed shelving. (May adversely impact program delivery and student performance.)
- C-4. Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

### **Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Mike Boyd, OEPA Consultant

Team Member – Shay McGuire, Assistant Principal, Moundsville Middle School, Marshall County Schools

Team Member – Melissa Farmer, Assistant Principal, Chapmanville Middle School, Logan County Schools

Team Member – Stephen Gaines, Assistant Principal, Hayes Middle School, Kanawha County Schools

Team Member – Romie Canterbury, Principal, DuPont Middle School, Kanawha County Schools

**Date of School Visit –12/08/15**

## SCHOOL PROFILE

### 06-401 SHERMAN JUNIOR HIGH SCHOOL – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	227	215	198	229
<b>Average Class Size</b>	21.6	21.8	19.0	21.2
<b>Attendance Rate</b>	92.81	96.71	96.95	97.21
<b>Dropout Rate</b>	0.0	0.0	0.0	0.0
<b>Pupil Admin Ratio</b>	228.0	215.0	99.0	114.5
<b>Pupil Teacher Ratio</b>	11.9	12.6	11.1	13.6
<b>Participation Rate-Math</b>	not available	97.76	99.51	98.70
<b>Participation Rate-Reading</b>	not available	97.76	99.51	97.39

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

## SHERMAN JUNIOR HIGH SCHOOL in BOONE 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 has a collaborative team schedule that has time in place for each team to meet for 30 minutes weekly. In addition, the school leadership team meets bi-weekly. All collaborative teams use a school-wide template to maintain minutes and produce meeting agendas that are posted on each team's Dropbox folder. The school vision, mission, and core beliefs were developed and modified collaboratively among the staff members. Lastly, our most recent school culture typology, which took place in the spring of 2014, resulted with us being comfortable collaborative. Co-teachers have either common planning or designated co-planning times.	ACCOMPLISHED	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	Both staff and students receive an orientation at the beginning of the year. In addition, high expectations 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.

and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		students are clearly communicated in the student agenda books. This information is reviewed repeatedly with students during the first week of school by the teachers. Daily learning objectives are written in student-friendly language. We also have a responsible student program that recognizes students that demonstrate responsibility. Expectations are also communicated regularly with students in the gym by administrators and teachers when they are assembled throughout the day. The administrators have logs of visiting teacher classrooms to ensure that they are following expectations. All teachers utilize a systematic response system that has been established to address students that simply choose not to do their assignments.		<b>Comment: The OEPA Team observed high expectations through the Systematic Response System, where zeros were not accepted and students were provided opportunities to complete unfinished work.</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	Visual inspection of the building is great example of evidence. Each teacher has developed a classroom management plan that has been submitted to the principal. We have multiple duty schedules to ensure that areas are appropriately covered for supervision during times that students are out of the classrooms. We also have a school safety team and we utilize the high school's resource officer regularly. IPI data is used to measure student engagement. Therefore, we will have IPI data available as the coding sessions occur throughout the year. In addition, the staff worked collaboratively at the end of the 2014-15 school year to agree on three school-wide rules to be	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		enforced school-wide. We also have a crisis response plan and regularly practice safety drills.		
<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.	ACCOMPLISHED	The principal sends out a detailed weekly memo every Sunday evening. The memo updates everyone on the upcoming week and it addresses concerns about situations that could be taking place in the school. Other evidence could include copies of memos, meeting agendas, presentations, copies of lesson plan reviews with feedback, and progress monitoring data. School administrators are visible inside the classrooms and outside during class changes, breakfast, lunch, and breaks. The school's master schedule has been developed to maximize staff members and available resources. Administrators are also present at extracurricular 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>Comment: Faculty and staff indicated to the OEPA Team that administrative staff led by example.</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	Every collaborative team meets weekly. Each team is responsible for following school protocol. This includes the assignment of specific roles and the establishment of norms during the meetings. In addition, each team is responsible for having an agenda for every meeting and a minutes document from the previous meeting. Archived agendas and minutes are available on each team's Dropbox folder. Aside from the content area teams, we also have a safety team, a leadership team, a wellness	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



		committee, and an LSIC that meet. Student assistance teams are also formed and meet to support students that are having problems.		
<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 participated in data disaggregation and this was used to help develop curriculum maps. In addition, each collaborative team has developed team SMART goals. STAR data and progress monitoring are also used regularly by teachers. We also have teacher mentors for new teachers and a school leadership team that meets bi-weekly. The agendas, minutes, and other documents are all available on the leadership team's Dropbox. Typically, school initiatives are brought up in the leadership team and brought to the collaborative teams for input. Then, they are brought back to the leadership team at the next meeting. The team agendas and minutes documents could serve as evidence. As for professional development, review of the school's professional development plans identified in our strategic plan align with school needs identified by data. Moreover, professional development attendance information is available on KALPA. Teachers can also flip students for interventions.	ACCOMPLISHED	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	EMERGING	We have a variety of academic enrichment activities and traditional cluster courses available for students. During these classes, students have the opportunity to showcase leadership skills	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 additional examples of student leadership through student</b>

leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		in their areas of interest. We also have a National Junior Honor Society and a student council that allows opportunities for students to step up and showcase leadership skills. The principal meets monthly with the student council to discuss school issues. Likewise, students also take part in the school's wellness committee. In addition, we also have students that serve as GEAR UP Heroes and as Glenville State's Hidden Promise Scholars. The student council president and vice president also sit on the school's LSIC. We also have students that annually represent the school at the state's Youth and Government event. Lastly, we had many students participate in a student showcase night in October that gave them the opportunity to utilize leadership skills and show off their skills to parents.		<b>council, National Junior Honor Society, arena elective scheduling for 8<sup>th</sup> graders, student showcase, student membership on the wellness committee, and peer mediation.</b>
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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	Each teacher was required to submit a classroom management plan to the principal at the beginning of the school year. In addition, teacher lesson plans, examples of differentiated instructional activities from classes, IPI data, and mentor logs are all examples for this function.	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 classrooms were student-centered, inviting, and encouraged student self-direction. Team members observed students working in stations in health and social studies classes.</b>
<b>Function B: Standards-Focused</b>	ACCOMPLISHED	Teachers submit lesson plans every Monday morning on Dropbox for the	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p><b>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>principal to review. Each collaborative team has also identified power standards for each content area/grade level. Representatives from the ELA, math, and social studies teams have worked with other school representatives across the county to develop county-wide power standards. Meanwhile, the health/physical education and science power standards have been identified at the school level. In addition, each teacher has been required to develop a curriculum map that has been developed with the power standards being covered thoroughly. The curriculum maps are aligned with the WV Next Generation Standards and Objectives. Teams are using common formative assessments to see if students are learning what they are expected to learn. With the results being used to determine interventions. Teachers are heavily using this data to gauge the need for re-teaching areas of the curriculum. Student success standards are used too.</p>		<p>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>ACCOMPLISHED</p>	<p>Teachers submit lesson plans every Monday morning on Dropbox for school administrators to review. Each collaborative team has identified power standards for each content area/grade level. In addition, each teacher has developed a curriculum map with the power standards being covered thoroughly. The curriculum maps are aligned with the WV Next Generation Standards and Objectives. Teachers are</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>

		using STAR to progress monitor students that need interventions. Additionally, time has been built into the schedule to allow students that need intensive intervention to receive it. These are all examples of SPL and how it is used at our school. Teams are also developing common formative assessments and they are utilizing these to modify instructional needs to get students to master the power standards! Math labs have been developed to give students extra support in mathematics.		
<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 conduct three IPI data coding sessions to measure student engagement. All three of the sessions are coded by teachers. Following each data session, the data is communicated with the teams and action steps are discussed to improve weaknesses that were identified by the data. Many of our teachers attended a professional development session during the last two years from John Strebe based on increasing student engagement. Activities from this training being used in the classrooms are examples of evidence. In addition, classroom artifacts that are examples of differentiated instruction would also serve as evidence for this function. Teachers are using a variety of resources to find rigorous lessons that are aligned with the WV Next Generation Standards and Objectives. Our computer lab is booked regularly; therefore, the lab reservation sheets would also serve as evidence for. Teachers are also using	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		common formative assessments. Literacy strategies are used across all subjects.		
<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, and the larger community.	ACCOMPLISHED	A monthly newsletter is sent home for parents updating them on the latest happenings at the school. SchoolMessenger is used regularly; therefore, reports of its usage could serve as evidence. Parent sign-in sheets for school functions, such as seventh grade orientation and parent-teacher conferences are also examples for this function. Our school's parent activity data on Engrade is another form of evidence. The school counselor communicates with parents through Engrade on various topics. We have sample thank you letters to businesses and community members that have supported the school. SAT meeting logs are also available. Lastly, we have developed a positive communication system for teachers to send home at least one positive post card weekly to parents. There is a checklist maintained in the office as teachers submit them. We also have an honor banquet, student showcase night, a Gear Up Kick Off event, Veterans Day Program, Christmas Dinner, and other events parents are invited 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>Function B: Student Personal Development.</b> The school staff attends to student physical,	EMERGING	Fuel up to Play 60 is active. The wellness committee is active in working to promote physical activity. We have a	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.

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.		rewards concept where the homeport with the least number of anchors monthly receives a fruit and fitness party. Every student at SJHS has an assigned teacher mentor that meets with them weekly. These meetings are documented in each teacher's mentoring logs. Students are encouraged to eat and our school's number of meals served is up. The school counselor is available for students to see her. Students also have developmental guidance weekly. Over the past two years, teachers have received co-teaching professional development to help us better serve our special education students that are in inclusion classes. We also have intramurals. We also have GEAR Up mentoring. All staff completed suicide prevention training in August. Explore & Soar is available for students. 8th graders are part of a mock graduation ceremony in June. We have an active RAZE organization in our school.		<b>Rationale: The OEPA Team verified multiple student support services such as the Wellness Clinic, a wellness committee, Fuel up to Play 60, and Love Bags.</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.	EMERGING	We have a partnership with a local church (Racine Baptist) to provide our needy students with love bags, various school supplies, and needed clothing items. We have a number of parents that have been board approved to be parent volunteers at our school. These parents help out at various school functions. We also have scheduled a student showcase night, which will be a night for parents to see showcased work that the students will present to them. Local businesses and business partners are frequently used 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 verified multiple community agencies partnered with the school. Examples were Love Bags for needy students provided by Racine Baptist, the Clay Center's Explore and Soar, student showcase night, student reward trips and activities, annual honors banquet, and the Glenville State College Hidden Promise.</b>

		help out with student reward trips and activities. We have parents and business partners on our school's LSIC. We also have a working relationship and grant with the Clay Center to offer our Explore and Soar program, which is a funded afterschool program for students. We also have working relationships with colleges and the CFWV. Many local businesses assist the school in helping out with our annual honor banquet.		
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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 school's professional development plans identified in our strategic plan align with school needs identified by various forms of data including Smarter Balanced, formative assessments, IPI, and walkthroughs. Moreover, all professional development attendance information is available on KALPA. Test data indicates that we need to do more to support the lowest 25% of our students. Therefore, major professional development focus areas for the year include differentiated instruction, scaffolding, and co-teaching. Some of these areas are continued from last year and artifacts and log information would be available. We also have teachers in the ELA and math county cadres. Plus, we have two teachers in the new RESA Project TESAL (Teachers Engaged in STEM and Literacy). In addition, every staff member has received support from	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



		Dr. Jakicic and we have used that to continue enhancing our professional learning communities. All of our meeting artifacts could serve as evidence 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	The collaborative team meeting artifacts would serve as examples of evidence for this function. Specifically, this would be the meeting agendas, minutes, products, data, and common formative assessments. In addition, cadre members and focus teachers will share strategies and ideas during collaborative meetings. We also have two teachers involved in RESA III's Project TESAL (Teachers Engaged in STEM and 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>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 teachers complete their self reflections, which is part of the evaluation process. Teachers conduct a peer observation during the year and complete a form highlighting strategies observed that could be used in their own classes. The strategic plan and SMART goals are monitored regularly and updated if needed. Many teachers reflect on their own plans. All staff members are trained in WVDE Policy 5310 annually and documentations is available. Teachers also participate in the IPI process, which provides feedback to all teachers in the school on student engagement levels. Teachers receive walkabout reports from PD360, 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.



		contain feedback. Agendas and minutes from collaborative meetings could also show topics and reflection that occur during meetings.		
<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	Visual inspection of the building is a great example of evidence. The facility has been recently upgraded with a new safe and secure main entrance. A bus loop has also been installed, which has made the process for bus dropoff and pickup much safer. Last fall, new bleachers that are much safer for students and aesthetically pleasing were purchased. The conference room that was constructed in the spring of 2013 has served as an excellent resource for collaborative meetings and it has been very beneficial. Safety plans and procedures were revised and reviewed with staff members in August. A new intercom system was installed last year and that has significantly increased the ease of communication with classrooms and the office. We also purchased two new additional walkie talkies this year to increase that method of communication. New gym mats were purchased last year! Our custodian has a daily schedule that covers the building. We have practiced safety drills and have log sheets.	ACCOMPLISHED	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 observed evidence of water damage and stained ceiling tiles.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are	ACCOMPLISHED	Proper school purchasing procedures are followed. STEP 7 money is used as	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

established and applied to obtain, allocate, and efficiently manage school fiscal resources.		effectively as it can be towards professional development needs. All of the STEP 7 money is used towards professional development that relates to needs that were identified in the school's strategic plan. We did receive some focus school money this year from RESA III and we are strategically using that to align with our strategic plan. A lot of it has been spent towards purchasing teachers content-specific resources for differentiated instruction. We were successful in receiving grant money to pay for the equipment and materials necessary to provide students with a robotics program. Step 7 money is also used strategically to pay for substitutes to allow us to do have professional development that is job-embedded. We have also utilized GEAR Up money to purchase instructional enhancements that align with our school's goals. All non-compliant issues from audits have been corrected and addressed.		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 WV Highly Qualified Educator Report would be one example of evidence. In addition, the hiring committee is used properly to address vacancies and have a part in the hiring process. We follow WV Policy 5000.	ACCOMPLISHED	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,</b>	ACCOMPLISHED	There are a variety of data information systems that are regularly utilized by administrators and faculty members.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<b>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.		WVEIS is used regularly by administrators and is used to run many different reports. In addition to scheduling reports, WVEIS can run discipline summaries, teacher grade distribution reports, attendance summaries, and many other valuable reports. The ELA and math teachers use STAR Math and STAR Reading regularly to progress monitor, screen, and provide interventions for students. This data is commonly analyzed during collaborative meetings. READ 180 is another program that is used to help our struggling special education students. IPI data is used to examine student engagement. Engrade is used by all staff members. Additionally, students and parents also use it to interact with teachers and keep updated on their progress. Email is used as a major method of communication. PD360 data reports are also available. Dropbox is heavily utilized to share documents.		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	The staff worked together to review and update the school mission/vision/core beliefs at the beginning of the year. In addition, everyone worked together on the development of the school goals for the strategic plan and the school monitoring report. Along with this, action steps were developed collaboratively and added to the plan. We have established team SMART goals with action steps 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.

