Office of Education Performance Audits

RESA 4 REPORT

BRAXTON COUNTY SCHOOLS

NOVEMBER 2015

WEST VIRGINIA BOARD OF EDUCATION

BRAXTON COUNTY

	Total Standard-Functions Reviewed	Distinguished	Accomplished	Emerging	Unsatisfactory
Standard-Functions Rated for All Schools	192	2	60	129	1
Percentage of Standard-Functions Rated for All Schools in Each Designation		1%	31%	67%	1%

Standard-Functions Ratings Raised	11	6%
Standard-Functions Ratings Lowered	20	10%
Standard-Functions Ratings Unchanged	161	84%
Standard-Functions Reviewed for All Schools	192	

Rating Scale:
4 = Distinguished
3 = Accomplished
2 = Emerging
1 = Unsatisfactory

	08-101 Burnsville Elementary		08-201 Davis Elementary		08-202 Flatwoods Elementary		08-203 Frametown Elementary		08-204 Little Birch Elementary		08-205 Sutton Elementary		08-303 Braxton County Middle	
	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1. Positive Climate and Cohesive Culture														
1A - Shared Beliefs and Values	3	2	3	3	2	2	3	3	3	3	3	3	3	3
1B - High Expectations for All	2	2	2	2	2	2	2	3	2	2	3	3	3	2
1C - Safe, Orderly, Engaging Environment	3	3	2	2	2	2	3	3	3	3	3	3	3	3
2. School Leadership														
2A - Principal Leadership	2	2	2	2	2	2	3	3	3	3	3	3	3	2
2B - School Teams and Councils	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2C - Teacher Leadership	2	2	2	2	2	2	2	3	2	2	2	2	3	2
2D - Student Leadership	2	2	2	2	2	3	2	2	2	2	2	2	3	3
3.Standards=Focused Curriculum, Instruction, Assessment														
3A - Classrom Learning Environment	2	2	2	2	2	1	2	2	2	2	3	3	3	2
3B - Standards-Focused Curriculum	2	2	2	2	2	2	2	3	2	2	3	3	2	2
3C - Instructional Planning	2	2	2	2	2	2	2	2	2	2	2	2	3	2
3D - Instructional Delivery	2	2	2	2	2	2	2	2	2	2	3	3	3	2
4.Student Support Services and Family/Community Connections														
4A - Positive Relationships	3	3	2	3	2	3	3	4	3	3	4	4	3	3
4B - Student Personal Development	2	2	2	3	2	2	2	3	2	2	3	3	3	3
4C - Parent/Community Partnership	2	2	2	2	2	3	2	2	3	3	3	3	3	3
5.Educator Growth and Development														
5A - Professional Development	3	3	2	2	2	2	3	3	2	2	3	3	3	2
5B - Teacher Collaboration	2	2	2	2	2	2	3	2	2	2	2	2	3	2
5C - Evaluation, Feedback and Support	2	2	2	2	2	2	3	3	3	3	3	3	3	3
6. Efficient and Effective Management														
6A - Facilities	3	3	3	2	2	2	3	3	2	3	3	3	3	3
6B - Fiscal Resources	3	3	3	3	2	2	3	3	2	2	2	2	3	2
6C - Personnel	2	2	2	2	2	2	3	3	3	2	3	3	3	3
6D - Data, Information System,Tech Tools, Infrastructure	2	2	2	2	2	2	2	2	2	2	3	3	3	3
7.Continuous Improvement														
7A - Focused and Cohesive Plan	2	2	3	3	2	2	2	2	2	2	2	2	2	2
7B - Processes and Structures	2	2	2	2	2	2	2	2	2	2	2	2	3	2
7C- Monitoring for Results	2	2	3	2	2	2	2	2	3	2	2	2	3	2

BRAXTON COUNTY

Rating Scale:

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

	08-501 Braxton County High	
	School Rating	**Team Rating**
1. Positive Climate and Cohesive Culture		
1A - Shared Beliefs and Values	3	**2**
1B - High Expectations for All	2	**2**
1C - Safe, Orderly, Engaging Environment	2	**2**
2. School Leadership		
2A - Principal Leadership	2	**2**
2B - School Teams and Councils	3	**2**
2C - Teacher Leadership	2	**2**
2D - Student Leadership	2	**2**
3.Standards=Focused Curriculum, Instruction, Assessment		
3A - Classrom Learning Environment	2	**2**
3B - Standards-Focused Curriculum	2	**2**
3C - Instructional Planning	2	**2**
3D - Instructional Delivery	2	**2**
4.Student Support Services and Family/Community Connections		
4A - Positive Relationships	2	**2**
4B - Student Personal Development	2	**2**
4C - Parent/Community Partnership	2	**2**
5.Educator Growth and Development		
5A - Professional Development	3	**3**
5B - Teacher Collaboration	2	**2**
5C - Evaluation, Feedback and Support	3	**3**
6. Efficient and Effective Management		
6A - Facilities	3	**3**
6B - Fiscal Resources	2	**2**
6C - Personnel	2	**2**
6D - Data, Information System,Tech Tools, Infrastructure	2	**2**
7.Continuous Improvement		
7A - Focused and Cohesive Plan	3	**3**
7B - Processes and Structures	2	**2**
7C- Monitoring for Results	2	**2**

BRAXTON COUNTY

Policy and Code Compliance Rating Scale: F=Full; P=Partial; N=Non Compliance	08-101 Burnsville Elementary		08-201 Davis Elementary		08-202 Flatwoods Elementary		08-203 Frametown Elementary		08-204 Little Birch Elementary		08-205 Sutton Elementary		08-303 Braxton County Middle	
Policy 2320 - A Process for Improving Education	P	**F**	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**
Policy 2340 - WV Measures of Academic Progress	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**
Policy 2510 - Assuring the Quality of Eucation	F	**F**	F	**F**	F	**P**	F	**F**	F	**P**	F	**F**	F	**P**
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	**F**	F	**F**	N	**F**	F	**F**	F	**F**	N	**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		**6**		**6**		**5**		**6**		**5**		**6**		**5**
Partial		**0**		**0**		**1**		**0**		**1**		**0**		**1**
Noncompliance		**0**		**0**		**0**		**0**		**0**		**0**		**0**

Verification of Monitoring Reports Rating Scale: Y=Yes; N=No; NA=Not Apply	08-101 Burnsville Elementary		08-201 Davis Elementary		08-202 Flatwoods Elementary		08-203 Frametown Elementary		08-204 Little Birch Elementary		08-205 Sutton Elementary		08-303 Braxton County Middle	
Policy 1224.1: Accounting Procedures	Y	**Y**	Y	**Y**	NA	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**
Policy 2419: Education of Students with Exceptionalities	Y	**Y**	NA	**Y**	NA	**Y**	Y	**Y**	Y	**Y**	NA	**Y**	Y	**Y**
Fire Marshal Report	Y	**Y**	Y	**Y**	NA	**Y**	NA	**Y**	Y	**Y**	NA	**Y**	Y	**Y**
Health Department Compliance Report	Y	**Y**	Y	**Y**	NA	**Y**	NA	**Y**	Y	**Y**	NA	**Y**	Y	**Y**
School Building Authority Report	Y	**NA**	Y	**Y**	NA	**Y**	NA	**Y**	NA	**NA**	Y	**Y**	Y	**Y**
Federal Programs Monitoring Reports.	Y	**Y**	Y	**Y**	NA	**Y**	Y	**Y**	Y	**Y**	NA	**Y**	Y	**Y**
Yes		**5**		**6**		**6**		**6**		**5**		**6**		**6**
No		**0**		**0**		**0**		**0**		**0**		**0**		**0**
Not Applicable		**1**		**0**		**0**		**0**		**1**		**0**		**0**

BRAXTON COUNTY

Policy and Code Compliance Rating Scale: F=Full; P=Partial; N=Non Compliance	08-501 Braxton County High	
Policy 2320 - A Process for Improving Education	P	F
Policy 2340 - WV Measures of Academic Progress	F	F
Policy 2510 - Assuring the Quality of Eucation	F	P
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	F
Code: 18-2-7a - Physical Education	F	F
Code: 18-5-18b - Counseling Services	F	N

Full	4
Partial	1
Noncompliance	1

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

Yes	6
No	0
Not Applicable	0

TOTAL

Full	43	Yes	46
Partial	4	No	0
Noncompliance	1	Not Applicable	2

SCHOOL PROFILE

08-101 BURNSVILLE ELEMENTARY SCHOOL – BRAXTON COUNTY

	2011	2012	2013	2014
Enrollment	127	148	175	168
Average Class Size	12.7	21.6	22.0	22.9
Attendance Rate	97.99	97.84	97.37	97.73
Pupil Admin Ratio	126.0	148.0	175.0	168.0
Pupil Teacher Ratio	10.1	12.3	14.0	14.0
Participation Rate-Math	not available	100.00	100.00	98.92
Participation Rate-Reading	not available	100.00	100.00	98.92

BURNSVILLE ELEMENTARY SCHOOL in BRAXTON COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?
Standards for High Quality Schools (WVBE Policy 2322)
DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.
Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

2 = Present in a few areas and/or situations but needs improvement (Emerging)

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	We as a staff at Burnsville Elementary reviewed and discussed our Core Beliefs and Mission Statement. Each Staff member was given a copy of the Beliefs and Mission Statement and given the opportunity to give feedback and input into making changes and/or adding/taking away to the Beliefs and Mission. The vision and mission goals for Burnsville Elementary School are posted in each classroom. We then discussed this at our next Faculty meeting. Our staff works collaboratively to shape the school's climate and culture by the implementation of our Bruins Bucks program, IPI practices and debriefing, staff meetings, committee meetings, Strategic Plan, after- school trainings, School Culture Survey, Award Ceremonies (9 weeks), and End of the Month reward program. These programs teach positive behaviors that impact the student's live and school's climate and culture.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through staff interviews the OEPA Team was not able to substantiate knowledge of the Strategic Plan and the focus of committees. Through the principal interview, the Team found the Positive Behavior Support (PBS) Program was no longer in place. The principal indicated the Bruins Bucks programs will be re-vamped, a discipline/positive behavior support committee was formed, but had not met. A few individual classrooms were implementing a PBS program.** **Recommendations: The OEPA Team recommended the school follow through with plan to re-evaluate and make adjustments to the PBS plan as soon as possible. The Team further**

				recommended that the Strategic Plan be an integral part of the school's culture. In addition, the Team recommended committee meetings be held on a consistent basis to intentionally shape the school's climate and culture.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	The staff at Burnsville go through an evaluation process each year and are required to meet high expectations. The teachers are required to create and accomplish at least 2 goals per year. The students are required to fill out daily planners so that they are accountable for school work and to communicate with home. The whole school participates in a Positive Behavior Support program which establishes high expectations for all to be life long learners. Teachers have been given a copy of our Core Beliefs and Mission Statements as reminders of our focus. The students are provided opportunities to participate in plays/programs, meet AR goals with rewards, Math Facts in a Flash level with rewards, Literature Fair, and Science Fair plus, other individual class activities. Parent letters are sent home when student behavior is in a crisis state. Burnsville Elementary also participates in Young Writers opportunities, newspaper editing and school messenger reporting.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for	ACCOMPLISHED	We have an open door environment at Burnsville Elementary and the staff and community feel free to approach the front office and educators whenever need may arise. Our school environment is safe, well-managed and clean contributing to a healthy environment. We care about our children. The Positive Behavior Support programs we have in place contribute to an engaging and inclusive learning environment. Consequences are used to address in a	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

learning.		developmentally appropriate manner. Counseling services are provided when needed or as staff sees the need. There are scheduled Safety Committee meetings regularly and regularly required fire drills. Entry into Burnsville Elementary School only occurs through use of camera security and teacher swipe cards. An efficient chain of command between students, teachers, service personnel, and the school administrator exists. Regular fire drills and Code Red practice drills are routinely practiced.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	Building relationships is critical to effective management between staff and students. The principal takes the time to meet and greet all staff and students almost every day and takes the time to talk to the staff and students. Listening is critical to building these relationships. Communication is also critical to strong leadership and effective management. Communicating through email, mailbox, faculty meetings, and one-on-one are common place at Burnsville. Lesson plan checks, walk-throughs, and feedback are done to monitor the quality of the instruction and student engagement. The principal is very hands-on and participates in staff development, with community, BOE and committees. The principal has attained all pertinent certifications pertaining to the job of principal and successfully participates in professional development each year. Active discipline is recorded in WVEIS. STAR Reading and Math reports are used to guide daily	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.

		instruction.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	We are a small school and only have one teacher per grade level. Thus, we meet as a faculty and discuss data analysis, policies/procedures, mission and goals, staff development, Strategic Plan, Positive Behavior Support, etc. We also have committees that consist of Curriculum, LSIC, Safety, Wellness, SAT, and SPED. These committees meet to discusse issues and distribute information to all stakeholders to further the Core Beliefs, school goals, and mission. Yearly professional development sessions are utilized. Policy 5000 is implemented through a six member hiring team from Burnsville Elementary.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	The school staff takes responsibility for school and classroom improvement. Teachers attend staff development opportunities provided by the county and some on their own initiative. Faculty Senate meets with teachers control of the agenda. Teachers are involved in data analysis, hiring committee, forming groups for walk to intervention, Positive Behavior Support, scheduling, and most decision making. Teachers at Burnsville Elementary participate on a textbook committee, attend regular teacher conferences throughout year and are actively engaged on a school calendar committee. Our school has a very active faculty senate and have a six person hiring team committee.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-	EMERGING	Students are given daily opportunities within the classrooms demonstrating , leadership from being line leader, and a peer tutor. Students also participate in job wheels.The students also participate in Box Tops which support our PE department financially. Students participate in	**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.

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direction and a sense of responsibility for improving self, school, and community.		school programs/plays and band concerts. Students at Burnsville Elementary School participate as pledge leaders, lunch and bathroom line leaders and peer tutors.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Bulletin boards display student work/progress, AR parties, Work Stations, Debbie Diller. Classroom reorganization encourages student self-directed activities and multiple learning opportunities. Technology in incorporated into the classroom with the use of the computer lab and mobile lab. Activities such as the science lab and literature/science fairs create and foster student reflection, intellectual inquiry, and self-direction. Students monitor their own AR goals and Math Facts in a Flash. Burnsville Elementary has one academic coach who monitors student learning and assists teachers in development best classroom teaching practices. A positive behavior support plan is actively implemented at Burnsville Elementary.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team determined some of the school's evidence could not be verified, such as the use of the science lab, the use of the mobile labs, and the PBS plan. However, the Team determined that the evidence that was substantiated supported the school's self-rating.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function the Team recommended the school review the evidence for this function and update the list based on the current status of each within the school.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for	EMERGING	The teachers create lesson plans that are aligned with Next Generation Standards. The county has created an initiative to support the instruction of the Next Generation Standards by placing an emphasis on 8 School Based Initiatives for instruction: Technology is used to enhance and engage student learning to meet 21st Century Learning Skills. Each grade level is assigned a 40 minute block of time each day to be in the computer lab. Burnsville Elementary also has a	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.

		mobile lab. Each classroom has a least two additional desktops for student use. Instructional Practices Inventory is implemented at Burnsville Elementary with the assistance of our teachers, weekly teacher lesson plans checks occur regularly. RenLearn was implemented which guided instruction in the realm of reading, literacy and math. Teacher use and implement 504 plans, IEP plans and modified instruction when needed.		
West Virginia Schools and the Next Generation Learning Skills and Technology Tools.				
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Star assessment is used to collect data on students and form reading and math groups for our Walk to Intervention time. These groups that are formed by the data are based on Standard Score and/or ZPD levels. Once these groups are formed, teachers instruct specific skills based on the need within the group (filling in the gaps). These groups are reassessed every 6 weeks and then regrouped according to need. This is a school wide initiative and occurs during the same block of time each day. Title One and the interventionist staff provides support for targeted and intensive intervention for students that show a need from STAR and classroom data. Students utilizes interactive notebooks during instructional time. IPI coding is implemented four times throughout school year and weekly lesson plan and instructional classroom teaching is monitored, weekly. Scope and sequence charts are used for instructional purposes. Teachers attend Summer Teachers' Academy.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance	EMERGING	Teachers facilitate engaging instructional experiences that enhance individual student progress by using differentiated instruction, learning stations, technology such as Smartboard. Interventionists and Title One provide appropriate and varied instructional strategies in a small group	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.

individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		setting. Lesson plans which show county initiatives (See Think Wonder, Connect Extend Challenge, Think Pair Share, A/B Summarizing, Framing Statements, Two column notes, Close reading, Text dependent Questions) are used as instructional guidelines to address Next Generation Standards.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The Burnsville community is a low socio-ecomonic community with high needs. We attempt to address as many of the needs as we can through: Open House, Parent/Teacher conferences, Thanksgiving and Christmas luncheons, Programs at each grade level, Awards Ceremony, Literature and Science Fairs, Read Alouds, Planners (communication log), Back Pack Program, counseling, Positive Behavior Support, Fun Day, Field Day, Holiday Celebrations, AR celebrations, SAT meetings, calls home from staff, Whisper of Hope Ministries food distribution All these activites increase a positive relationship between the school staff and the students, families, and the larger community. Burnsville Elementary also utilized School Messenger to educate and disperse vital educational information as it pertains to our students' learning. Burnsville Elementary has a clothes closet.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student	EMERGING	We at Burnsville recognize that for the majority of our students we need to meet their basic needs.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team

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STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		We attempt to meet these needs through: PE classes on health and nutrition, counseling services, United Summit Center, Back Pack Program, certified SPED teacher plus half time SPED teacher, Fresh Fruits and Vegetable, Free breakfast and lunch, assistance to the homeless through our BOE, Title One services, and an educational Reading and Math Interventionist. Burnsville Elementary has a school nurse who comes weekly to treat any medical-related needs our students may have. The DHHR works closely with Burnsville Elementary.		substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	To assist with the many needs of our students we have partnered with: LSIC, PTA, Girl Scouts, Glenville State College, Fire Department, Public Library, Burnsville Dam, Town of Burnsville-mayors office, Parent volunteers, Whisper of Hope ministries, local churches, United Summit Center and the area Summit Center. Burnsville Elementary has effective partnerships with the local State Police detachment, Angel Tree Ministry, and the Department of Health and Human Resources.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for	ACCOMPLISHED	The staff at Burnsville participate in all continuing education opportunities presented by the county. They are required to participate in 18 hours of continuing education. They also participate in trainings offered by the school such	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

professional growth designed to improve school and classroom practice.		as data analysis, rigorous reading, High Quality Standards. Professional development trainings are held with funding from Title One. Academic coaches provide training in areas of need. RESA 4 is utilized as needed. Teachers at Burnsville Elementary School also take advantage of the summer teachers' academy help by the WVDE. IPI training, medication training (OTC training) is also implemented.		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Proposals for after-school staff development are sent to the BOE so that teachers can participate in high functioning professional learning communities to collaborate on the improvement of student achievement. Administration and county coaches provide the training based on school and student needs gathered from data analysis. Staff at Burnsville Elementary participate in informal collaborative luncheons to discuss student growth and weaknesses. Stipends are utilized for after-school collaborative meetings as well as Title I and Special Education collaboration. Walk-To-Success benchmarking is performed weekly and sometime daily. Data analysis, Title 1, Special Education collaboration is implemented.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	The staff participate in the Teacher Evaluation system through the state on WVEIS. Teachers self-reflect and set goals as part of the evaluation system. Administration tracks the teacher goals through walkthroughs, lesson plan checks, and observations. New teachers are assigned a mentor to address any questions/needs they may have. IPI coding is also practiced and utilized at Burnsville Elementary 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 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	The school has a custodian and half time custodian. These two staff members have assigned areas to maintain and keep clean daily. If there are issues that fall outside the realm of their responsibility, a work order will be placed within the computer (SchoolDude) to be addressed by the county maintenance department. We have started a beautification committee to make the school aesthetically pleasing. This committee has worked on bulletin boards, decorating for events/activities, clean up in closets and rooms, etc. Students participate in fire drills and lock downs. Doors are locked at all times and visitors are required to buzz into the building and sign in at the front office. Teachers will question anyone they may see in the building that is not a familiar face. A school facilities educational checklist is regularly completed and our school has a security system that is comprised of nine separate cameras. School Dude and OZ technology is utilized for the upkeep of school.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team discovered a door (auditorium back stage) that would not close due to settling or moisture. This presented a safety hazard as students could access this back stage area with no supervision.** **The Team observed the steps leading to the balcony had large bubbles under the rubber stair track presenting a serious tripping hazard.** **The Team observed the wall in the bus room scraped and crumbling with material under the plaster exposed.** **Recommendations: The OEPA Team recommended the school submit a requisition to have the stair cover removed or replaced and the stage door repaired so it will close.** **The Team further recommended the county investigate the material exposure in the bus room to ensure it is not the result of a water leak.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and	ACCOMPLISHED	Burnsville Elementary follows WV code and county Purchasing Policies/Procedures. All funds are spent per code and vote. Funds provided by fundraisers are allocated based on the needs of the students. Yearly reviews by auditors provide a check and balance system of school funds 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.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE	TEAM RATING	TEAM EVIDENCE
efficiently manage school fiscal resources.		usage. There is a faculty senate approval of funds. The Braxton County Board of Education must approve fundraiser before fundraising can begin.		
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	Burnsville Elementary follows all policies/procedures for hiring teachers as stated in the WV code. The staff at Burnsville Elementary are certified in their subject areas. Our school has a six person hiring committee which is comprised of teachers from 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.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	The school has a computer lab and a mobile lab to complete STAR assessments, Math Facts in a Flash, Moby Max, IXL, etc. A Smartboard and Elmo is in every classroom. Each classroom has at least 2 student computers. Every class has a 40 minute block of time each day to be in the computer lab. Technology is used for instructional purposes, assessment tool, report student progress/reports, communication, teacher evaluation, groupings, research, etc. Burnsville Elementary has WiFi capabilities, a mobile computer lab, and classroom phones. Our school has a "buzzer" type of security system in which entry is dependent on someone from inside the school recognizing and authorizing entry into 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 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff	EMERGING	Proposals were presented to the BOE to collaborate as a staff in discussing, working on and developing the High Quality Standards,	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this

establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		Monitoring Report, and Strategic Plan. The Strategic Plan is reviewed by the LSIC and presented to parents during parent involvement activities. Goals on the Strategic Plan focus on student achievement as described in the Core Beliefs and Mission Statement. The master schedule reflects goals set forth in this plan as you will see a 40 minute block of reading intervention time for every grade level every day. The Strategic Plan is monitored for implementation through: walk throughts, lesson plans, observations, discussions with staff, teacher goals, etc. Individual teacher goals are reflective in yearly teacher evaluations that reflect student needs and test data is utilized to enhance best instructional practices. There is also school wide collaboration on high quality standards through the use of stipends and professional development participation.		function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	Relationships are built from/with: Parent/Teacher conferences, Planners (communication with families), collaboration with Title One on Fridays during planning, local law enforcement, DHHR/CPS, PTA, LSC, Partners in Education, Staff celebrations, professional development, SAT meetings, SPED meetings, faculty senate, etc. These relationships are maintained through open communication. Burnsville Elementary is affiliated with Girl Scouts and parent-based yearly holiday programs and luncheons. Teachers hold conferences with students based on the individual needs and test results of their students. The principal makes phone calls home and advised and coordinates the status and well-being of the students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team determined some of the evidence was outdated, such as the Title I collaboration on Fridays, since this School Monitoring report was written last year. However, the Team determined that the remaining school evidence substantiated the school's self-rating.**
Function C:	EMERGING	Walk to Intervention is based on STAR reports	EMERGING	The evidence provided by the school and the