		all fall under the school's goals. In addition, many teachers based their individual goals around the school goals. Parents had the opportunity to contribute the plan's development through the LSIC.		
<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 staff follows the collaborative teaming schedule and all of the required components, which includes establishing norms, agendas, minutes, and focusing on the four essential key questions for collaborative teams. In addition, the staff has developed and created a systematic response system to address our "won't do" and our "can't do" students. SPL is used to address the "can't do" students while other interventions have been put in place to address the "won't do" students. Some other examples of processes that we have in place at the school include the following: responsible student program, math labs, ELA intensive SPL interventions, and our collaborative teams/meetings. Our collaborative teams have defined meeting times and procedures.	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 the success of the leadership and collaborative teams working together to increase student learning. Activities were supported through documented agendas and minutes.</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.	ACCOMPLISHED	The artifacts and products from the collaborative team meetings could all be used as evidence for this function. Minutes documents can prove that data has been reviewed and analyzed collaboratively. In addition, updated curriculum maps are also available because teachers have had to change them based on necessary instructional adjustments. IPI data is used to address student engagement issues. Common	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>formative assessments are used to test for student proficiency on power standards and this is used to determine whether certain items need to be re-taught. STAR is also used to progress monitor students. It also used as a tremendous resource for intervention strategies that teachers use in the classroom. Several teachers have developed a graphic organizer for students to record their STAR screening data on. Progress reports or report cards are sent home every four and a half weeks. Newsletters are sent home and to partners monthly.</p>		
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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 school did not identify resource or facility needs, and the OEPA Team agreed.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	<p>One professional development need that has been identified and that will continue to be addressed is working to enhance instructional strategies to better serve our most needy students. For instance, differentiated instruction, scaffolding, and co-teaching are three areas that will be focused on this year.</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.	<p>We feel that our collaborative teaming practices are going very well and that they are having a very positive impact on instruction at Sherman Jr. High School. So many positive products have come from us establishing these processes, such as the identification of power standards, common curriculum maps, and now the development</p>	<p>The OEPA Team verified, through data, a positive impact on student performance and well-being required for consideration as a best practice. The Systematic Response System provided a structured approach to homework, student support, and student accountability. Homework is limited to a specific subject each night. A three-tiered support system included:</p> <p>Tier 1: Mandatory study hall during breakfast, each day a different subject, for students to complete missing work. Voluntary study hall during lunch each</p>
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	<p>of common formative assessments. In addition, we feel that our systematic response system to address the "won't do" and the "can't do" students has been effective.</p>	<p>day to work on missing assignments.</p> <p>Tier 2: Students with four or more missing assignments serve “Dry Dock” for a week or until the missing assignments are completed. After serving “Dry Dock” for two consecutive weeks, students meet with the school counselor.</p> <p>Tier 3: After three weeks of Tier 2, administrative action will be taken.</p> <ul style="list-style-type: none"><li>• Mentoring is used to allow students to check Engrade for missing work.</li><li>• Teachers update Engrade weekly.</li></ul> <p>Supporting Data</p> <table><tr><th></th><th>2013-2014</th><th>2014-2015</th><th>2015-2016</th></tr><tr><td>Failing at least 1 class</td><td>25% (59 students)</td><td>11% (27 students)</td><td>7% (17 students)</td></tr><tr><td>Student performance: Succeeding (80% or better</td><td>75% (169 students)</td><td>93% (227 students)</td><td>94% (218 students)</td></tr><tr><td>Student performance: Struggling (60-79%)</td><td>21% (48 students)</td><td>7% (16 students)</td><td>6% (13 students)</td></tr><tr><td>Student performance: Failing (0-59%)</td><td>3% (7 students)</td><td>&lt;1% (1 student)</td><td>0% (0 students)</td></tr></table>		2013-2014	2014-2015	2015-2016	Failing at least 1 class	25% (59 students)	11% (27 students)	7% (17 students)	Student performance: Succeeding (80% or better	75% (169 students)	93% (227 students)	94% (218 students)	Student performance: Struggling (60-79%)	21% (48 students)	7% (16 students)	6% (13 students)	Student performance: Failing (0-59%)	3% (7 students)	<1% (1 student)	0% (0 students)
	2013-2014	2014-2015	2015-2016																			
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Student performance: Struggling (60-79%)	21% (48 students)	7% (16 students)	6% (13 students)																			
Student performance: Failing (0-59%)	3% (7 students)	<1% (1 student)	0% (0 students)																			

#### 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	<b>PARTIAL COMPLIANCE</b> The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### 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 met and reviewed the standards for high quality schools in West Virginia, which led us to the completion of the survey and the school monitoring report.
YES	Complete the School Monitoring Report	The school monitoring report has been completed with input from all staff members and other stakeholders, including the school's LSIC.
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 principal met with the staff and explained that the OEPA will be visiting Boone County in December 2015 and reviewed the procedures with them.</p> <p>Furthermore, we will comply and fully participate in the on-site review process when it happens.</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 school leadership team is the team designated at Sherman Jr. High School to orchestrate the school's improvement efforts. They take initiatives back to the other teams and get input from all staff members. Then, they return to the leadership team. Professional development needs were determined by data and what was identified in the strategic plan.
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)	Teachers have disaggregated accountability data during our data disaggregation activities before school started and it has been reviewed extensively beyond that. In addition, data is regularly reviewed during collaborative team meetings.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on	Every staff member had input and played a role in the completion of the school monitoring report. Likewise, they all have a copy of the report. Professional



	classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	development identified in the strategic plan was determined based on data.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The strategic plan was developed and modified with input from all staff members. In addition, updates and reviews were made and shared during collaborative team and leadership team meetings. In addition, input was also given from the school's LSIC.

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)	School administrators monitor activity closely during assessments. This includes student and examiner behavior. In addition, everyone is checked up on to ensure that appropriate test taking procedures and test security measures 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)	During the test scheduling process, the principal works with the school counselor and the school's referral agent to review the WVS.326 forms and ensure that they have the

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)	accommodations indicated in their IEPs.  During the test scheduling process, the principal works with the school counselor and the school's referral agent to ensure that they have the accommodations indicated in their 504 plans.
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:		
<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>		
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.		
<b>(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).</b>		
<b>Compliance Core Areas of Policy/Code</b>		
YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	Instruction at Sherman Jr. High School is delivered in ways that appropriately address the developmental characteristics of students at the middle level as described on pages 9 to 12 in the policy.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	The curriculum required of all students at Sherman Jr. High School includes each content area specified for the middle level grades on pages 9 to 12 in the policy.
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</li> </ul>	At Sherman Junior High School, the teachers utilize a standards-focused curriculum. Formative assessment is used by every teacher and we feel that we are improving the ways that we use the data that comes from them. Art, chorus, and music are available for all students. In addition, physical education, physical activity and health/wellness education are provided to all students at Sherman Junior High School.

(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)

According to policy, middle schools are required to have 330 instructional minutes daily. At SJHS, we have 340 instructional minutes daily. Staff members have a planning period that is 56 minutes. We have a systematic response system in place to address struggling students, which includes SPL. STAR is used by the ELA and math teachers as a way to progress monitor students. Common formative assessments are also being used as tools to monitor student progress. Regular walkthroughs occur.

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

We have all of the teams mentioned in this requirement active at Sherman Jr. High School. In addition, we also have a wellness committee. The collaborative teams meet weekly and the leadership team meets bi-weekly. We also have a safety team.

- 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).

All students received an orientation on Policy 4373 at the beginning of the school year. During that, students were taught expected and appropriate behaviors. The school has a comprehensive crisis response plan. We have a number of interventions and consequences for inappropriate behavior. We do have a comprehensive crisis response plan. Mentoring services are provided weekly for all students.

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.

Sherman Jr. High School follows county procedures for utilizing the county's alternative education program.

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

<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-	All students at Sherman Junior High School have a full period of physical education for a semester each year.
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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)	All students at Sherman Jr. High School complete the required fitness gram assessment.
YES	Results are shared with students and parents. (S7, FC)	Results are shared with students and parents.

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

FULL COMPLIANCE

FULL COMPLIANCE

## RESOURCE DOCUMENT

### COMPLIANCE CHECKLIST: §18-5-18b

#### School Counselors in Public Schools

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

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

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

#### Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The counselor provides developmental guidance lessons weekly to the teachers. She is readily available to meet with students. In addition, she uses Engrade and teacher referrals to help her identify students to work with.
YES	The school counselor shall spend at least seventy-five percent of work time in a	The counselor's daily schedule at Sherman Jr. High School



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) is in compliance with this requirement.

#### 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	Sherman Jr. High School follows proper accounting procedures identified in policy 1224.1. The three non-compliances that have been found over the last two years have been addressed.	YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	This has been fixed. The only non-compliance that we had in 2013-14 was the minutes on the IEPs reflecting our class time, which was expanded from the previous year when the IEPs were updated.	YES
<b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	We had no non-compliances reported during the 2014-15 school year. Sherman Jr. High School addressed all non-compliances that were identified when the fire marshal visited for the 2013-14 year.	YES
<b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Sherman Jr. High School passed a health department inspection in the spring of 2014 with no non-compliances identified.	YES
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	The recent installation of the	



		new secure entrance and bus loop are two major improvements that have now been addressed. New bleachers were also installed in September 2014.	<b>YES</b>
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	<b>YES</b>	Sherman Jr. High School has addressed any non-compliances identified under this function.	<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.)

### 9. Gymnasiums/Physical Fitness Facilities

- A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
- A-2. Middle Schools - 125 ft.<sup>2</sup>/student with 5,400 ft.<sup>2</sup> minimum. (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.)

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

An auditorium was not provided. (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.)
  - C-5. Fire extinguishers, first aid kits, blankets, and emergency eye wash stations and showers. (May adversely impact students' health and safety.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Mike Boyd, OEPA Consultant

Team Member – Shay McGuire, Assistant Principal, Moundsville Middle School, Marshall County Schools

Team Member – Melissa Farmer, Assistant Principal, Chapmanville Middle School, Logan County Schools

**Date of School Visit – 12/10/2015**

**SCHOOL PROFILE****06-501 SCOTT HIGH SCHOOL – BOONE OUNTY**

	2011	2012	2013	2014
<b>Enrollment</b>	648	684	705	713
<b>Average Class Size</b>	15.8	16.2	16.2	16.0
<b>Attendance Rate</b>	91.54	95.05	97.30	96.59
<b>Graduation Rate 4 yr cohort</b>	72.88	75.15	83.52	87.64
<b>Graduation Rate 5 yr cohort</b>	82.39	75.14	not available	83.52
<b>Dropout Rate</b>	4.8	2.6	1.7	2.3
<b>Pupil Admin Ratio</b>	324.0	342.0	235.0	237.7
<b>Pupil Teacher Ratio</b>	13.4	14.6	14.7	14.6
<b>Participation Rate-Math</b>	not available	98.65	100.00	94.05
<b>Participation Rate-Reading</b>	not available	98.65	100.00	92.86

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

## SCOTT HIGH SCHOOL in BOONE 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	BCS's and SHS vision statements are practiced at SHS. The faculty intentionally works collaboratively to shape our school's climate and culture. During PLC's, teachers share best practices, methods, and strategies. In CE and PD opportunities, teachers are introduced to new techniques and technologies that offer additional tools in disseminating info to students. Teachers collaborate outside of scheduled meetings and integrate cross-curricular lessons over multiple subject areas. SHS shares core values and beliefs that focus on our and BCS's mission. This is achieved by focusing on BCS Power Standards and WV Next Gen objectives in lessons and activities. By using benchmark data, observation,	ACCOMPLISHED	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 standardized & classroom testing; teachers evaluate areas of student deficiencies and design lessons that are creative and act as an additional tool for student comprehension. SHS teachers use a variety of professional tools to assist in lesson preparations.		
<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 SHS completes a yearly self-reflection summary of their goals and achievements as an educator in BCS. Each teacher has a minimum of one formal observations and written evaluations by an administrator. Evidence of high expectations is also observed by the use of PD 360 and the implementation of Walkabouts by administrators twice a month. The faculty establishes high expectations for students through SMART GOALS. Benchmark testing is given to assess student progress. Our staff also administers the Smarter Balance Tests for student achievement. WV Next Gen Standards are followed to increase students' success. BCS Social Studies Power Standards are written and taught to support a rigorous curriculum. Pacing guides and syllabi are also strong written guidelines to establish high expectations. Engrade is used for students' progress. SHS has a website for events, such as Parent-Teacher Conferences and LSIC Meetings. Educational practices can be observed by periodic assessments.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
<b>Function C: Safe,</b>	ACCOMPLISHED	SHS has several practices to create a	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.		safe, orderly, and engaging environment for all. Teachers and administration utilize a discipline rubric to ensure consistent and fair handling of all issues. Discipline data is processed by the staff at the end of the year and recommendations are made. A resource officer has been hired to ensure the safety and security of all students and staff. Double locking doors and a visitors' window to the office has been installed as well. The staff and students are aware of and have practiced procedures for safe school practices. Several teachers in the building, are trained as first responders. The school is an older building but staff is aware of procedures to request building maintenance. All teachers have a classroom enabling them to develop an organized environment assisting student learning of the course content. Instructional practices continue to be monitored through the Instructional Practices Inventory, Walkabouts, and evaluations.		evidence collected by the OEPA Team substantiated the 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	DISTINGUISHED	The principal exhibits strong leadership, effective management, and professional knowledge, skills, and disposition. The principal supervises a leadership team comprised of departmental heads from the building	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.