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Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		and adjustments are made based on the results. Also, Title One and the Interventionist use STAR data to form groups and make adjustments to groups. Staff meetings were held to discuss data and form intervention groups. Progress reports are sent home and grades are made available online and can be discussed during parent/teacher conferences. Parents/guardians may schedule meetings with teachers and staff to discuss and concerns/issues they may have. Communication of student progress is also done through LiveGrades, notes in student planners and phone calls are done by teachers and administration.		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.	Time to prepare for and have staff development. The teachers feel like there is not enough time built into the school year to collaborate, develop units, set up rooms, etc..(all the extra stuff outside lesson plans, grading, meetings, phone calls, etc.). Time to truly do data analysis. The need for more RLA Non-Fiction reading materials on different levels for reading by 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.	The staff has discussed the need for more opportunities for collaboration. There seems to be a growing population of parents lack of interest in their child's education an how to deal with this problem. Parents are not only becoming less interested but difficult to deal with when informing them of their child's behavior and/or academic performance.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	We are adding a new positive behavior support program that involves a school wide reward. We are celebrating our AR success by having a end of the nine weeks reward for the students that met their AR goal (school wide). The development of a science lab (more hands on). We are	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

currently doing departmentalized instruction on the 3rd and 4th grade levels. We have incorporated Awards Ceremony at the end of each 9 weeks. We are using data to group students for instruction in our Walk to Success.	

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

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

POLICY and CODE

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code	
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:	
YES	Develop Knowledge of Policy 2322	
YES	Complete the School Monitoring Report	
NO	Participate in the on-site review process Prepare for the review – the principal shall: 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	Burnsville will be monitored Sept. 2015.

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
  Participate in the review
  Participate in the Exit Conference
  Address the review findings – the principal shall:
share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

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

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

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

Implementation

Develop Understanding of Accreditation Processes
Establish Local Direction
Monitor School Responsibilities:
Completion of the annual School Monitoring Report
Review and verify the accuracy of the School Monitoring Report
Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.
Support school continuous improvement and strategic planning processes.
Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

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

B . Policy 2340: West Virginia Measures of Academic Progress	FULL COMPLIANCE	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

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

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

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

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

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

YES

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

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

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES   **Guidelines for Implementation.** (S1,FC)

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

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

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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)	There is no Alternative Education school for elementary students.

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

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

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

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

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

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

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

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

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

Compliance	Core Areas of Policy/Code	
YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	'Burnsville Elementary is Pre-K through 6th grade.
YES	Results are shared with students and parents. (S7, FC)	

| **F .** Counseling Services W. Va. Code §18-5-18b | FULL COMPLIANCE | **FULL COMPLIANCE** |

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

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

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

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

Compliance	Core Areas of Policy/Code
YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and

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

Verification of Other Monitoring Reports:

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

Facility Resource Needs

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

8.   School Nurse Clinic/Health Service Area
School did not have a clinic or health service area. (May adversely impact students' health and safety.)

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

10.   Auditorium/Stage Facilities (Middle and High Required)
B.   Auditorium was not accessible for individuals with disabilities. (May adversely impact program delivery and student performance and impede access for individuals with limited mobility.)

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-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-1.	Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)

D-2.	Counter space. (May adversely impact program delivery and student performance.)

## 16.	Band/Music
D.	Equipment and materials were not adequate and did not include at least the following:

D-1.	Instructional boards and bulletin boards. (May adversely impact program delivery and student performance.)

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

## 17.	Science Laboratories and Facilities
C.	Science equipment and materials were not adequate and did not include at least the following:

C-1.	Laboratory work surfaces at 2.5 linear ft./student with sink, water, gas and electricity. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator
Team Leader – Vickie Mohnacky, OEPA Consultant
Team Member – Tina Lou Edwards, Retired County Office Administrator, Upshur County Schools
Team Member – Bob Calhoun, Assistant Superintendent, Kanawha County Schools

Date of School Visit – 09/16/2015

SCHOOL PROFILE

08-201 DAVIS ELEMENTARY SCHOOL – BRAXTON COUNTY

	2011	2012	2013	2014
Enrollment	169	196	203	197
Average Class Size	17.0	18.8	16.5	20.9
Attendance Rate	96.83	98.29	98.52	98.29
Pupil Admin Ratio	169.0	196.0	203.0	197.0
Pupil Teacher Ratio	11.7	12.3	13.1	15.8
Participation Rate-Math	not available	100.00	100.00	99.06
Participation Rate-Reading	not available	100.00	100.00	99.06

DAVIS ELEMENTARY SCHOOL in BRAXTON COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?		
Standards for High Quality Schools (WVBE Policy 2322)		

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

2 = Present in a few areas and/or situations but needs improvement (Emerging)

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Davis Elementary staff met August 1, 2014 and collaboratively developed our shared beliefs. These beliefs are displayed in every classroom and discussed with students. The beliefs are further developed in our Faculty Senate meetings, Faculty Senate committee meetings, through our Positive Behavior Support plan, in collaborative meetings during common planning times, during team lunches, and through our monthly character education themes. The school's climate and culture are measured by the School Climate Survey. Evidence: Core Beliefs, Mission Statement, and Vision Statement; meeting agendas; PBS Plan; PBS Reward Day each nine weeks; collaboration documentation; School Climate Survey; Student Handbook and County Handbook; Grade-level collaborations	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

| Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior. | EMERGING | The staff is working hard to raise expectations of students both academically and behaviorally. Student and staff expectations are posted in every classroom. Expectations of students are communicated daily with parents/guardians through the use of student planners in grades 3-6 and communication folders in all grades. Students receive awards each nine weeks for good behavior, academic success, attendance and meeting their AR and Math Facts in a Flash goals. Each staff member chooses a Student of the Month and displays the students award nomination sheet outside the classroom door and the list is printed in the local newspapers. High expectations within the classroom are regularly monitored though walk-throughs and regular IPI coding and debriefing. Participation in Spelling Bee and Math Field Day Evidence: Expectations; planners; communication folders; awards; Student of the Month sheet; walk-through sheet; IPI results; PBS; Ren Place; Student and County Handbooks; Mission | **EMERGING** | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. |
| Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning. | EMERGING | Davis Elementary takes pride in the cleanliness of the building and the safe environment provided for our students. The town police and mayor direct traffic daily in front of the school at bus times. The playground is checked daily by the pre-kindergarten teacher to ensure safety and cleanliness. The school safety committee meets regularly. We have a crisis response plan in place and safety drills are conducted regularly. Students are encouraged to serve as "tray helpers" and report issues of cleanliness/safety in the restrooms. The county office conducts periodic safety walk-throughs. Visitors are required to sign in and parents are | **EMERGING** | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Comment: Staff reported custodians were in the building early; however, when students arrived, the OEPA Team observed large bags of trash remained in the hallways. Tissue paper and paper towels were on the restroom floor and restrooms smelled of urine.

Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the cleanliness of the facility be addressed and |

		required to sign out students at all times. The level of engagement of students is monitored through walk-throughs and IPI coding. We are implementing a series of strategies designed to increase student engagement. Evidence: Agendas; playground check; Crisis Plan; Sign In Sheets; help/emergency button in classroom; student work displays		**monitored.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	The principal conducts regular walk-throughs and provides feedback to teachers. Evaluations are conducted as required in Policy 5310. The principal communicates daily with staff though email and face-to-face contact. The principal also works with the school leadership teams and Faculty Senate committees. School provided and county provided staff development sessions are regularly attended by the principal. Evidence: Observations/Evaluations; Walk-Throughs; SAT/IEP Chair; Monitoring of attendance, Ren Learning Assessments, Live Grades;	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	The School Leadership Team meets regularly, as well, as, the Faculty Senate committees. Student Assistance Team meetings occur on a regular basis, as needed. Minutes and sign-in sheets are kept from every Leadership and Faculty Senate committee meeting. Committees regularly focus on actions to achieve Strategic Plan goals. Evidence: Agendas; sign-in sheets	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher	EMERGING	Davis Elementary School teachers are given	**EMERGING**	The evidence provided by the school and the

Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		leadership opportunities through the chairing of all committees. This allows teachers to develop the agendas of each committee which are focused on the Strategic Plan goals. Teachers take the lead in many areas of the school including organizing field trips, organizing awards activities, creating a bus duty schedule, creating school-wide behavior expectations, and other areas in which there is a need for leadership. Evidence: committee assignments, agendas		additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	During the 2014-2015, students began publishing a school newsletter. The newsletter focusing on topics of the students' choosing. Our 5th grade students regularly read to our pre-kindergarten students. Students also serve as guides during our annual open house. Evidence: School newsletter	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school provide more opportunities for student leadership.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry,	EMERGING	Teachers as Davis Elementary School work hard to create inviting climates within their classrooms. Students regularly reflect as part of our Positive Behavior Support Plan and through the development of Accelerated Reading goals. More work is needed to ensure all classrooms are inviting have student reflection, intellectual inquiry, and self-direction at the center.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Through interviews, the OEPA Team determined that staff participated in county-provided professional development; however, the county offerings did not meet the staff need in the area of creating environments that foster intellectual inquiry and self-direction.**

and self-direction.				**Recommendation:** While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the county differentiate professional development based on school-identified needs.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Teachers a Davis Elementary align their instruction with the Next Generation Standards and Objectives. This is documented through lesson plan checks and walk-throughs. Evidence: Walk-Through data	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Davis Elementary School teachers develop short term objectives designed to ensure student mastery of the Next Generation Standards and Objectives based on students needs and performance levels. We are working both to include student interest in developing lessons and on long-term planning through the Braxton County Board of Education's collaborative efforts. The process of developing long-term plans with common assessments was begun in Summer of 2014 and continues with grade-level collaborations. Evidence: Lesson plan examples; long-term plans	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging	EMERGING	Davis Elementary School is focused on improving instructional delivery and has worked with RESA 4 to continue the IPI process. Each coding day is followed up by a	**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.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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.		collaborative session where the data is analyzed. We have also met collaboratively to work to developing Smarter Balanced type questions within classroom formative assessments. Braxton County Schools has identified eight highly engaging instructional strategies that Davis Elementary School has focused on in the 2014-2015 school year. Use of the strategies is monitored through walk-throughs and lesson plan checks. Evidence: IPI data; agendas; highly engaging instructional strategies		**Comment: The OEPA Team observed the majority of instruction was teacher led. Limited digital tools were observed in use.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff receive additional support in varied and engaging instructional strategies.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Davis Elementary School has very positive relationships with staff, students and parents. An effort is being made to bring parents in and involving them more in academic areas. We have held or plan to hold an open house, pool party, ice cream social, fall festival, Christmas program, parent-teacher conferences, fire safety program at the Gassaway Volunteer Fire Department, read-aloud by the town's library staff, and PTO meetings. We give out materials to parents to give them ideas on how to help with homework and with their child's reading and math. Davis Elementary School participates with the "Snack-in-Packs" and "Back to School Packs" programs with local churches. Evidence: Agendas; handouts; Snack-in-Packs sheet	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: In addition to the school's evidence, the OEPA Team observed other positive relationships between the school and community. One such relationship was the community volunteer that provides a "Read-Aloud" time for students at the public library. Members of local churches were observed picking up boxes to provide the "Snack-in-Packs" and "Back to School Packs," demonstrating a strong relationship between the school and community.**
Function B: Student Personal Development.	EMERGING	Davis Elementary School has on-site special education services, a school-based clinic, a	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		school counselor, a health nurse, a nutrition program through WVU Extension Office, a wellness committee, SAT meetings and universal free lunch. Our school counselor works within the classrooms on character education activities identified through monthly themes. Our counselor is also available to visit with individual and small groups of students. We do not have students identified as English as a Second Language at this time. Davis has an interventionist who works daily (PM only) with small groups of struggling readers. The US Corps of Engineers provides a water safety program for all students in grades K-6 each spring. Evidence: Agendas; SAT form; counselor schedule		substantiated a higher rating than the school's self-rating for this function. **Rationale: In addition to the school's evidence, the OEPA Team determined the school had developed a partnership with Summit Center. Also, a recently added data coach has begun using data to assist students to actively develop performance goals and self-monitor progress.**
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Davis Elementary School has active Partners in Education which sponsor awards and provide needed funding when asked. We have a good relationship with the Gassaway Public Library as the library provides the school with a read-aloud program weekly. The US Army Corps of Engineers has a Junior Ranger program at the school. The county sheriff's office sponsors the Officer Phil safety program. WVU Extension Office provides nutrition classes at the school. We have a few very active parent volunteers at the school as well. The LSIC is working to increase the number of businesses willing to be a Partner in Education. Evidence: Partners in Education	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	**SELF-RATING**	**SCHOOL EVIDENCE** Please cite key examples of processes or practices.	**TEAM RATING**	**TEAM EVIDENCE**
Function A: Professional	EMERGING	The teachers of Davis Elementary School	EMERGING	The evidence provided by the school and the

Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.		participate in grade-level collaboration as sponsored by Braxton County BOE. We have professional growth opportunities on our Continuing Education days. We have completed a self-reflection as required in Policy 3510. We have also had after work hours collaborative groups meet and work on the school Strategic Plan, the OEPA School Monitoring Report, and Smarter Balanced training provided by WVDE. Evidence: Collaboration documentation; professional growth opportunities list; agendas		additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Teachers participate in the county-sponsored collaborative sessions. Some have common planning times and meet regularly (Kindergarten, 1st, 2nd, 3rd, 6th and special education). Our school is working to increase the opportunities for teachers to meet collaboratively. Evidence: Master Schedule	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Through the administrative interview, the OEPA Team determined that when teachers' planning periods were corrected to have the required 40 minutes in the daily schedule, teachers lost the time for collaborative planning.** **Recommendation: While the OEPA Team substantiated the school's self-rating and observed informal collaboration and support among teachers, to strengthen the function, the Team recommend the use of formal, organized collaboration through professional learning communities.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the	EMERGING	The staff participates in the process of evaluation including self-reflection, goal setting, observations (as needed), and evaluations. The staff uses this process to help in both student and professional growth. Evidence: WVEIS WOW Employee Evaluation	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

process of professional growth.				

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Davis Elementary School takes pride in the cleanliness of the school building. It is a well-maintained, safe, secure building. It is also aesthetically pleasing and configured to meet the learning needs of students. The school has one and one-half custodians assigned to the school. The staff and students also help to maintain a clean environment. The building remains locked at all times. When crossing the road, the staff uses a "STOP" sign to stop traffic. A parent volunteer helps daily to safely cross Route 4 at recess time. The safety committee meets regularly to monitor safety issues. Emergency drills are conducted regularly. Safety and health inspections also occur regularly and any findings are dealt with in a timely manner. Evidence: Agendas; health and safety reports	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through staff interviews and observations, the OEPA Team observed the restrooms were not clean, smelled of urine, and the trash was not emptied. Staff reported a noticeable decline in cleanliness from last year with different custodians. The principal and staff reported that custodians worked, but not efficiently, and needed much guidance. Students reported that the building was not normally this clean. Cleanliness was observed in a few areas.** **The Team also observed clutter in classrooms that were used by itinerant staff.** **Recommendation: The OEPA Team recommended the custodial staff be provided training in efficient cleaning practices and that close supervision and monitoring follow.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Davis Elementary follows all state and county policies, and state code to obtain, allocate and manage school fiscal resources. Findings on the annual audit are quickly addressed. Evidence: Audit findings and responses	ACCCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	Davis Elementary School follows all relevant county policies and codes in recommending persons be hired by the Braxton County Board of Education.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	The school has a twenty-eight computer PC lab and a thirty computer mobile lab. Each classroom is equipped with a Smartboard, document camera, and laptop computer. Each classroom also has student use computers. We have both wired and wireless internet connection throughout the building. To monitor use of the labs, there is a sign-in sheet. Evidence: Lab sign-in sheets	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended increased technology integration beyond presenting information.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in	ACCOMPLISHED	Davis Elementary School's mission statement, belief statements, and strategic goals were developed collaboratively with input from all staff. The school leadership team meets to monitor progress in meeting school goals. The school goals were identified as areas of need by the school as a whole. Evidence: Agendas	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: While the OEPA Team substantiated the school's self-rating, through staff interviews and review of the leadership team meeting minutes, the Team determined the school did not utilize the Strategic Plan as a means of**