effective management.		that meet regularly. The principal observes PLC meetings on a weekly basis. The principal is present throughout the building, regularly monitoring teachers. The principal interacts with teachers during the evaluation process, offers feedback, and suggests improvement strategies when needed.		
<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.	DISTINGUISHED	Scott High School has a Leadership Team that meets twice a month. The Leadership Team monitors and suggests revisions to the Strategic Plan. The Leadership Team members serve as the chair for their respective Professional Learning Community (PLC) which meet each week for 30 minutes. The focus of these meetings revolves around the BCS four Focus Questions: 1. What do we expect students to learn? 2. How will we know when students are learning? 3. How will we respond when students are not learning? 4. How will we respond when students already know it? Instructional Practice Inventory (IPI) are conducted throughout the year to help set goals for the school, staff, and students by trained staff members. The principal delegates effectively to the school teams and councils.	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 C: Teacher Leadership.</b> Teachers assume responsibility for school and	ACCOMPLISHED	Scott High School has an active Leadership Team. The Leadership Team meets twice a month. During this time the Strategic Plan is analyzed and revised, then presented to the faculty.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		The members of the Leadership Team are the chairs of the Professional Learning Communities who in turn communicate with the staff. The Administration frequently seeks recommendations from the Leadership Team about school related issues and/or programs. Members of the Leadership Team present staff Professional Development on Instructional Policies during the year. Some members of the Leadership Team have worked with Dr. Jakicic to write the Power Standards for the county which was developed in PLC's.		
<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>DISTINGUISHED</b>	Scott High School has an active Student Council, National Honor Society, HEROS and student leaders through various student organizations at the county and state level. The Student Council organizes all Homecoming activities, spirit week events and academic banquet. The administration meets frequently with the members of the Student Council to get the students perspective on student issues. A member of the Student Council attends the LSIC meetings and BCS Board Effectiveness meetings, serving as a student representative. The National Honor Society helps with the academic banquet, graduation, induction ceremonies, and community service in and out of school. The HEROS help to promote college activities in an effort to increase the	<b>DISTINGUISHED</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.



		number of college bound students. These include Career Day and Alumni Day.		
<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 SHS staff delivers standards based, focused curriculum through student learning, student reflection, intellectual inquiry, and self-direction activities on a daily basis. Examples of student centered learning takes place through various tiered activities, analytical group projects, real world models, and self-compiled data. Examples of student reflections are accomplished through blog updates, peer editing, summarizations of how assignment objectives were achieved, and bi-weekly art critiques of student work. Intellectual inquiry assignment examples include making inferences about work studied in an interactive notebook, argumentative essays, research projects, and graphing coordinates. Examples of self-direction include tours of historical places via Google Chrome Maps and Google Earth, student selected problems, student created quizzes and tests, and student designed game concepts and applications. The staff works diligently to differentiate student activities.	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: Standards-Focused</b>	ACCOMPLISHED	Evidence of a standards-focused curriculum occurs in two forms.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<b>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.		Teachers note the standards being taught each day in their lesson plans. In addition, they display the standards for each day on the board in student friendly language so that students are knowledgeable of what they will learn that day. All activities and assessments are based on the state adopted standards.		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	Short term instructional plans take the form of weekly administration-monitored lesson plans. The PLC's of the core subjects are in the process of creating pacing guides and power standards that will insure that all students receive the same standards-based instruction. Every teacher creates a class syllabus that is approved by the administration and signed by a parent/guardian. The needs and performance levels of every student are assessed by benchmarks every three weeks. Low performers on a benchmark receive remediation for either sixty-six minutes or ninety-nine minutes per week, depending upon their benchmark score. Students may sign-up for Project Goal (Fifth Block) which also provides remediation and tutoring support.	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	ACCOMPLISHED	Teachers develop lessons that integrate best practices, technology, higher order thinking, and differentiated instruction. Teachers are encouraged to regularly use engaging instructional 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.

student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		such as graphic organizers, rubrics, and student collaboration. All teachers commonly have access to computer classrooms, mobile labs, mobile tablet labs, and/or the media center computers for student use. The library is also available to students for multiple learning resources. Teachers are encouraged to use common formative assessments to track student progress. Teacher lesson plans are checked by the administration on a weekly basis to ensure that best practices are being used in the 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	At SHS, our primary focus is on the impact individuals and groups outside the family have on a child's well-being, as well as being advocates for a society which meets all the needs of a child, whether they be physical, emotional, nutritional, or spiritual. We strive to establish positive relationships with the student, family, and community through the use of a school messenger system, progress reports, personalized education plans, after school programs, extra-curricular events, freshman orientation, parent-teacher conferences, Eagles Nest, school website, school improvement councils, social media, educational grants, partnerships, college and career awareness 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.

		and job shadowing opportunities. One of the core beliefs of Boone County Schools and Scott High School is that a collaborative culture will promote success for ALL students, and that successful collaboration with parents and community will provide ALL students with greater educational opportunities		
<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	<p>Students physical, social-emotional, health/nutrition, and counseling needs are met through several support services and in school practices including: the full-time presence of three administrators and two school counselors, a graduation coach, a full time nurse, the anti-bullying campaign, peer mentorship program, PLC meetings, student tutoring, IEP/504 plan meetings, SAT Meetings and Project Goal. This year student progress in mathematics and reading language arts are being assessed every 3 week through benchmarks/STAR assessments. Students demonstrating need receive support for personalized learning and/or remediation in mathematics and reading language arts. All students receive weekly Personalized Education Plan or CFWV time and intramural sports events. Additionally to support student health, all students are offered free breakfast or a morning snack and a free lunch. Students in need are provided clothing, personal hygiene products and school</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: The OEPA Team observed evidence that students' social, emotional, and academic well-being were addressed through additional activities and services such as:</b></p> <ul style="list-style-type: none"> <li>• teachers mail toiletries home to the needy students over the summer;</li> <li>• full-time nurse on staff;</li> <li>• full-time resource officer; and</li> <li>• peer mediation which has decreased conflicts within the school.</li> </ul>

		supplies.		
<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.	EMERGING	In cooperation with the Sheriff's Department, a school safety officer is present daily to supervise and handle any problems from inside or outside of the school. The LSIC provides community support for the educational environment and the curriculum. Local agencies, such as the DHHR, Juvenile Justice System and the Health Department, provide services as needed. Various faith based organizations provide weekend food bags for students who need them. Civic organizations like the Moose, Odd Fellows Lodge, Rebeccas, Madison Jaycees and the Boone County Community Foundation provide scholarships and/or assistance to the 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.

**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	BCS offers various Professional Development opportunities during the summer. Teachers at SHS are expected to complete PD 360 courses as well as discussions of best practices in PLC's. The focus on improvement comes from IPI and Walkabout information shared with the staff. Teachers complete the self-reflections. Classroom observations are reviewed with each teacher. The teachers' self-reflection and classroom observation allow	ACCOMPLISHED	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 personnel to constantly review their status and areas of weakness. The Leadership Team is used to disseminate information to the staff in a small group setting.</p> <p>Improvement in classroom practices is a priority. Dr. Jakicic has worked with BCS for several years with the goal of implementing PLC's and improving staff collaboration. The IPI and Walkabout information is used by the faculty to implement strategies in weak areas. The high expectations for students and staff reflect well on SHS.</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>SHS teachers are expected to collaborate on projects and classroom assignments. Collaboration takes place in PLC's where best practices are discussed, the development of BCS Power Standards was completed, and differentiated instruction strategies are shared. Data used to drive instruction come from STAR Reading/Math, benchmark testing, and SPL logs. The Smarter Balance test is used to determine student eligibility in SHS's Skill/Remediation block. Formative and summative assessments provide instant data to classroom teachers. PLC's provide a forum to discuss areas to improve student needs. The Leadership Team discusses weak areas and allows for the information to be shared in small group settings. Learning strategies are implemented in the classroom with differentiated</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>

		instruction. Remediation skill block, Project Goal and SPL are provided to students who are struggling academically.		
<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	Teachers participate in the evaluation process by completing a self-reflection at the beginning of each school year through WVEIS. Teachers are required to create two goals each school year that foster growth and development. Teachers are evaluated in accordance with Policy 5310. Observations, Walkabouts, and Instructional Practices Inventory data collections occur at regular intervals. Teachers develop personal goals based on their self reflections. Teachers have access to professional development videos through the PD 360 program and are asked to watch at least two mini-videos a month.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

**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	Scott High School is an older facility with obvious physical limitations and numerous maintenance demands. There are four full time custodians working to maintain the building and grounds. Staff report maintenance requests to the administration, which are resolved in a timely manner. The building is configured in a manner to meet the needs of student learning. Student work and achievements are displayed 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.

		encourage continued growth in student learning and pride in the school. There is a need to increase student responsibility for the state of the school and its grounds. The building has over 20 outside entrances and one outside classroom. Students move between these throughout the day as well as to Madison Middle School to attend classes. Provisions have been made to monitor and protect students as they travel to these destinations.		
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Scott High School follows the state accounting procedures. At the beginning of each year, the staff is presented with professional development by the secretary on the proper procedures for purchasing supplies, Fund raising procedures and completing the required forms. Funding for Scott High School comes from local allocation monies, levy monies, grants, general fund monies, various mini grants, and faculty senate monies. With regard to faculty senate monies, teachers must fill out the requisition form with the principal, faculty senate chair and treasurer signatures before purchases can be made. Professional development on this is conducted at the first faculty senate meeting by the president and treasurer.	ACCOMPLISHED	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	All members of the permanent teaching staff are fully certified or are working on full certification. Substitutes, both long and short term, are either certified	ACCOMPLISHED	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.		former teachers or meet the requirements for substitute teaching. Most of the full-time faculty has taught at Scott for two or more years, many for far longer. Faculty Senate voted to have a hiring committee involved in the hiring process.		
<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	Scott High School has approximately 6 mobile computer labs, 6 stationary computer labs, an I-pad lab, and Netbooks. There are wireless routers throughout the building increasing wireless access and the bandwidth is the fastest speed available. Teachers were provided with new laptops and continue to use document cameras, LCD projectors, graphing calculators, Mobis, personal responders, Interactive White Boards, Boogie boards, two 60 inch computers and a few Interactive Smart Projectors. These technologies have improved student access to real world applications. This technology allows for increased teaching tools, access to professional development, more accurate monitoring of student learning, and enhanced evaluation programs to improve teaching methods.	ACCOMPLISHED	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 experienced frequent connectivity issues throughout the day.</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	ACCOMPLISHED	The staff has faculty meetings to discuss student progress. Assessments analyze student progress and set learning goals. Our mission is reflected	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

performance of students based on the mission and goals outlined in the strategic plan.		in programs like Project Goal, The Partner's Club, and HSTA. The career center allows students to explore career pathways like auto, welding, construction, etc. Dual credit courses are offered in numerous courses assisting students in completing college credits while still in high school. Engrade provides parent communication and students self-monitoring progress. Teachers write weekly lesson plans, using WV Power Standards. Our plan, mission, and goals are outlined in the 5 yr. Strategic Plan. A 30 minute remediation period is being used to help our students gain skills in Math and English. The LSIC allows for everyone involved with the school to offer input on improvement and learning. PLC meetings give teachers time to collaborate on effective teaching strategies and learning goals.		
<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	We are committed to PLC's for collaboration, planning and implementing learning. The staff uses various methods to inform parents about the education of students, such as a school-messenger system, Engrade, progress reports, report cards, parent-teacher conferences, school webpage, LSIC and e-mail. Increased student learning is taking place through skills blocks to improve Reading and Math skills for students that are falling below their potential. Teachers are also using	ACCOMPLISHED	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 360 to improve classroom techniques. Technology is utilized for improved learning. Students are also given the opportunity to engage in the Project Goal After-School Program that is aimed at at-risk students that are not meeting graduation requirements. This can benefit students in assisting them with homework, make-up work, and tutoring. The staff is committed to student learning by implementing, monitoring, evaluating and communicating the changes necessary to improve the well-being of students.		
<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 monitors changes in student learning through regular benchmark testing, common formative assessments, and standardized testing. The staff implements adjustments through skills block, SPL, teach/reteach strategies, peer pairing, and teacher tutoring. The staff evaluates the results of student learning by comparing benchmark results, Smarter Balanced results, and formative assessment results throughout the school year and from year to year. The staff communicates progress to students and parents through yearly standardized test reports and benchmark results.	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></p> <ul style="list-style-type: none"> <li>• Through observations and interviews, the OEPA determined that the culture of Scott High School was changing with a focus on student achievement.</li> <li>• Students took ownership of their progress and achievement through tracking benchmark assessment data and participating in remediation during the extended lunch period.</li> <li>• Fifth block was an after-school program offering remediation, credit recovery, clubs, activities, and hobbies.</li> </ul>

## 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 Leadership team believes that we have the adequate facilities and resources to meet the student needs for being	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified
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	successful. However, the Leadership Team would like for all of the LCD Projectors to be ceiling mounted, and additional Smart Boards installed throughout the building. The Leadership Team would like to move the ratio of computers to students to 1:1. Currently the ratio is approximately 2:1.	resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	1. Core teachers will receive professional development on using the Smarter Balanced Digital Library. 2. The staff will be provided professional development that is aimed at increasing the students' Reading Comprehension levels. 3. Professional Development will be provided to the staff by Dr. Jakicic pertaining to common formative assessments and effective PLCs.	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 remediation and Support for Personalized Learning occur in the 30 minute skills block. Benchmark assessments in math and ELA occur every three weeks and the data obtained is used to make instructional decisions (SPL/remediation).	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> <li>• 30 minute remediation skills block</li> <li>• Benchmark assessments every three weeks</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	<b>PARTIAL COMPLIANCE</b> The school did not submit the School Monitoring Report by the July 30, 2015 deadline.
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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 Leadership team worked jointly to review this policy and the School Monitoring report.
YES	Complete the School Monitoring Report	The staff and Leadership Team helped to complete this report. After school Professional Development Sessions were held to review the School Monitoring Report.
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>	The Staff and Leadership team have been made aware of the new OEPA audit process during a Faculty Senate Meeting. As this audit nears the administration will prepare the required documents, and trainings. The required stakeholders will be present for all exit meetings and will fully participate in the audit process.

#### **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, LSIC, Student Council, staff and the administration orchestrates the school's improvement efforts. The Staff/Leadership Team determine the Professional Development needs which are then recorded in the school Strategic Plan.
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)	A yearly Data Disaggregation Day is held where the staff come together to review the latest Standardized Tests results. During this meeting the staff identifies areas of success and areas of concern. The ground work is laid to provide strategies that address the student's deficiencies.

YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	The administration conducts observations of all teachers using the requirements established by Policy 2510. The Instructional Practices Inventory team conduct an IPI Data Collection each 9 weeks for the first 3 nine weeks. The staff comes together to analyze the data and develop goals and strategies to address areas of concern.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The strategic plan is reviewed monthly during one or more Leadership Team meetings. The Leadership team members then present areas of concern to their PLCs.

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)	Before each standardized test (Westest, ACT Plan, Smarter Balanced, Writing Assessment) the staff are trained on Policy 2340 (Test Taking Policy). The staff are required to sign the Appendix E and a log of trained teachers is kept by the principal on Appendix G.
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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 are very persistent in monitoring and work to get every student tested that is present. We continue to hold makeup sessions until the testing window is closed. We have been compliant the last three years on our Westest participation rate.
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)	During testing special education students that have special test taking accommodations listed in their Individualized education plan (IEP) are tested in the appropriate setting according to their IEP. The staff providing the accommodations sign the WVS.326 form to verify that they have provided the appropriate accommodations.

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)	This is our first year for having a PEP time in the schedule. Every Thursday students have a 30 minute PEP activity. These activity include analysis of their PEP, CFVV and Links lessons. The courses offered meet the criteria outlined in policy 2510.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	The courses offered meet the criteria outlined in policy 2510. Career pathways are discussed with the students and their parent in 10th grade. Last year students were provided guidance on the courses needed for their pathway. Then each student completed a course request form prior to scheduling occurring.



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

We are in full compliance with the policy requirements discussed in this section. Graduation requirements vary by class. The graduation requirements for each class is listed in the Student Agenda.

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

Scott High School has numerous laptop labs, an I-pad Lab, each teacher has a laptop, document camera and projector. Social studies teachers have Netbook labs in each of their classrooms. Lesson plans are checked weekly and comments provided. Teachers document the standards taught either in a log or in their lesson plans. Staff are provided a planning period of 87 minutes, However many teachers have agreed to give up their planning to cover In School suspension or teach additional classes.

	<p>thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)</p> <ul style="list-style-type: none"> <li>Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)</li> </ul>	
YES	<p>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)</p> <ul style="list-style-type: none"> <li>Technology Team</li> <li>Local School Improvement Council (LSIC)</li> <li>Faculty Senate</li> <li>School Curriculum Team</li> <li>Student Assistance Team (SAT)</li> <li>Leadership Team</li> </ul>	<p>Scott High School has an active Leadership Team, which meets twice a month. The Leadership Team also conducts the PLC meetings and serves as the Curriculum Team and Technology Team. The Faculty Senate meets on designated days in the calendar. The LSIC meets at least once per 9 weeks. SAT teams meet as needed to address student needs.</p>
<div> <div>D . Policy 4373: Expected Behavior in Safe/Supportive Schools</div> <div>FULL COMPLIANCE</div> <div>FULL COMPLIANCE</div> </div>		
<p align="center"><b>COMPLIANCE CHECKLIST: POLICY 4373</b></p> <p align="center"><b>Expected Behaviors in Safe and Supportive Schools</b></p> <p>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:</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 and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.</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	<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>The administration at Scott High School uses a Faculty Senate approved Discipline Rubric to address most common student discipline infractions. The discipline rubric was developed using Policy 4373 as an outline. A school developed Crisis Response Plan is maintained in Mr. Halley's office. The plan is updated</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>	<p>yearly. Students assigned to In School Suspension must complete an ABE video which models the appropriate way for students to behave, with regard to their reason for being in ISS.</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>	<p>Boone County School maintains an Alternative school in Madison. Students are referred to the alternative school by the Superintendent, usually after an expulsion hearing has taken place.</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>	<p>Scott High School has three Certified Health/Physical Education Teachers. Students are required to take one semester of Physical Education (usually in 9th grade) which is a graduation requirement. Students are required to take one semester of Health (usually in 10th grade) which is a graduation requirement.</p>
YES	<p>Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</p>	<p>Students take the Fitnessgram testing during their Physical Education class. Results from the Fitnessgram are maintained yearly in WVEIS. Students in Health take the HEAP test during their Health Class.</p>
YES	<p>Results are shared with students and parents. (S7, FC)</p>	<p>Results from the Fitnessgram are shared with each student. Test results are sent home to the parents by the Physical Education Teachers.</p>

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)	Scott High School hires two full time guidance counselors and a Graduation Coach. The counselor, Graduation coach and the administration frequently meet with students that express a desire to drop out. Parent/student meetings are required prior to students dropping out. During these meetings the team tries to address issues that are facilitating the student desire to dropout. If the student is still adamant on dropping out the student is encouraged to get a GED.
<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)	School counselors maintain the School Counselor log which reflects how they perform their services each day.

### 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>	During the last audit there were three findings. All three finds have been addressed by the principal and secretary.	<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>	Scott High School was compliant in all areas.	<b>YES</b>
<b>C .</b> Fire Marshal? Has the school addressed all non-	<b>YES</b>	During the last Fire	<b>YES</b>

compliances identified during the fire marshal review?		Marshal visit there were two findings. Both have been corrected.	
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	YES	During the last Health Department visit, there were no non-compliance issues.	<b>YES</b>
<b>E . School Building Authority</b> (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	N/A	<b>NOT APPLICABLE</b>
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Scott High School was compliant in all applicable areas.	<b>YES</b>

## Facility Resource Needs

### 1. School Site

A. School site did not have the required minimum acreage:

A-3. High School - 15 usable acres + 1 acre for each 100 students over 800. (Did not adversely impact program delivery and student performance.)

### 7. Cafeteria/Food Service Area

M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

### 8. School Nurse Clinic/Health Service Area

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

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

A-4. Waiting area with seating for students. (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.)

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

An auditorium was not provided. (May adversely impact program delivery and student performance.)

### 13. General Classrooms

A. Classrooms were not of adequate classroom size (28-30 ft.<sup>2</sup>/student). Most classrooms have in excess of 30 students per period. (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.)

**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.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Clyde Stepp, OEPA Consultant

Team Member – Lewis McClung, Assistant Principal, Greenbrier West High School, Greenbrier County Schools

Team Member – Jack Cain, Principal, Cameron High School, Marshall County Schools

Team Member – Amy Haines, Director of Child Nutrition, Hampshire County Schools

Team Member – Jacqueline Daniels, Director of Federal Programs, Cabell County Schools

Team Member – Maria Miller, Assistant Principal, Parkersburg South High School, Wood County Schools

Team Member – Jeromy Duelley, Assistant Principal, Berkeley Springs High School, Morgan County Schools

**Date of School Visit – 12/08/2015**



**SCHOOL PROFILE****06-502 SHERMAN HIGH SCHOOL – BOONE COUNTY**

	2011	2012	2013	2014
<b>Enrollment</b>	432	420	407	404
<b>Average Class Size</b>	18.1	17.4	16.6	15.6
<b>Attendance Rate</b>	94.02	95.18	96.06	96.03
<b>Graduation Rate 4 yr cohort</b>	81.90	78.86	75.00	83.33
<b>Graduation Rate 5 yr cohort</b>	78.52	82.76	not available	76.64
<b>Dropout Rate</b>	6.0	2.1	0.5	2.9
<b>Pupil Admin Ratio</b>	216.0	210.0	203.5	202.0
<b>Pupil Teacher Ratio</b>	12.7	12.0	11.6	11.8
<b>Participation Rate-Math</b>	not available	98.84	98.84	94.51
<b>Participation Rate-Reading</b>	not available	98.84	98.84	92.31

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

## SHERMAN HIGH SCHOOL in BOONE 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	Sherman High School developed the core beliefs and values with all stakeholders to include teachers, parents, community members, students, and administrators to share a common vision and beliefs that establish high expectations for instruction. This shared commitment is reflected in high quality instruction evidenced in our daily practices and procedures. The strategic plan, mission and vision statements are continuously discussed during the Leadership, LSIC, Faculty Senate, and Content Area Collaborative Team meetings. These values are periodically reflected upon throughout the school year to ensure that practices remain representative of our beliefs and vision.	ACCOMPLISHED	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</b>	ACCOMPLISHED	Sherman High School has developed	ACCOMPLISHED	The evidence provided by the school and the additional

<p><b>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.</p>		<p>with key stakeholders a mission statement driven by our core beliefs and values using long term strategic planning and goals. Various rituals, ceremonies, and symbols are planned to promote and articulate our high expectations such as our yearly school Academic Honor Banquet, Ninth Grade Orientation with parents and students, Commitment to Graduate Ceremony with upcoming ninth grade students and parents, parent/teacher nights, and other activities throughout the school year. We are striving to increase student voice in the implementation and development of these activities by including student groups such as Student Council, National Honor Society, YLA, and the Counselor's Advisory Committee. School culture data has been analyzed using the School Culture and Climate Survey that is taken by students and staff to set long term goals and action steps in improving culture at Sherman High School and promoting diversity within our school.</p>		<p>evidence collected by the OEPA Team substantiated the 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>Sherman High is committed to a safe, well managed facility and processes that are welcoming and optimal for student learning. Boone County Board of Education improved the safety of the facility, students, and staff through the hiring of a school resource officer. S3 grant money was used for safety equipment purchases such as blinds, walkie talkies, and a camera security</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: Through observations and interviews, the OEPA Team determined the following security measures were incorporated over the past two years:</b></p> <ul style="list-style-type: none"> <li>• 61 two-way radios were provided to staff;</li> <li>• A two-way radio relay system was developed to communicate with the administration during</li> </ul>

		<p>system. In addition, a safe entrance was created with the use of SBA funding. Further examples of our commitment are a shared responsibility by our staff of school safety by posting clear, concise rules in each classroom. The staff possess walkie-talkies that are used in emergency drills for communication. Student achievement is the focus of our efforts in having processes and procedures in place that create a well managed facility that includes well defined custodial duty schedules and a summer maintenance plan for the upkeep of the facility.</p>		<p><b>emergency drills and true emergencies; and</b></p> <ul style="list-style-type: none"> <li>• <b>The camera system with remote access for the administration as well as the State Police was installed.</b></li> </ul>
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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 has intentionally created an environment of collaboration through the systematic creation of various teams reaching out to all staff members to collectively improve instruction and student learning. Through the use of classroom monitoring data, lesson plan reviews, and IPI data, individual and group conferencing occurs in a positive manner while simultaneously expecting high levels of student achievement. As a former National Board Certified Teacher, best practices are stressed while continuously reviewing and using research based, high quality instructional practices in our classrooms. Using a variety of media (Engrade, PD 360,</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>

		written and oral communication), the principal communicates the vision, core beliefs, and mission as the driving force behind instruction.		
<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>	Using the research and practices of Richard Dufour and Chris Jakicic, the teams of Sherman High School (LSIC, Leadership, Administrative, Health, Safety, Discipline, S3, etc) begin with our core beliefs, vision, and mission as the foundation of their efforts. Norms and created and reviewed by each team as a form of collective responsibility. Data driven meetings are the criteria with learning centered teams focusing upon the four key questions: 1. What do we want students to learn? 2. How will we know when students are learning? 3. How will we respond when students are not learning? 4. How will we respond when students already know it? In addition, the teams promote and stress positive problem solving through the use of data, the sharing of best practices, and through relevant professional development.	<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 C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence	<b>ACCOMPLISHED</b>	Dr. Jerry Valentine's School Culture Survey is administered with data analyzed to determine the culture and climate of Sherman, with open and honest conversations occurring to improve collaborative efforts and processes to increase student learning. Distributive leadership is encouraged and rigorously pursued based upon the philosophy that shared leadership is	<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.

professional practice.		effective leadership. Working with the Central Office, professional development on the collaborative team process and teacher leadership has regularly occurred. Teachers are empowered to reflect upon their practices and share best practices during collaborative team meetings, Faculty Senate, and professional development sessions.		
<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	Sherman High is committed to increasing student engagement and participation in leadership opportunities that develop a sense of responsibility for learning and self direction. Student organizations such as Student Council, Class Officers, YLA, SCC, Girls and Boys State, Epic Girls Group,, Counselor's Guidance Committee, National Honor Society of promoted to increase opportunities for student leadership and involvement at school an in the community. Student concerns and suggestions for improvement are solicited from these groups and where appropriate their efforts implemented at 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 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	ACCOMPLISHED	Teachers and students have a variety of technological resources that are used to create a student-centered environment. Teachers post "I Can" statements and learning target goals to ensure that students can track their own 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.