the strategic plan.				continuous improvement, but rather as a document to be completed for compliance purposes.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	The school has regularly scheduled Student Assistance Team meetings, special education meeting, leadership teams meetings, Faculty Senate committee meetings- all to help increase student learning. Evidence: Agendas	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Davis Elementary School monitors several data sources and uses this data to align instruction. Among the sources of data are: WESTEST results, Smarter Balanced results, Smarter Balanced practice tests, STAR Math, STAR Early Literacy, STAR Reading, Math Facts in a Flash, and common assessments. Results and progress is communicated throughout staff, students, and parents/guardians. Evidence: Assessment results	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team did not varify evidence of teachers using data to align and adjust instruction.** **Recommendation: The OEPA Team recommended staff continue working with the data coach to analyze data and adjust instruction based on data.**

<p align="center" style="background-color:cyan">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.	1. School staff expressed concern that core classes must yield time for other classes such as band, art, and music during prime (AM) instructional time. 2. Need for more resource staff such as Title I. 3. Need for opportunity to form PLCs	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the first two of the school's identified resource needs. Staff provided no evidence to support that related arts classes in the morning negatively impacted student

		performance.
		Schedules allowed for intervention time provided by current staff. With the assistance of the data coach, teachers should begin to provide more appropriate interventions to address individual student's needs.
		Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified need for professional learning communities.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	1. Need for demonstration of ways to apply high student engagement strategies in various grade levels with specific examples 2. Staff concerned that they are not comfortable with addressing all new Next Generation Standards and how to implement them with "best practices" in the classroom 3. Staff feels they need more training in STAR Reading and STAR Math assessments 4. Staff feels they need more training in STAR Reading and STAR Math analysis of test questions	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.	1. We have begun implementing county-sponsored high student engagement strategies, although we feel more training is needed. 2. We have implemented "Walk to Success" (Walk to Intervention). These groups are meeting 40 minutes daily and working on like skill deficits of student within the groups. This time is very much protected from interruptions.	The OEPA Team commended the identified practices; however, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE		
A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	FULL COMPLIANCE	**FULL COMPLIANCE**
COMPLIANCE CHECKLIST: POLICY 2320		

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	The staff at Davis Elementary School worked with the High Quality Standards when completing the OEPA School Monitoring Report thus developing knowledge of the policy. The policy was also introduced at the working session of August 5, 2014.
YES	Complete the School Monitoring Report	The staff at Davis Elementary School worked collaboratively to complete the OEPA 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
		Braxton County is scheduled to be monitored by OEPA in September 2015.

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

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

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

Implementation

Develop Understanding of Accreditation Processes
Establish Local Direction
Monitor School Responsibilities:
• Completion of the annual School Monitoring Report
• Review and verify the accuracy of the School Monitoring Report
• Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
• Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.
Support school continuous improvement and strategic planning processes.
Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	Davis Elementary School has created a School Leadership Team to orchestrate the school's improvement efforts and to identify professional development needs, including implementing "best practices."
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources	Davis Elementary School reviewed data as a faculty on August 5, 2014 and continues to monitor data through the School Leadership Team.

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	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)	All staff at Davis Elementary School utilizes the School Monitoring Report, summary evaluation data and has input into 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 consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	Davis Elementary School has written and submitted a Strategic Plan with input from all stakeholders including staff, the LSIC, and PTO.

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)	Every staff member involved in testing is trained according to policy. Policy is followed in all testing procedures at Davis Elementary School.

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 IEPs and test accommodations identified as needed and appropriate for testing are made available to students with exceptionalities.
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 having a 504 plan will be tested on grade level and will receive accommodations, if appropriate for testing, according to their plan.
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)	Appropriate instruction is delivered to students at their programmatic level.
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)	Davis Elementary School instructs students in all content areas specified on Policy 2510 to the extent required by the policy.
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	Davis Elementary School implement each of the developmentally appropriate practices listed in the correct programmatic level.

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)	Each of the listed procedures are implemented by Davis Elementary School.
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	Each of the team and committees listed meet regularly as required by Policy 2510 at Davis Elementary School. Team and committee agendas and sign in sheets are available.

- 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)	Davis Elementary School implements the procedure required by Policy 4373.

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)	Davis Elementary School does not have students in an alternative setting as provided by the county. If we would be in need of such a setting, we would work with the Braxton County Board of Education and the central office to provide it.

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

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.	Davis Elementary School surpasses policy requirements by providing 40 minutes of daily physical education.

	High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	All students in grades 4-6 at Davis Elementary School participate in fitness testing.
YES	Results are shared with students and parents. (S7, FC)	Results of the fitness testing are shared with parents/guardians.
F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	**FULL COMPLIANCE**

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

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

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

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

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The school counselor works with individual students, small groups, and whole classes in providing the listed services.
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	The school counselor spends, at minimum, 75% of her time providing

| administrative duties: Provided, that such activities are counselor related. (S4,FB) | | direct counseling serviced to students. | |

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	Davis Elementary School has addressed each finding of the district accounting audit.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	Davis Elementary School has addressed findings of previous WVDE monitoring, although a monitoring has not occurred with the past year.	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Davis Elementary School has addressed each finding of the Fire Marshal in a timely manner.	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Davis Elementary School has addressed each finding of the Health Department in a timely manner.	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	Davis Elementary School has addressed each finding of the School Building Authority in a timely manner.	**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Davis Elementary will have a Head Start review in December and will address any findings in a timely manner.	**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.)
A-2.   Middle School - 11 usable acres + 1 acre for each 100 students over 600. (Did not adversely impact program delivery and student performance.)

5.   Counselor Office(s)
C.   Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (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
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.)

9.   Gymnasiums/Physical Fitness Facilities
B.   All physical fitness facilities did not have a ceiling height of at least 20 ft. (May adversely impact program delivery and student performance.)
E.   Physical fitness facilities did not include at least the following item:
E-3.   Two or more teaching stations. (May adversely impact program delivery and student performance.)

10.   Auditorium/Stage Facilities (Middle and High Required)
        School did not have an auditorium. (May adversely impact program delivery and student performance.)

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

15.   Art
D.   Equipment and materials were not adequate and did not include at least the following:
D-1.   Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)
D-2.   Counter space. (May adversely impact program delivery and student performance.)
D-5.   Mechanical ventilation or exhaust fan. (May adversely impact students' health and safety.)

16.   Band/Music
C.   Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
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-4   Podium. (May adversely impact program delivery and student performance.)

17.   Science Laboratories and Facilities

School did not have science laboratories. (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 – Tina Lou Edwards, Retired Special Education Director, Upshur County Schools

Team Member – Bob Calhoun, Assistant Superintendent, Kanawha County Schools

Date of School Visit – 09/15/2015

SCHOOL PROFILE

08-202 FLATWOODS ELEMENTARY SCHOOL – BRAXTON COUNTY

	2011	2012	2013	2014
Enrollment	196	252	282	287
Average Class Size	19.3	22.7	22.2	20.5
Attendance Rate	97.40	96.01	95.07	96.67
Pupil Admin Ratio	195.0	252.0	282.0	287.0
Pupil Teacher Ratio	11.5	13.3	17.1	15.5
Participation Rate-Math	not available	98.95	100.00	100.00
Participation Rate-Reading	not available	98.95	100.00	100.00

FLATWOODS ELEMENTARY SCHOOL in BRAXTON COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?
Standards for High Quality Schools (WVBE Policy 2322)
DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.
Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:
4 = Strong and pervasive characteristic (Distinguished)
3 = Present but not a pervasive characteristic (Accomplished)
2 = Present in a few areas and/or situations but needs improvement (Emerging)
1 = Rarely evidenced; needs significant improvement (Unsatisfactory)
Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	EMERGING	Walk to SUCCESS (Shaping our climate and culture) Academic PEP Rallies Vertical Planning IPI Debriefings Leadership Meetings (Shared Minutes, Agendas)	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	Teacher Walk-through Teacher Evaluations Expectations all students to pass AR books with a 70% or higher	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the OEPA Team recommended more rigorous expectations to improve teacher and student performance.**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	EMERGING	Custodian evaluation Safety Committee minutes Attractive Bulletin Boards displaying students' work Counselor provides anti-bullying discussions (as well as teachers) Students share responsibility for a safe and clean environment	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team commended the school's sole custodian for her exemplary service to the school. The facility was clean and well-maintained.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	Principal receives training throughout the school year provided by the county, RESA IV, and state sponsored training Principal is visible throughout the school. Principal is willing to step in to provide the necessary	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Vertical Planning Teams LSIC School Teams (Leadership, Curriculum, Safety, Etc.)	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Rationale: The OEPA Team substantiated evidence of quality student leadership opportunities (Student Leadership Team for Grades 5 and 6) that were not included in the School Monitoring Report, such as: selecting school wide academic units; selecting reward/incentives for academic success and responsible behaviors, and selecting guest speakers.**

2

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE	TEAM RATING	TEAM EVIDENCE
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Summer Academy for Common Core Standards Debbie Diller's Centers Approach for Teaching Data Analysis to view students' strengths and weaknesses	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Creation of the Student Leadership Team	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team substantiated evidence of quality student leadership opportunities (Student Leadership Team for Grades 5 and 6) that were not included in the School Monitoring Report, such as: selecting school wide academic units; selecting reward/incentives for academic success and responsible behaviors, and selecting guest speakers.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection,	EMERGING	Incorporation of variety of teaching strategies Student led stations Bulletin boards that display students' work	**UNSATISFACTORY**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team did not observe varied instructional strategies, student led stations, student reflection or intellectual inquiry. Higher level thinking skills were not evident. Students were**

intellectual inquiry, and self-direction.				not actively engaged with lessons. **The Team further observed a great number of worksheets in classrooms as well as posted on bulletin boards.** **During Walk-to-Success, students were grouped by ability regardless of grade level or age. Third grade students were grouped with first grade students for instruction.** **The Team also observed graded student work posted on a hallway bulletin board.** **Recommendation: The OEPA Team recommended staff seek professional development on research-based instructional strategies, Next Generation Standards and differentiated instruction, and methods for more rigorous, student-centered instructional practices. In addition, graded work should be removed from bulletin boards.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Teachers follow the Next Generation Standards Strategies are documented in lesson plans	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Teachers indicated they had copies of the Next Generation Standards; however, the OEPA Team did not see evidence of standards-based instruction.**
Function C: Instructional Planning. Teachers design long and short term instructional plans	EMERGING	Implementation of county made grade level Scope/Sequence Star Assessments to guide teaching	**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.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.				
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	Stations provide hands on learning Specific strategies are used by all teachers throughout the school year. Teachers use computer lab on a daily basis	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Fall Festival sponsored by the PTA and other community members	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team verified evidence of additional community activities enhancing positive relationships, such as:** • **Grandparents' Luncheon** • **Veteran's Day Community Celebration** • **Thanksgiving and Christmas lunches for parents**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
				• **After-school Halloween celebration utilizing local police for safety monitoring**
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	EMERGING	Guidance counselor spends time focusing on topics in every classroom	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Groups use the school building to encourage students to attend extra curriculum activities	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team verified additional evidence of Parent and Community Partnerships, such as:** • **State Police provided assemblies on career selections, character building, and good citizenships;** • **Deployed soldiers provided school supplies and new book bags for disadvantaged students;** • **Church groups provided clothing and school supplies for needy students.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Summer Academy for Common Core Standards Debbie Diller's Centers Approach for Teaching Data Analysis to view students' strengths and weaknesses	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	County grade level meetings Common planning at grade level Co-teaching with Special Ed Vertical Planning IPI	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	Goals are set at the beginning of each year and checked for success often	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE

Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	Frequent walk-throughs for the school custodian School is always clean, well lit Landscaping complements each season	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: While the school was clean and well maintained, the Team found two electrical panel boxes unlocked, and one of two hallway security cameras was not operational.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the county follow up on requisition orders to ensure a safe facility by repairing the front doors and the surveillance camera. The Team further recommended the panel boxes be locked and added to a checklist of regular monitoring.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	Faculty Senate monies are voted on each year as to how it is used Fund raisers are well monitored	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	WV Code 5000 is followed for all the hiring process	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology	EMERGING	Each child has access to a computer everyday. Smartboard is in every classroom	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated

STANDARDS AND FUNCTIONS	SELF-RATING				
Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.					the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Staff analysis of data and works as a team to select groups for students to attend Walk to Success	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	Teachers of the same grade level have the same planning periods so they can collaborate Vertical Planning IPI debriefings	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Parent/teacher conferences Students of interventions will be tested more frequently for success	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.	Lack of Fine Arts and Cultural Programs Active parent engagement Seminars	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Additional instruction on Smartboard Smartexchange interactive lessons Microsoft Office 365 Sharing and Collaborating on Renaissance Learning applications (AR, Math Facts, etc.) Continuous sharing of teacher strategies	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.	After school program (BLAST) Word of the week which is presented to the whole school most mornings PTA meetings to encourage parent participation Academic PEP rallies sponsored by RESA IV at least 2 times a year to help Family Night which includes movie night, reading night, etc. Walk to Success The Dome Theater which presented exciting science educational programs Nine Week awards for academic, attendance, and Accelerated Reader	The OEPA Team was unable to verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE		
A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	FULL COMPLIANCE	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Professional development provided to administrators and teachers.
YES	Complete the School Monitoring Report	The school monitoring report was completed individually, then as a team, then final report developed as a staff. The final draft of the report was shared with all staff and stakeholders.
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	Although our review is not scheduled until next year, we have begun working on the process. Staff development has been will be provided to administrators and staff.

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

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

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

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

Implementation

Develop Understanding of Accreditation Processes
Establish Local Direction
Monitor School Responsibilities:
ᐧ Completion of the annual School Monitoring Report
ᐧ Review and verify the accuracy of the School Monitoring Report
ᐧ Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
ᐧ 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	Our school with the help of the school administrative team and

	improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	RESA IV help deliver professional development and gains input and feedback concerning school improvement efforts.
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)	Teams analyze data including WESTEST 2, Accelerated Reader and Math Facts in a Flash.
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 school monitoring report will be completed and utilized by all staff members. We will also prioritize staff development needs based on data analysis and school monitoring reports, as well as administration and teacher goals.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The strategic plan includes: the school's core beliefs, mission, goals. The administrator and staff will continually work together to examine data and students' needs to help implement the plan.
B . Policy 2340: West Virginia Measures of Academic Progress	FULL COMPLIANCE	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	All staff will have training on policy 2340 and testing agreements will be signed. Students will be monitored during testing to be sure all testing 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)	All students with disabilities who are eligible for services as defined by Policy 2419 will participate in all assessments required and appropriate 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)	All students with a 504 plan defined by Section 504 will receive appropriate accommodations for all assessments.
c . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	**PARTIAL COMPLIANCE** **Teachers were not using Next Generation Standards for instruction.** **Technology integration was not observed.** **Not all classroom schedules reflected the required additional 30 minutes of movement (recess).**

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,	All teachers deliver instruction in multiple ways. Our school

	Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	is concentrating on Next Gen. strategies that will address the learning needs of all 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)	Students are provided with a curriculum that enhances
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3)	Flatwoods Elementary

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)

Master schedule demonstrates compliance with time requirements and planning periods. Walkthroughs, observations and evaluations monitor teacher instructional delivery and student engagement. Parents are informed by teacher phone calls, daily planners, and live grade reporting.