<p>student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>		<p>Classroom teachers work closely with special education teachers to build lessons for personalized learning. Smarter Balanced and STAR data is used to develop instruction. Math and English enrichment lessons occur each week during homeroom, and students are given continual formative assessments to track progress. Students are grouped in cooperative learning teams or allowed to work independently. Students are allowed to choose writing topics and are given a choice of the mode of presentation delivery. Students' works are celebrated, and examples are posted throughout the school. The community members and the LSIC worked collaboratively with the Leadership Team and Faculty Senate to develop the Sherman High School's mission statement.</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>Lessons are designed based upon WV CSOs and NexGen Standards. Learning units and project based learning activities are designed using approved content standards with technology, supplies, and equipment supporting the content driven instruction. Teachers share best practices with each other in collaborative teams, with instruction and lesson planning monitored consistently by the school leadership to ensure high quality, content driven instruction. Skilled and Professional pathway course offerings are aligned with state requirements with students and parents</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>

		assisted and mentored in the development of their Personalized Education Plan. Print and electronic instructional materials are used to engage and challenge students. Relevant instruction based upon 21st Century themes connects student learning with the world today, and helps students develop future goals and aspirations.		
<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 intentionally plan instruction based upon various student data to make both short term and long term learning activities student centered. Data disaggregation forms the basis of the development of discipline and individual learning goals for students, with curriculum/pacing guides used to pace instruction built upon "power standards" identified in the analysis of content standards. Reflection upon the efficacy of practices is conducted with each IPI with content area members reflecting upon best practices and learning new, proven, research based strategies to implement. Teachers utilize Edivate to design differentiated instruction techniques and activities including stations, groups, cooperative learning, student self and peer assessment, and other activities for the basis for individualized instruction. Materials and literature that connect with students cultural backgrounds and expand their understanding to other cultures is used to broaden our students horizons.	ACCOMPLISHED	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	Teachers connect content driven	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.		instruction using practices such as "I Can" statements which explain learning goals and concepts in student language. Project based learning activities in all content areas are designed to increase student engagement. Theme and topic are connected to students' interests with formative assessment techniques such as starters, ticket out the door, jigsawing, and other activities used to monitor students' understanding. A variety of graphic organizers and manipulatives, both technological and material based, are used to provide scaffolding for student understanding of the material. Study skills are embedded in courses with PEP lessons to teach study skills and learning strategies. Learning instructional goals are established with STAR benchmark tests and other formative assessments.		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	Sherman High School is committed to structures that build positive, ongoing, consistent relationships between families, the community and the school. Methods of delivery such as the school website, Engrade, letters, School Messenger, parent teacher night, FASFA workshops, Project Goal, Graduation 20/20, 9th grade orientation, and an active LSIC strengthen parent teacher relations. Sherman High is 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.

		working toward providing information to parents about supporting academic achievement at home through delivery mechanisms (Engrade, School Messenger, and other communication) and through the school counseling department. Proactive two way communication occurs every day such as teacher/parent conferences, Engrade messages, School Messenger calls, and the school's website. Decision making at the school level occurs through a variety of booster clubs and the LSIC		
<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	Sherman High School strives to meet the physical, social-emotional and academic well-being of each student. Intramurals and a variety of physical education electives are offered to promote student fitness. In addition, Sherman is participating with the Fuel Up Play 60 program expanding intramural, fitness, and healthy lifestyle activities. The counseling department provides individual and group counseling that addresses emotional, career, and academic needs of our students. Weekly PEP time addresses study skills, character education, and career counseling to meet each student's needs. Active Student Assistance Teams identify and assist students who exhibit academic, social, psychological, or behavioral needs. Ninth grade orientation and counselling session assist students to successfully transfer from junior high to high 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: 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>	A variety of community organizations including the Court System, Juvenile Probation Services, Drug and Alcohol counseling, and mental health referrals address the needs of our most at risk students. The school give parents additional support to meet students' needs. Sherman is in the process of adding a mental health clinic to help students and their parents who, because of their financial situation and the lack of community mental health resources, need assistance. Sherman has several business and community partners that are actively involved in programs and support of student activities. Various faith based groups provide assistance for students and families in need of food, clothing, and personal hygiene assistance. Various community resources for mental and physical health were given to staff during professional development. Additional nutrition needs are provided for students who participate in after school enrichment and extracurricular activities.	<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: Through staff and student interviews, the OEPA Team determined strong partnerships with community agencies, parents, and community organizations existed. These partnerships included:</b></p> <ul style="list-style-type: none"> <li>• The 211 referral system for families in need;</li> <li>• The new counseling website detailing school and community agency support for students and parents;</li> <li>• A wellness center, including a nurse, physician's assistant, and an independent psychiatrist; and</li> <li>• New partnership with the Sheriff's Office to provide a new resource officer to the school</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	<b>DISTINGUISHED</b>	Professional development at Sherman High is directly aligned with the core beliefs, vision, and mission of our school. Professional development that supports the action steps and goals of the strategic plan are implemented to	<b>DISTINGUISHED</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.

classroom practice.		<p>increase the capacity of our educators to increase student learning. Professional development in such areas as the Common Core and Differentiated Instruction are presented and embedded throughout the school year. The collaborative teams share best practices to further professional growth. Content area teams meet weekly to focus upon student learning. Edviate is an online tool used to provide focused professional development on an individual basis to teachers based upon walkthrough data. The Star Renaissance Benchmark platform provides specific interventions and lesson for teachers to assist students meet their individual learning needs. School and staff accomplishments are recognized in a variety of communication platforms in the community.</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>	ACCOMPLISHED	<p>Weekly content area collaborative team meetings occur to focus on student learning. Best practices, common formative assessments, data analysis, goal setting, and other activities occur to improve student learning. The focus of the academic content area teams are on the essential questions of what do we want our students to know and be able to do, how will we know when they have mastered them, what will we do when they have not. Team minutes are posted, shared, and monitored in Google Dropbox with the teams periodically reviewing the strategic plan, norms, and</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>

		core beliefs. Teams collaboratively develop discipline goals based upon data analysis of Smarter Balanced test, benchmarks, and other summative and formative 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	Classroom observations occur frequently through in the form of Progress Monitoring, which includes lesson plan review, walkthroughs, and formal observation in accordance with WVDE evaluation policies. Support is provided through mentors for new teachers, written and verbal feedback, and data from the Edivate walkthrough platform. Online resources such as Edivate, Safe School Website Training, and KALPA expand opportunities for educators to grow as professionals and to receive 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 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	Substantial improvements have been implemented to create a safe environment at Sherman High School. Sherman received a grant from the SBA which created a safe bus loop dropoff and secure entrance for the school. From 2011 to the spring of 2015, S3 Grant money was utilized to pilot a school resource officer at Sherman High School. The grant funds also provided safety and communication equipment at the school. Maintenance requests are submitted in a timely manner 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; however attention should be given to these items in the building: <ul style="list-style-type: none"> <li>• <b>Carpet in room 205 gapped approximately two inches and was not secured to the floor;</b></li> <li>• <b>Ceiling tiles throughout the building were either water stained or cracked/broken;</b></li> <li>• <b>Light bulbs were burnt out;</b></li> <li>• <b>The oven and the garbage disposal in the</b></li> </ul>

		school staff working collaboratively with county maintenance personnel to proactively prevent problems and address problems quickly to create a safe environment conducive to student learning. These resources are monitored and acquired as needed to support the school mission and vision.		<b>kitchen were not working.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	School accounting procedures are transparent and are audited regularly by Boone County Schools and external auditors. Budget information is posted with each account accessible for review by staff and the community. A variety of grants have been obtained after analyzing data through the Fuel Up Play 60 Grant, Boone County Foundation Grants, funds from the S3 Grant, and grant programs through the Clay Center to improve student learning and activities. Supplies, materials, and technology is acquired and funded through the central office to support student learning. Faculty are provided materials and professional development necessary for the successful execution of their jobs.	ACCOMPLISHED	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 quality employees are actively recruited by Boone County Schools in conjunction with Sherman High School's hiring committee selecting the most highly qualified candidates. The principal and assistant principals ensure evaluation policies are implemented according to WV Code and WVDE policies with observations 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.

		evaluations conducted according to the timelines and requirements set forth in code. Teachers are assigned to courses to ensure the most highly qualified, certified individuals are delivering instruction. Each beginning teacher is assigned a mentor that meets with them regularly with professional development targeting their growth conducted at the county and state level. New teachers begin the school earlier than other teachers to have support and information to successfully begin instruction. In addition, all employees begin each year with detailed information shared on school, county, and state policies.		
<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>	Sherman High School demonstrates highly effective practices in the use of technology and information systems to support daily management practices, increase the efficacy of instructional practices, and maximize student engagement and learning. Sherman High School's current bandwidth 1000 mpbs on a new fiber optic system. Currently we have four static classroom computer labs, with eight mobile/closet laptop labs. Each teacher and counselor has a new laptop to plan instruction, enter grades, and communicate with parents and the administration. Sherman High School currently has 165 desktop computers, 151 laptops, and 9 Ipads. Students learn about the processes and operating systems of the computers, graphic calculators, and other tools to	<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>Comment: The OEPA Team experienced Internet connectivity issues throughout the day.</b>



		have self expression in their school work. Digital citizenship is taught in our health and computer classes, in our PEP Advisor/advisee time, and is embedded in all of our classes when computer/internet activities occur in 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	The school leadership team has created a vision of excellence based upon the collaborative research practices of Richard Dufour and Chris Jakicic. The leadership team intentionally represents the diversity of disciplines within the school to promote and increase student learning and teacher capacity. The team's members work within their own content area teams to analyze data and solicit input to create a more effective school. Open and honest conversations occur built upon the core beliefs, vision, and mission of the school. Each content area team sets SMART Goals aligned to the school's strategic plan based upon a variety of student data. The seven High Quality Standards are reflected upon as the basis for exemplary student instruction. Collective decision making for the benefit of student achievement is vigorously pursued.	ACCOMPLISHED	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	The principal and leadership team work diligently using data from Dr. Jerry Valentine's Culture Survey to honestly	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.



defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		<p>assess if the school's collaborative processes is in place and to improve problematic areas. The purpose of increasing student achievement is the goal of various stakeholders. Decisions based upon data with collaborative team consensus are reached on best practices, strategies, professional development, and other processes. Content area collaborative team meetings occur weekly. Team norms include the expectations of punctuality and consistent attendance. Teams periodically and habitually review the Strategic Plan to align practices and modify various action steps to improve student learning. Professional development occurs based upon the strategic plan with suggestions and offerings occurring based upon the needs expressed by staff and administration.</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>	ACCOMPLISHED	<p>The principal, leadership team and other content area team members are familiar with the goals and action steps of the strategic plan with teams contributing to the creation of the plan's details. Important decisions about teaching and learning occur after intentional, regular analysis of data making adjustments to practices and procedures that impact student learning. Content Area Smart Goals are created to support the goals of the Strategic Plan and are monitored, discussed, and altered on a consistent basis. These goals focus the efforts of educators in their practices and</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>

		professional learning needs. The goals and any alterations are communicated through Dropbox and email to 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.	The main facility concerns are improving the Science Classrooms modernizing them to increase the rigor and relevance of student learning. Equipment such as centrifuges, DNA wells, chemicals for Chemistry class, and other science technology and storage are critical to help improve STEM learning. In addition, the gym floor surface needs replaced as it is over 30 years old and impacts the performance of our physical education students. .	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.	Sherman High School needs to continue professional development on refining and improving the collaborative team process focusing on creating common formative assessments, analyzing student data, and developing strategies that improve the learning of at risk students. Further, professional development on the Common Core and creating curriculum maps based upon identified power standards are essential.	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.	Sherman High has implemented practices that are impacting our graduation rate. Sherman High has targeted programs and practices implemented to reach at risk students in danger of not graduating. A graduation coach working with all stakeholders has successfully assisted students in graduating through credit recovery, career counseling/tutoring, and Project Goal, an afterschool program reaching students who are at risk. 2011-12 4 year cohort was 78.9% with the	<p>The OEPA Team verified, through data, a positive impact on student performance and well-being required for consideration of Project Goal as a best practice.</p> <p>In 2011-12 the 4 year cohort rate was 78.9%. After implementation of a Graduation Coach and Project Goal, the 2015 graduation rate is 90.2%</p>
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	current graduation rate at 90.2%.	
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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

#### PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

### 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

Sherman High School has reviewed policy 2322 with key stakeholders to include LSIC, Faculty Senate, the school's leadership team which includes student representation, and the various collaborative teams in our academic disciplines to understand the high standards our students deserve to achieve. Further, the development process for the strategic plan, and the monitoring system in which we will be graded and evaluated has been analyzed.

YES	Complete the School Monitoring Report	The school monitoring report was completed using data from the self assessment the staff conducted of the High Quality Standards. Further, data used to complete the report includes but is not limited to information from WESTEST II, WV Writes, Star Renaissance Benchmark Data, school culture and climate survey information, attendance, discipline, and Early Warning information from WOW.
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>	Sherman High School is maintaining documentation in preparation for the onsite review process and is collaborating with all staff to understand the process.

### **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)	Sherman High School has committed itself to collaborative leadership with the implementation of a school leadership team which includes teachers, counselors, students, and administrators to analyze student data with the focus being to increase the capacity of school processes and strategies coupled with relevant, research based professional development that improves student learning. Professional development is delivered using a variety of platforms and resources based upon critical student data
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)	Sherman High School conducts a variety of data analysis beginning with data disaggregation from WESTEST II focusing on student growth. Using this data, school, department, and individual goals are set to increase student learning. Data throughout the year such as examining lexile and quantile score growth, IPI engagement data, ACT Plan data, and information from WOW (attendance, discipline, etc) as well as other formative and summative data are used.
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)	Information from each teacher's Self Reflection in the Educator Evaluation system is used to guide professional development needs. The classroom conditions of learning based upon policy 2322 is the foundation for the assessment of learning, and the evaluation criteria for staff.
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	A collaborative process is continuously used in the development of the strategic plan. The staff develops and is committed to the core beliefs which shape the mission statement. SMART goals are developed based upon the needs of

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.)

student learning with sequential, research based steps implemented to increase student learning. Professional development is tied directly to the needs of our students. The plan is continuously reviewed by all stakeholders to maintain our course.

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)

In accordance with the WVBE Ethical Testing Policy, all Coordinators, Examiners, and Scribes are trained to comply with ethical testing procedures with accompanying documentation to verify their training. IEP's and 504 Plans are reviewed prior to each test. WESTEST II, WV Writing Assessments, ACT Plan, NAEP, and the Smarter Balanced Assessment are all tested with security and test administration procedures complying with state policy.

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)

Students with disabilities are tested in compliance with state policy with their IEP or 504 plan as the basis for any testing modifications where necessary. In addition, staff who administer the APTA are trained in implementation of the assessment. Further, the participation rate is stressed in each subgroup tested.

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

Students with 504 plans are tested to include any possible

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)

accommodation they might possess to properly assess them using the appropriate procedures to measure their level of achievement.

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)	Challenging and rigorous courses are offered for for academic and career development. Classes focus upon the intellectual, social/emotional, physical and technological capacities needed for success beyond graduation, ensuring all students are career- and college-ready. Foundational knowledge is systemically delivered in all discipline areas appropriate to each age level's developmental 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 curriculum delivered at Sherman High School is in accordance with the required and approved course offerings as dictated by Policy 5310. The school counseling program in conjunction with the PEP developed with the child, their parent, and mentor, creates a roadmap of coursework to make the child college or career ready.
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	WVBE graduation requirements are the foundation of course offerings at Sherman to include 18 specified graduation offerings, world languages, CTE offerings in conjunction with the Boone



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

Career Center, technology offerings, offerings in the arts, and advisor/advisee time built into the schedule to guide students. A credit recovery program using online resources with a graduation coach provides means for students to recover credits. Further, AP and dual credit college courses are offered.



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

180 school days meeting the required number of minutes in an instructional day and the requirement for the instructional minutes per class are met. Sherman High is on a four by four block schedule, with each teacher provided a 90 minute planning period. WOW Early Warning System and other data is used to monitor at risk students and to reduce dropout rates. Classroom instruction is monitored regularly to include reviewing lesson plans, student engagement, and instructional practices. .

- 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

Teams to facilitate and improve student learning intentionally include staff, students, and parents as key stakeholders to improve student learning. Agendas and minutes are used to focus the meetings on student learning, develop norms for the teams, and to monitor the plans, needs, and responsibilities each team possesses.

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:

Sherman High is part of the S3 Respect and Protect Program using school culture and climate data to create a positive school discipline program. Character education is embedded in all classes and in our advisor/advisee lessons. The student code of conduct is taught to every student. Investigations of discipline issues are

	<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>handled in a thorough, fair, and confidential manner. In addition, a crisis response plan has been developed with the school safety team to address safety issues.</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>	<p>Students who have authorized temporary departures due to disruptive behavior are placed in alternative settings that when appropriate comply with their IEP and Policy 4373. Further, these students are assessed in statewide testing.</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>	Sherman High requires all students to take PE as a requirement for graduation. PE CSO's are the basis of instruction. Various electives such as dance and Advanced PE are offered as state approved courses.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	All students enrolled in PE participate in the statewide Fitnessgram test with students assessed using the state standards. In addition, students in Health courses take the HEAP examination.
YES	Results are shared with students and parents. (S7, FC)	Students and parents are informed of the results of their testing through a letter that goes home.

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)	Both counselors at Sherman High School provide direct counseling to individuals and groups in the areas of academic, social, emotional and physical needs. Counselors have proactively reached out to students to make the student body aware of help available. Counselors work with outside mental health agencies and Boone County Schools psychologists to provide additional mental health support. Finally, counselors work with the graduation coach to meet the needs of potential dropouts.
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 spend at least 75% of the time providing direct services to students. Counselors have not been assigned any duties other than counseling at the school to maximize their time providing services to students.

#### **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	Yearly we are audited by Boone County Schools and other external auditors. Any issues that are brought to our attention are corrected before our Accounting Documentation is verified.	YES
<b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	WVDE conducted monitoring in the Spring of 2014 and any issues that	YES

		were of concern were corrected.	
<b>C . Fire Marshal?</b> Has the school addressed all non-compliances identified during the fire marshal review?	YES	Sherman High School is in compliance with all directives for the State Fire Marshall implementing the appropriate numbers of drills to ensure student safety.	<b>YES</b>
<b>D . Health Department?</b> Has the school addressed all non-compliances during the Health Department Inspection?	YES	We are in compliance with Health Department directives and address any concerns that are brought to our attention.	<b>YES</b>
<b>E . School Building Authority (if applicable).</b> Has the school addressed all non-compliances during the SBA review?	YES	Sherman has recently received a SBA grant of 1.2 Million Dollars to create a bus safety loop, secure entrance, and a new sewage treatment plant to address previous concerns.	<b>YES</b>
<b>F . Federal Programs?</b> Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Sherman High School is in compliance with all Federal Programs.	<b>YES</b>

## Facility Resource Needs

### 1. School Site

A. School site did not have the required minimum acreage:

A-3. High School - 15 usable acres + 1 acre for each 100 students over 800. (Did not adversely impact program delivery and student performance.)

### 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**

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

**8. School Nurse Clinic/Health Service Area**

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:  
A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

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

An auditorium was not provided. (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.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Clyde Stepp, OEPA Consultant

Team Member – Lewis McClung, Assistant Principal, Greenbrier West High School, Greenbrier County Schools

Team Member – Jack Cain, Principal, Cameron High School, Marshall County Schools

Team Member – Amy Haines, Director of Child Nutrition, Hampshire County Schools

Team Member – Jacqueline Daniels, Director of Federal Programs, Cabell County Schools

**Date of School Visit – 12/09/2015**

**SCHOOL PROFILE****06-503 VAN JUNIOR/SENIOR HIGH SCHOOL – BOONE COUNTY**

	2011	2012	2013	2014
<b>Enrollment</b>	249	259	242	235
<b>Average Class Size</b>	15.0	16.7	14.3	15.1
<b>Attendance Rate</b>	95.64	97.70	97.70	97.91
<b>Graduation Rate 4 yr cohort</b>	73.53	73.68	75.76	70.00
<b>Graduation Rate 5 yr cohort</b>	74.19	73.53	not available	75.76
<b>Dropout Rate</b>	3.4	3.2	3.9	2.5
<b>Pupil Admin Ratio</b>	124.5	129.5	121.0	117.5
<b>Pupil Teacher Ratio</b>	11.1	11.0	11.0	10.7
<b>Participation Rate-Math</b>	not available	94.81	95.33	97.87
<b>Participation Rate-Reading</b>	not available	95.45	95.33	96.45



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

## **VAN JUNIOR/SENIOR HIGH SCHOOL in BOONE 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	VJSHS utilizes the vision, mission and goals of Boone County Schools to aid in developing its own in an effort to create a positive academic landscape that has clearly defined expectations created to serve a common purpose. The school has adopted the core values of Professional Learning Communities, and in doing so has a weekly schedule for all content areas to meet and work collaboratively in the morning. Each collaborative group meets from 7:15-7:45 once per week with a set agenda that clearly states the norms for the meetings and the purpose/focus of the collaborative meeting. The shared common purpose of each meeting is student driven in an attempt to utilize every available resource to ensure collective	ACCOMPLISHED	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 in student performance. The Leadership Team, as well as the newly implemented Graduation 2020 team, meet twice per month to reflect upon the common purpose and assess needs to ensure movement in the right direction.		
<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	VJSHS believes that a collaborative culture that affords each stakeholder a voice promotes success for all students. The staff has worked cooperatively to develop the school's core beliefs and mission statement. The shared common purpose is that a rigorous and relevant educational experience be provided to all students. Each teacher's lesson plans include clearly defined objectives that are easily identified by the "I can" statements, posted on the classroom boards. The school has adopted a discipline rubric that follows the guidelines set forth by the state and county discipline policies that has been reviewed with all students. The staff has created and reviewed individual classroom expectations, that follow the guidance of the school's adopted discipline policy, with each 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: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive	EMERGING	VJSHS understands that a safe environment is the first step in creating an effective and efficient academic landscape. The staff works collaboratively to ensure that each stakeholder is aware of policies and procedures in regard to securing the building, evacuating the building, and	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 the building was very clean and well maintained, particularly for its age. Reconfiguration of front entry of building, fire drill practices, surveillance cameras and a resource officer</b></p>

atmosphere for learning.		operating within the building safely and efficiently. The staff takes opportunities to practice such policies and procedures to ensure that the expectations of such moments are met. The staff works collaboratively to develop and implement plans to ensure that appropriate supervision of each student throughout the day is maintained. The custodial staff works diligently with other members of the staff and maintenance to maintain all facilities and to take corrective actions in a timely manner. Each stakeholder plays a role in maintaining the cleanliness and appearance of the building and everyone is accountable.		added to the school's 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	The principal has created a schedule so that all content teams meet in a collaborative effort to address student learning. There is a collaborative meeting time for the leadership team as well. This is to provide information to the leadership team so the members can inform the individual areas and allow for more teacher involvement and responsibility. The principal has provided constructive feedback for staff with lesson plans, classroom visits, staff observations, and daily interactions. The principal communicates in a timely manner with all stakeholders within 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.

		community. Instruction is based on data derived from standardized test scores and monitoring of student progress throughout the year. The principal has included all staff in addressing student's needs and identified deficiencies. Resource tools such as Observation 360 provide two way correspondence between the administration and staff to enrich professional growth.		
<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	All staff and individual teams collaborated to develop the school's goal and mission statements. These goals were data driven through a school wide data disaggregation of standardized test scores. The school has displayed excellent core leadership with mentoring of younger teachers to aid in the acclimation to the education system. The teams meet and collaborate for the betterment of the students. The goals are set through the curriculum meetings and are based on the needs of the students using the retrieved data. These goals are clear and concise for the team to address the student needs. The teams meet throughout the year to adjust the goals and instruction, based on the progress monitoring of the 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: The OEPA Team observed a high level of teacher involvement in school activities. School teams and councils were very involved in analyzing data and advancing the goals of the school.</b></p>
<b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided	ACCOMPLISHED	Through collaborative team meetings, teachers used the current data to develop team goals, along with their individual SMART goals for themselves. They have also taken on the responsibility of dissecting the standardized test score data and the data from the 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.

authentic opportunities and resources to lead and influence professional practice.		monitoring system of students. The teachers have also taken responsibility of working across the curriculum to assist other content areas with student learning. They have communicated with each other to address student needs and provide meaningful instruction to assist other content areas. The teachers are provided with multiple technological upgrades through out the school year. A system for monitoring student progress throughout the year has been provided. Professional development is provided for teachers to attend. Collaborative team professional development of multiple areas are provided to assist in improving content organization. Edviate is used for professional growth.		
<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 with multiple opportunities to engage in age-appropriate leadership experiences, which include student council , class officers, honor society, Eagles Nest and athletic teams for their age groups. There are also after school program opportunities in which students engage with various stakeholders from the community; The middle school program is the Explore and Soar, and the high school program is GOAL Program, the entire student body is provided the opportunity to participate in Youth Commission International. The middle school is divided into teams that work on academic and athletic competitions and attend an annual camp where various	ACCOMPLISHED	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 compete both athletically and academically. The various groups within our school have participated in food drives, coat drives, and other charitable activities to foster leadership and community service 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	Teachers have reviewed the school and county discipline policy with students and have expressed classroom expectations to the students. Teachers have various items posted throughout the room, such as classroom rules and expectations. The class objectives are indicated for each class. Teachers use differentiated instruction to provide active engagement of the students and also, to incorporate transitioning activities during the class. Enrichment materials are available for students. Teachers incorporate technology into the lessons for student, self guided learning activities. Students receive assignments and complete these independently with immediate feedback, from the teacher for corrections. The progress monitoring system provides instant data to assist in instructional adjustment for teachers. Teachers also communicate within the staff to address needs of students. Teachers also address student social needs, as well supplying clothing, support, etc.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

<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>Teachers base their lessons on state adopted standards. Lesson plans have the intended standard to be covered listed. They are using the "crosswalk" provided to them so they can link the West Virginia standards to the Next Generation Standards. This is to provide direction for instruction through the transition time. The instruction is driven by the data disaggregation, which is based on the adopted standards, and instruction is modified during the year as teachers monitor the progress of students and their identified needs. Technology is present and utilized throughout the school. Students are provided access to media to use for assignments, along with to provide instruction, such as the incorporation of the new technology based history curriculum. In various classrooms students use electronic submission of assignments teachers review with immediate feedback before final submission.</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: 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 design long term instruction based on the data disaggregation of the standardized test, which is based on Next Generation standards. This is a guide for identified needs of students that are addressed through differentiated instruction to meet the various deficiencies. Teachers list the standard to be covered on the lesson plan. The instruction is adjusted through the outcome of the collaborative meetings, which address the needs of students, 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>



		the progress monitoring of the students achievement through the testing on the STAR assessments progress monitoring system. The STAR assessment is given multiple times a year and instruction is adjusted based on those assessments. These also align with the Next Generation Standards and Objectives.		
<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 collaboration with curriculum teams to determine the identified needs of students. Teachers also collaborate with students to use relative subjects to provide rigorous assignments for learning. The teachers have the objective posted so students have a clear understanding of the instructional target. Differentiated instruction is provided to engage students and to meet students' various needs. Students are given opportunities to revise work after the teacher has provided them with constructive feedback and expected corrections. Teachers use multiple strategies and graphic organizers to aid in the instruction of students. STAR assessment is given and the results are reviewed with the individual students to chart their progress.	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 classrooms implementing a variety of instructional strategies and using digital tools to enhance student progress.</p> <p><b>Recommendation:</b> The OEPA Team recommended teachers implement additional differentiated instruction, including technology, to improve instructional delivery.</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	ACCOMPLISHED	VJSHS communicates with stakeholders in multiple ways while providing each stakeholder the opportunity to be heard	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.



exist between the school staff and the students, families, and the larger community.		as well. Resources such as school messenger and a school web site afford opportunities for the school to send out valuable information, Engrade is also utilized to create a two way communication portal. Students in desk-top publishing create and distribute both a school newspaper and weekly newsletter. The Local School Improvement Council is utilized to create open dialogue with the school that gives every stakeholder the opportunity to share in the vision and overall academic landscape. Extra curricular activities serve to build excitement while connecting the school with the community in a positive way. Eagles Nest, along with an annual community food drive, make it shine and coat drives provide opportunities to reach out and serve the community and its youth while promoting our school.		<b>Rationale: Through staff and student interviews, the OEPA Team verified extensive community involvement. Additional examples included community food drive and Local School Improvement Council (LSIC) assistance to determine needs of students and community. The school offered a variety of after school programs.</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	VJSHS understands that our community has suffered greatly as a consequence of the struggling coal economy and this only increases the demands of our students' overall needs. Our students are provided a free breakfast, grab and go, and lunch daily as well as meals through an after school program. Our staff has established a hygiene room at school that provides students with the necessary items that might not be available at home. After school programs such as Project Goal and Explore and Soar provide academic enrichment, while	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		strengthening relationships. Our school has incorporated the Personalized Education Plan during which teachers provide lessons on character education and college/career readiness. The Middle school faculty offers remediation/enrichment opportunities during their 7th period skills block to ensure that each student's academic development is progressing. The counselor and graduation coach work collaboratively with the staff to meet the needs of every student		
<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.	EMERGING	VJSHS has faced economic downturn, local business and industry are not in a position to provide the assistance that they once did. The continual rise of the unemployment rate has also contributed to a decline in parent contributions. The Local School Improvement Council meets multiple times a year and provides feedback from the community to assist in the school's ability to meet the needs of the students. Various school organizations have worked cooperatively to collect numerous items for dispersal throughout the community. Members of the community have provided items for student use within the school and to be taken to the student's home. When necessary DHHR and CPS are utilized to ensure that every student is safe and provided for. Although unfortunate, our school has working relationships with probation officers, drug court and available alternative learning centers to	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 school's evidence and the addition of the resource officer supported an accomplished rating.</b></p>

		meet the needs of students when necessary.		
<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	VJSHS believes that continuous professional development is necessary and is committed to ensuring that every opportunity is taken by each stakeholder to further improve our academic landscape. BCS along with VJSHS has adopted Edviate to serve the need for professional development in a variety of ways. Videos of best practices provide valuable training, while Observation 360 is utilized to open two way communication between the administrators and staff. Collaborative meetings as well as leadership team meetings provide opportunities for colleagues to learn from each other. BCS has provided professional development on power standards, Next Generation Standards and the utilization of STAR. Disaggregating data is a valuable tool in professional development and BCS, along with VJSHS, provides online resources as well as a dedicated day to review such information and develop action plans accordingly.	ACCOMPLISHED	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	ACCOMPLISHED	VJSHS has established collaborative teams as well as a leadership team to ensure that we utilize every available resource and uncover all significant data in an attempt to develop effective 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.

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.		efficient instructional practices. Resources such as STAR, Engrade and Bright Bytes are utilized to collect and review real time data that is valuable in remaining relevant in each student's educational progression. Teachers collaborate on disaggregating such data to create skills groups that aim to identify deficiencies and enhance each student's abilities within a specific content area. Teachers understand that they themselves are often times the best form of professional development by sharing best practices and strategies that have worked within their own classroom.		
<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	VJSHS along with BCS utilizes resources such as WOW and Edviate to support continuous self-reflection, evaluations and professional growth. Through WOW teachers complete a self-reflection, along with two goals, that they wish to obtain during the year and the administration makes use of WOW when completing formal evaluations. Edviate provides videos, as well as opportunity to reflect upon the implementation of the best practices, observed through the videos. Observation 360 is a tool that provides valuable two way communication between each staff member and the administration affording the administration the opportunity to play the role of instructional leader. Teachers participate in IPT's (Instructional Practices Inventory) to provide feedback	ACCOMPLISHED	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 colleagues regarding the level of engagement that exists within each classroom. Collaborative meetings provide opportunities for the staff to inform and support each other in an ongoing attempt to enhance the academic landscape.		
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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	VJSHS takes great pride in the facilities on campus and works collaboratively with every stakeholder, as well as BCS and the LSIC to ensure that students attend a school that effectively and efficiently meets every need of every student. Each entrance is labeled and the staff and students are aware of the policies and procedures put in place to maintain a safe and secure building daily. The administration and custodial staff utilize online software provided through BCS to communicate effectively with maintenance and resolve issues in a timely manner. We recently upgraded our office and main entrance to better serve the security of our classrooms. The custodial staff along with each stakeholder understands the expectations of maintaining a clean facility and they work diligently to do so. Every stakeholder is encouraged and provided the opportunity to create an aesthetically pleasing environment that serves to motivate everyone.	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 a building that was very clean and well maintained, and configured to meet the needs of the students.</b></p>

<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>	The administration as well as the secretary/accountant work collaboratively to insure that each stakeholder is aware of and follows the policies and procedures set by Boone County Schools and the state of West Virginia when dealing with financial matter. All financial transactions are documented and posted in the office to insure that such policies and procedures are up to date and transparent. Fiscal resources are managed effectively and efficiently with student's needs serving as the driving focus.	<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 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>	At VJSHS the administration works collaboratively with BCS to ensure that highly qualified and licensed professionals are provided opportunities according to the adopted hiring practices set forth by legislation, the state education department and BCS. Our school has implemented the practice of creating an interview committee that provides valuable insight into hiring professionals ensuring that the process involves multiple stakeholders. The administration works collaboratively with the staff to effectively assign responsibilities with the focus remaining on student's needs. The administration works with BCS to promptly post available jobs and seek highly qualified individuals.	<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,</b>	<b>ACCOMPLISHED</b>	VJSHS utilizes online software (IT Direct) to work collaboratively with BCS to ensure that technology is kept up	<b>ACCOMPLISHED</b>	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<b>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.		to date, functioning effectively and serving the needs of our students as a valuable tool. We have three computer labs that are used daily as well as four laptops labs that are available to insure that every class along with each student has technology afforded to them. Our school works collaboratively with BCS to provide valuable online resources (STAR, BrightBytes, Edivate, Engrade, WOW) that aid in collecting valuable real time data to guarantee each student's progress is being considered in developing an appropriate curriculum pace. The software also provides significant data that aids in identifying at risk students. Such data is utilized by our administration, staff, counselor and graduation coach, who work collaboratively to create intervention strategies.		school's self-rating for this function.  <b>Comment: The OEPA Team observed limited use of technology in instructional delivery and student learning.</b>
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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	VJSHS has taken an all-inclusive approach to collect information that served to ensure that our school's goals and mission were developed through a collaborative effort enabling each stakeholder a voice. The collaborative teams along with the LSIC provided the foundations for collecting the necessary information while the leadership team pulled everything together and relied upon data retrieved from 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.



		disaggregation of the West Virginia standardized test results and the SIS from the state department to ensure goals were based on such significant information. Each collaborative team's goals are developed in line with the school's goals to better direct the types of instruction being utilized to meet the needs of each student. STAR assessment provides current data that is relied upon by the collaborative teams to make any necessary adjustments in a continuously evolving attempt to stay rigorous and relevant in regards to each student's education.		
<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 school works to develop leadership within the staff and with stakeholders to improve learning for students, provide more useful and meaningful professional development and to monitor and revise items within the strategic plan. This allows individual content areas to provide additional feedback through leadership member. Staff has adequate time for collaborating to make well defined decisions. There is adequate data provided for the teams to make instructional adjustments. This data has been disaggregated from trailing data as well as current 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 C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the	ACCOMPLISHED	The staff uses the data obtained through the disaggregation of the West Virginia standardized test results to develop the goals throughout the school. The collaborative teams monitor the school goals and their individual team goals so	ACCOMPLISHED	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.		adjustments can be made as more data becomes available. Staff can identify the school goals and some action steps that are taken to obtain those goals. The staff is working to communicate the results from the assessments with the various stakeholders more consistently.		
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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.	VJSHS would benefit from remedial software or computer programs to use with our 6th-8th grade students during the 7th period remediation/enrichment period and software/computer programs which provide access to activities not offered at our school such as virtual science labs, cultural diversity awareness, and extended fine arts curriculum as well as equipment which could be used for videography, podcasting, desktop publishing, and film editing.	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.	VJSHS teachers need professional development in implementing the use of any software/computer programs intended for remediation or enrichment as well as in using and teaching videography, podcasting, desktop publishing, and film editing. VJSHS regular education and inclusion teachers need specialized training in Universal Design so that we can more seamlessly provide equal educational opportunities regardless of academic level.	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.	VJSHS has implemented a skills-based enrichment/remediation program during 7th period for all 6th-8th graders based on data from the STAR Assessment, Smarter Balanced Assessment, and teacher-made formative assessments which are also used in developing rigorous instruction in their classes. We also use after school programs (GOAL/ SOAR and EXPLORE/GEAR UP) for	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> <li>• Eagles Nest Leadership Class</li> <li>• GOAL/SOAR Program</li> <li>• EXPLORE Program</li> <li>• GEAR UP (ACT Prep)</li> </ul> <p>However, the Team did not verify, through data, a positive</p>
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	tutoring, homework help, enrichment, and college/career readiness with a comprehensive plan for communication among all stakeholders.	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

#### PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### 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 information in Policy 2322 was discussed and handed out for the individual content areas and Leadership team to review.
YES	Complete the School Monitoring Report	All collaborative Teams were provided and returned a School Monitoring Report. The Local School Improvement and Parent/Community Organization was provided a School Monitoring Report to complete.

<p>YES</p>	<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>These were compiled to submit as a collective group.</p> <p>I will continue to review such items with the staff and community to ensure familiarity.</p>
<p><b>County Board of Education Responsibilities for School Accreditation (Pages 14-15)</b></p> <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.</p>		

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)	Van Jr Sr High School Leadership Team is designated to improve instruction and process within the school. This team works with the staff, students, and community to provide feedback for all 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 at Van Jr Sr High School was utilized in reviewing multiple sources of information to address school accountability and to ensure student success and graduation.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	The staff is provided a copy of the School Monitoring Report to provide input on the measures of the school. I will be providing an end result for staff to review as all information has been gathered and compiled.
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.)	Van Jr Sr High School staff and community was asked to be involved in the development of the strategic plan. The staff has been provided a copy of the strategic plan and will monitor and adjust it 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)	Van Jr Sr High School take all appropriate measures to ensure test taking procedures and test security measures are followed. There is training provided through the central office on the proper procedure. Our school also has the safety measures in place during testing.
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)	Van Jr Sr High School provides all accommodations for students eligible to receive services. Staff, counselor, and administration review and provide the proper accommodations as needed for students.
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)	Van Jr Sr High School provides all accommodations for students eligible to receive services. Staff, counselor, and administration review and provide the proper accommodations as needed for students.
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		<b>PARTIAL COMPLIANCE</b> <b>The master schedule did not reflect two years of the same foreign language offered to middle school students.</b>

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)	Van Jr Sr High School provides instruction as described in policy 2510. The content standards are covered by qualified teachers. The school has provided multiple strategies to address student needs in ELA and Mathematics. Physical activity is provided for students throughout the day. All fine arts courses are provided independently of each other for students. The Personalized Education Plan (PEP) has been incorporated into the school's schedule.
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)	Van Jr Sr High School provides the curriculum for the students as outlined in policy 2510, pages 8-17.
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> </ul>	<p>Van Jr Sr High School provides programs and processes to provide the developmental practices for the middle school level. Van Jr Sr High School also provide the courses and programs necessary to assure students meet the requirements for graduation. The master schedule provides the list of items offered to our students.</p>

- 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)

Van Jr Sr High School provides the allotted time requirements, data driven instructional decisions, and technological infrastructure for student needs and success. We have developed a team to address possible student drop out. There has also been a proactive measure taken with "at-risk" students to have our graduation coach and counselor to address younger students with early intervention and guidance to limit drop out potential.

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

Van Jr Sr High School has incorporated these teams at the school level and in conjunction with the central office. There are meeting agendas for for the LSIC, Leadership Team, Faculty Senate, and a process for the Student Assistance Team meetings. The Technology Team is a combination of a school representative and the central office.



**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 has adopted a discipline policy that follows policy 4373. The school has developed and follows a rubric based on the county policy and policy 4373. This rubric and the student's discipline history is taken into consideration and followed in a consistent manner.

**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)

The school follows the procedure set forth by the county to provide an alternative setting for students when that is deemed necessary. This is in accordance with policy 4373.

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)          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</p>	<p>The school provides the appropriate physical education course with age appropriate activities. This is in accordance with policy 2510.</p>
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	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)	All students attending Van Jr Sr High School participate in the required physical fitness test.
YES	Results are shared with students and parents. (S7, FC)	Results are shared with students and made available to parents via the students receiving their individual results.
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 counselor review the student's educational history to guide them correctly in their scheduling of future courses. She also provides an ongoing review of grades and credits throughout the year. The counselor works directly with the administration and graduation coach to assist students needs and progress towards graduation. The counselor provides opportunities to acquire lost credits in alternative methods. The counselor also provides meaningful opportunities for
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<p><b>YES</b></p> <p>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)</p>	<p>social education.</p> <p>The counselor provides numerous interventions for student guidance. These interventions include emotional , personal, social, and academic interactions. Individual guidance is provided in dealing with home life and social adjustments during a students growth at our school. Students are also provided with post secondary information and other opportunities post graduation. The counselor is in the process of developing a small group intervention system to provide counseling for various needs.</p>
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**Verification of Other Monitoring Reports:**

	School Response	School Comments	OEPA Team Comments
<p><b>A .</b> Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?</p>	<p><b>YES</b></p>	<p>Van Jr Sr High School has addressed all non-compliances identified in the accounting audit.</p>	<p><b>YES</b></p>
<p><b>B .</b> Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?</p>	<p><b>YES</b></p>	<p>Van Jr Sr High School has addressed all non-compliance identified during the students with exceptionalities monitoring process.</p>	<p><b>YES</b></p>
<p><b>C .</b> Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?</p>	<p><b>YES</b></p>	<p>Van Jr Sr High School has addressed all non-compliances identified during the fire marshal review.</p>	<p><b>NO</b> <b>A Fire Safety Inspection Report was not available for review.</b></p>
<p><b>D .</b> Health Department? Has the school addressed all non-compliances during the Health Department Inspection?</p>	<p><b>YES</b></p>	<p>Van Jr Sr High School addressed all non-compliances during the Health Department inspections.</p>	<p><b>YES</b></p>
<p><b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?</p>	<p><b>YES</b></p>	<p>Van Jr Sr High School has addressed all non-</p>	<p><b>NOT APPLICABLE</b></p>

		compliances during the SBA review.	
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Van Jr Sr High School has addressed all non-compliances identified during the WVDE federal monitoring.	YES

## Facility Resource Needs

### 1. School Site

A. School site did not have the required minimum acreage:

A-3. High School - 15 usable acres + 1 acre for each 100 students over 800. (Did not adversely impact program delivery and student performance.)

### 6. Library, Media, and Technology Centers

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

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

B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

### 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.)

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

An auditorium was not provided. (May adversely impact program delivery and student performance.)

### 16. Band/Music

B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)

### 17. Science Laboratories and Facilities

B. Science facilities were not located with easy access to outdoor activities and were not isolated to keep odors from remainder of building. (May adversely impact program delivery and student performance.)

**Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Mike Boyd, OEPA Consultant

Team Member – Shay McGuire, Assistant Principal, Moundsville Middle School, Marshall County Schools

Team Member – Melissa Farmer, Assistant Principal, Chapmanville Middle School, Logan County Schools

Team Member – Maria Miller, Assistant Principal, Parkersburg South High School, Wood County Schools

Team Member – Jeromy Duelley, Assistant Principal, Berkeley Springs High School, Morgan County Schools

**Date of School Visit – 12/09/2015**

## SCHOOL PROFILE

### 06-701 BOONE CAREER TECHNICAL CENTER – BOONE COUNTY

	2011	2012	2013	2014
<b>Enrollment</b>	0	0	0	0
<b>Average Class Size</b>				
<b>Attendance Rate</b>				100.00
<b>Pupil Admin Ratio</b>				
<b>Pupil Teacher Ratio</b>				
<b>Participation Rate-Math</b>	not available	0.00	0.00	0.00
<b>Participation Rate-Reading</b>	not available	0.00	0.00	0.00

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

## BOONE CAREER-TECHNICAL CENTER in BOONE 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	BCTC developed the core beliefs and values with all stakeholders to include teachers, parents, community members, students, and administrators to share a common vision and beliefs that establish high expectations for instruction. This shared commitment is reflected in high quality instruction evidenced in our daily practices and procedures. Stakeholders developed these core beliefs and vision in LSIC meetings, Faculty Senate, and Discipline Collaborative Team meetings. These values are periodically reflected upon throughout the school year to ensure that practices remain representative of our beliefs and vision.	ACCOMPLISHED	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	ACCOMPLISHED	BCTC has developed with key stakeholders a mission statement driven by our core beliefs and values using long	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.		term strategic planning and goals. Various rituals, ceremonies, and symbols are planned to promote and articulate our high expectations such as our yearly school Academic Honor Banquet, Ninth Grade Orientation with parents and students, Commitment to Graduate Ceremony with upcoming ninth grade students and parents, parent/teacher nights, and other activities throughout the school year. We are striving to increase student voice in the implementation and development of these activities by including student groups such as Skills USA, HOSA, FEA, National Technical Honor Society, Hi-Y Service Club, and the Counselor's Advisory Committee. School culture data has been analyzed using the School Culture and Climate Survey that is taken by students and staff to set long term goals and action steps in improving culture at BCTC and promoting diversity within our school.		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	BCTC is committed to a safe, well managed facility and processes that is welcoming and optimal for student learning. Using various sources of grant money, we have improved the safety of the facility, students, and staff through the installation of individual shop camera security system. Further examples of our commitment is a shared responsibility by our staff of school safety by posting clear, concise rules in each class. Student achievement is the focus of our efforts 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.

		having processes and procedures in place that create a well managed facility that includes well defined custodial duty schedules and a summer maintenance plan for the upkeep of the facility.		
<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.	ACCOMPLISHED	The principal has intentionally created an environment of collaboration through the systematic creation of various teams reaching out to all staff members to collectively improve instruction and student learning. Through the use of classroom and shop monitoring data and lesson plan reviews, individual and group conferencing occurs in a positive manner while simultaneously expecting high levels of 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 determined the principal fostered and nurtured positive relationships with both students and staff while encouraging academic and personal growth. The principal empowered staff in the decision-making process regarding school policies and procedures. His disposition was inspirational as a positive influence to both staff and students through academic and emotional support.</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	BCTC has established our core beliefs, vision, and mission.. Norms are created and reviewed by each team as a form of collective responsibility. Data driven meetings are the criteria with learning centered teams focusing upon the four key questions: 1. What do we want students to learn? 2. How will we know when students are learning? 3. How will we respond when students are not learning? 4. How will we respond when students already know it? In addition, the teams promote and stress positive problem solving through the use of 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.

		the sharing of best practices, and through relevant professional development.		
<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	Distributive leadership is encouraged and rigorously pursued based upon the philosophy that shared leadership is effective leadership. Working with the Central Office, professional development on the collaborative team process and teacher leadership has regularly occurred. Teachers are empowered to reflect upon their practices and share best practices during collaborative team meetings, Faculty Senate, and professional development sessions.	ACCOMPLISHED	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	BCTC is committed to increasing student engagement and participation in leadership opportunities that develop a sense of responsibility for learning and self direction. Student organizations such as Student Council, Class Officers, Hi-Y Service Club, Counselor's Guidance Committee, National Honor Society of promoted to increase opportunities for student leadership and involvement at school an in the community. Student concerns and suggestions for improvement are solicited from these groups and where appropriate their efforts implemented at 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 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>	ACCOMPLISHED	Instructors and students have a variety of technological resources that are used to create a student centered environment.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		Students and staff work together to create a family atmosphere where students and their families are valued with opportunities for positive interaction such as the school assessments, Work Keys, and other data to use in the development of their PEP.		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	Lessons are designed based upon WV CSO's and Industry Standards as the basis of student instruction. Learning units and project based learning activities are designed using approved content standards with technology, supplies, and equipment supporting the content driven instruction. Teachers share best practices with each other in the collaborative teams, with instruction and lesson planning monitored consistently by the school leadership to ensure high quality, content driven instruction. Skilled pathway course offerings are aligned with state requirements with students and parents assisted and mentored in the development of their Personalized Education Plan. A plethora of learning resources are used to engage and challenge students with the textbook existing as one of many resources for teachers to use in their instruction. Relevant instruction based upon 21st Century themes connects student learning with the world today and their future 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 C: Instructional Planning.</b> Teachers design long and	ACCOMPLISHED	Instructors intentionally plan instruction based upon various student data to make both short term and long term learning	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

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.		activities student centered. Data disaggregation forms the basis of the development of discipline and individual learning goals for students, with curriculum/pacing guides and syllabi used to pace instruction. Differentiated instruction techniques and activities are used such as stations, groups, cooperative learning, student self and peer assessment, and other activities for the basis for individualized instruction.		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	Instructors connect content driven instruction using practices such as "I Can" statements which explain learning goals and concepts in student language. Project based learning activities in CTE program areas are designed to stimulate student interest and engagement. A variety of graphic organizers and industry equipment, both technological and Manual based are used to provide scaffolding for student understanding of the skills required to become industry certified.	ACCOMPLISHED	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 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, and the larger community.	ACCOMPLISHED	BCTC is committed to structures that build positive, ongoing, consistent relationships between families, industry, the community and the school. Methods of delivery such as the school website, Engrade, letters, School Messenger, Industry Advisory Council meetings , 5th, 8th and 10th grade Showcase Visits,	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 evidence provided in the School Monitoring Report supported a distinguished rating.</b>

		and an active involved LSIC strengthen parent teacher relations. BCTC is actively is working toward providing information to parents about supporting academic achievement at home through the above delivery mechanisms and the school counseling department.		<ul style="list-style-type: none"> <li>• <b>Counselors were available, encouraging, and commended by students, staff, and administration.</b></li> <li>• <b>Community involvement in the school was pervasive through programs, such as, domestic violence education and prevention, providing for physical needs through referral to financial assistance, and clothing programs.</b></li> </ul>
<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	BCTC has practices, programs and policies in place to advance the physical, social-emotional and academic well-being of each student. The counseling department provides individual and group counseling that addresses emotional, career, and academic needs of our students. Weekly advisor/advisee time that addresses study skill, character education, and career counseling occur to support each student's PEP. Active Student Assistance Teams identify and assist students who exhibits academic, social, psychological, or behavioral needs to provide active support to assist students be successful.	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 observed the following additional evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Career counseling was a pervasive topic in staff and student interviews.</b></li> <li>• <b>Students discussed participation in clinical visits for the education program, publishing their own book of instruction ideas.</b></li> <li>• <b>Students had the freedom to request additional certifications and trainings such as emergency medical technician (EMT).</b></li> <li>• <b>Administration and staff demonstrated multiple methods to meet student needs.</b></li> </ul>
<b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability	ACCOMPLISHED	BCTC has strong several business and community partners that are actively involved in programs and support of student activities. Business and community partners are valued and recognized for their support of the students of BCTC.	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 an extensive network of community agencies and organizations, such as:</b></p>



to meet the needs of all students.				<ul style="list-style-type: none"> <li>• <b>Boone County Action;</b></li> <li>• <b>Domestic Violence Prevention programs;</b></li> <li>• <b>Families in Transition Program;</b></li> <li>• <b>WV Rehabilitation Services; and</b></li> <li>• <b>Guest speakers from local businesses, on site during the OEPA review, working with students (Hobart Welding and West Virginia Division of Rehabilitation).</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	Professional development at BCTC is directly aligned with the mission of our school. Professional development that supports the action steps and goals of the strategic plan are implemented to increase the capacity of our instructors to increase 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>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers seek professional development in differentiated instruction.</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	ACCOMPLISHED	Regular collaborative team meetings in the program areas as well as related team meetings are conducted and designed to enhance student learning. Best practices, common formative assessments, data analysis, goal setting, and other activities occur to improve student learning. The focus of the program area teams are on the essential questions of what do we want our students to know and be able to do, how will we know when they have mastered them, what will we do when they have not.	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>

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.	ACCOMPLISHED	Classroom and shop observations occur frequently in the form of Progress Monitoring, which includes lesson plan review, walkthroughs, and formal observation in accordance with WVDE evaluation policies. Support is provided through mentors for new teachers, written and verbal feedback, and data from the PD 360 walkthrough platform. Online platforms such as PD 360, Safe School Website Training, and KALPA expand opportunities for educators to grow as professionals and receive 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 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	Substantial improvements have been implemented to create a safe environment at BCTC. Maintenance requests are submitted in a timely manner with school staff working collaboratively with county maintenance personnel to proactively prevent problems and address problems quickly to create a safe environment conducive to student learning. These resources are monitored and acquired to support the school mission and vision.	ACCOMPLISHED	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 facility display proper signage, clear numbering, and identification of classrooms, exits, and other areas of the building.</b>
<b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain,	ACCOMPLISHED	School accounting procedures are transparent and are audited regularly by Boone County Schools, the Federal Government and external auditors.	ACCOMPLISHED	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.		Budget information is posted with each account accessible for review by staff and the community.		
<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 quality employees are actively recruited by Boone County Schools in conjunction with BCTC's hiring committee selecting the most highly qualified candidates. The principal ensures evaluation policies are implemented according to WV Code and WVDE policies with observations and evaluations conducted according to the timelines and requirements set forth in code. Teachers are assigned to courses to ensure the most highly qualified, certified individuals are delivering instruction. Each beginning teacher is assigned a mentor that meets with them regularly with professional development targeting their growth conducted at the county and state level. Beginning teachers begin the school earlier than other teachers to have support and information to successfully begin instruction. In addition, all employees begin each year with detailed information shared on school, county, and state policies.	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 new instructors be assigned mentors in a timely manner, as indicated in the West Virginia State Code.</b></p>
<b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data	ACCOMPLISHED	BCTC demonstrates highly effective practices in the use of technology and information systems to support daily management practices, increase the efficacy of instructional practices, and maximize student engagement and 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 systems and technology tools to support management, instructional delivery, and student learning.				
<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	Program area team members work within their own area teams to analyze data and solicit input to create a more effective school. Open and honest conversations occur built upon the core beliefs, vision, and mission of the school. Each program team sets Smart Goals aligned to the school's strategic plan based upon a variety of student data. The seven High Quality Standards are reflected upon as the basis for exemplary student instruction. Collective decision making for the benefit of student achievement is vigorously pursued.	ACCOMPLISHED	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 purpose of increasing student achievement is the goal of various stakeholders. Decisions based upon data with consensus reached on best practices, strategies, professional development, and other processes are arrived in with the teams. Regularly scheduled, consistent time is built into school schedule to have team meetings. Team norms include the expectations of punctuality and consistent attendance. Teams periodically and habitually review the Strategic Plan to align practices and add,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		delete, or modify various action steps to improve student learning. Professional development occurs based upon the strategic plan with suggestions and offerings occurring based upon the needs expressed by		
<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 principal, leadership team and other disciplinary team members are familiar with the goals and action steps of the strategic plan with teams contributing to the creation of the plan's details. Important decisions about teaching and learning occur after intentional regular analysis of data making adjustments to practices and procedures that impact student learning. Discipline Smart Goals are created to support the goals of the Strategic Plan and are monitored, discussed, and altered on a consistent basis. These goals focus the efforts of educators in their practices and professional 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.

**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 main facility concerns are improving the lighting system throughout the school and expansion designed to accommodate additional programs.	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.	BCTC needs additional professional development in the area of embedding both Math and English into the CTE curriculum. Also, student portfolio development training is needed.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.

BCTC has developed a system of recruitment and retention of students starting with the 5th graders of the county. Also, BCTC has developed guidance materials and fliers designed to inform students and BCS staff of the opportunities available in CTE.

The OEPA Team commended this practice:

- Recruitment and retention starting with fifth grade.

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

#### PARTIAL COMPLIANCE

The school did not submit the School Monitoring Report by the July 30, 2015 deadline.

#### 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!</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 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?	YES		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-3. High School - 15 usable acres + 1 acre for each 100 students over 800. (Did not adversely impact program delivery and student performance.)

J. Exterior of building was not appropriately lighted. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

### 2. School Building

A. General Safety

A-7. Fire exits were not well marked. (May adversely impact students' health and safety.)

B. Interior - General

B-1. Heating, ventilation and air conditioning (HVAC) systems did not maintain good air quality and temperatures within safe and comfortable levels conducive for learning. (May adversely impact students' health and safety.)

### 6. Library, Media, and Technology Centers

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

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

- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)
- B-6. Reading and reference materials. (May adversely impact program delivery and student performance.)

### **Education Performance Audit Team**

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Clyde Stepp, OEPA Consultant

Team Member – Suzette Cook, OEPA Consultant

Team Member – Macel Adams, Assistant Principal, Ralph R. Willis Vocational Center, Logan County Schools

Team Member – Bryan Sterns, Calhoun-Gilmer Career Center, Calhoun County Schools

**Date of School Visit – 12/10/2015**