- 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 specified in Policy 2510 meet regularly, and include agendas and team notes.
D . Policy 4373: Expected Behavior in Safe/Supportive Schools	NON-COMPLIANT	**FULL COMPLIANCE** **While the county does not provide an alternative learning center for elementary students, a plan is in place to provide instruction to students who may need an alternative setting.**

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)	All staff at our school uses the county's Code of Conduct Plan. Flatwoods uses a proactive, preventative, and responsive programs to increase positive behavior.
	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).	
NO	**Alternative Education.** (S1,FC)	Flatwoods does not use alternative education
	A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.	
	Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)	
	Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE	**FULL COMPLIANCE**

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) · Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. · Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. · High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. · Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	All students of the school receive the 30 minutes of required time.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Every Spring, grades 4-6 participate in the fitness testing.
YES	Results are shared with students and parents. (S7, FC)	All students and parents are informed of the fitness 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 school counselor works with any child that needs guidance to meet academic, social, emotional and physical needs.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	The school counselor spends the afternoon on Mondays at our school. She is also scheduled for all day on Tuesdays and Thursdays. Most of her time is spent working with children.

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	NOT APPLICABLE	The school has not had to address non-compliances	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	The school has not had to address non-compliances	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NOT APPLICABLE	The school has not had to address non-compliances	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NOT APPLICABLE	The school has not had to address non-compliances	**YES**

E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	The school has not had to address non-compliances	**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	The school has not had to address non-compliances	**YES**

Finding: Standard 3, Function A: Classroom Learning Environment. Recommendations as indicated in report.

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.)
A-2.   Middle School - 11 usable acres + 1 acre for each 100 students over 600. (Did not adversely impact program delivery and student performance.)

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

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

6.   Library, Media, and Technology Centers
B.   Library/resource/media center was not well equipped with the following:
B-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-3.   Work counter with sink; (May adversely impact students' health and safety.)
A-9.   Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

9.   Gymnasiums/Physical Fitness Facilities
A.   Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
A-1.   Elementary Schools - 65 ft.²/student. (May adversely impact program delivery and student performance.)
A-2.   Middle Schools - 125 ft.²/student with 5,400 ft.² minimum. (May adversely impact program delivery and student performance.)

10.   Auditorium/Stage Facilities (Middle and High Required)
       School did not have an auditorium. (May adversely impact program delivery and student performance.)

15.   Art
D.   Equipment and materials were not adequate and did not include at least the following:
D-1.   Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)

16.   Band/Music
C.   Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
D.   Equipment and materials were not adequate and did not include at least the following:
D-4   Podium. (May adversely impact program delivery and student performance.)

17.   Science Laboratories and Facilities
       School did not have science laboratories. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator
Team Leader – Peggy Hall, OEPA Consultant
Team Member – Dennis Gallon, Principal, Cheat Lake Elementary School, Monongalia County Schools
Team Member – Kimberly Rodes, Director of Special Education and Child Nutrition, Summers County Schools

Date of School Visit – 09/16/2015

SCHOOL PROFILE

08-203 FRAMETOWN ELEMENTARY SCHOOL – BRAXTON COUNTY

	2011	2012	2013	2014
Enrollment	151	149	190	181
Average Class Size	13.8	12.4	22.5	21.7
Attendance Rate	96.46	95.51	94.39	96.48
Pupil Admin Ratio	151.0	149.0	190.0	181.0
Pupil Teacher Ratio	11.2	10.6	14.1	13.4
Participation Rate-Math	not available	100.00	98.91	98.89
Participation Rate-Reading	not available	100.00	98.91	98.89

FRAMETOWN ELEMENTARY SCHOOL in BRAXTON COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?
Standards for High Quality Schools (WVBE Policy 2322)
DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.
Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:
4 = Strong and pervasive characteristic (Distinguished)
3 = Present but not a pervasive characteristic (Accomplished)
2 = Present in a few areas and/or situations but needs improvement (Emerging)
1 = Rarely evidenced; needs significant improvement (Unsatisfactory)
Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The staff works collaboratively to develop our stated beliefs and values. Lesson plans are developed with involvement of all school stakeholders. The family-type atmosphere that the staff maintains contributes to a positive school climate and culture. Staff members continue to feel that more time is still needed for collaboration and team building within regular work hours. The staff works collaboratively to review and reflect on the monitoring document.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written,	EMERGING	These expectations are evidenced by student successes within the classrooms and are communicated via parent letter, Open House, and Parent-Teacher Conferences. Within the classroom, high expectations are observed via walk throughs and observations. Teacher	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through staff and student interviews, classroom observations, and review of documentation, the OEPA Team determined the**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
clearly communicated and readily observed in educational practice and personal behavior.		initiated instructional protocols keep students on task and completing academic assignments. The student code of conduct is reviewed at least annually. The Clip-It Behavior Modification plan is implemented school-wide. School Messenger is utilized on an "as needed" basis.		**evidence provided supported a higher rating than the school's self-rating.**
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	The school safety committee monitors the school facility and grounds on a regular basis. The custodial staff do an excellent job keeping the building clean and safe. Monthly checks of the fire extinguishers and emergency lighting are also conducted. The principal or preschool teacher inspects the playground daily. Fire drills along with lock-down and shelter-in-place drills have also been developed and practiced. A chain-of-command is in place to handle emergencies and/or unexpected situations. Emergency office call buttons are also in located in every room of the school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Center for Professional Development credits are earned. Staff development sessions are attended as scheduled by Braxton County Schools, RESA IV,and WVDE. Teachers and the principal work together to meet the needs of all students. Relevant documents are completed with teacher input and collaboration. Staff and principal work collaboratively to complete the strategic plan, OEPA monitoring document and other	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		relevant issues. It is felt that the principal is approachable and available for staff, students, and parents. Behavior issues are dealt with in a timely manner. School, county, and state deadlines are met. The principal is in classrooms on a daily basis.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Faculty Senate Meetings, Faculty Meetings, LSIC Meetings, PTA Meetings, Staff Development Sessions, Collaboration with other Braxton County teachers. Being a small school, all teachers are involved in local school decisions.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Staff Development Council members. Collaboration with other Braxton County teachers, Staff Development Sessions that are school-specific as requested by the staff. Title I Meetings and budget allocations Staff Self-Reflections and Goal Setting for Teacher Evaluation Policy 5000 Teacher Hiring Training and Implementation	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team verified evidence of substantial collaboration among all staff for the purpose of planning, addressing school improvement, and meeting the individual needs of the students.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership	EMERGING	Girl Scouts Cub Scouts 5th & 6th Grade Lunchroom Helpers Yearbook Staff Flag Raising and Lowering Daily 6th Grade Daily Pledge Leaders Clip-It Behavior Modification Program	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.				

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Pacing Guides Next Generation Standards & Objectives Student Interactive Notebooks Instructional Protocols Clip-It Behavior Modification Walk to Success groups based upon individual student needs	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills	EMERGING	Student Interactive Notebooks Implementation of SmartBoards Laptop usage Computer Lab, Portable Computer Lab Moby Max, Brain Pop, Brain Pop, Jr., More Starfall, Renaissance Learning Software for Reading and Math affording the students individualized instruction Instructional Coaches Planbookedu.com (on-line teacher planbook) Is aligned with NextGen Stardards Walk to Success groupings Implementation of IEPs to provide modifications for classroom instruction	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined the school's evidence substantiated a higher rating than the school's self-rating for this function.**

and Technology Tools.				
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Scope and Sequence Textbook Guides Instructional Pacing Guides Interactive Notebooks Walk to Success groupings Grade Level Teacher Collaboration Instructional Coaches Braxton County Teacher Academy Informal teacher collaboration	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	Interactive Notebooks SmartBoard Lessons Instructional Protocols Varied Instructional Strategies Basal Texts Computer Lessons and Activities (Moby Max, Brain Pop, Brain Pop, Jr., Renaissance Learning Reading and Math, abcya.com,	**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
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Title I activities Annual Open House Parent-Teacher Conferences Community Thanksgiving Dinner, Daily Student Planners and Home School Communication Folders notes and phone calls home Heritage Festival Science, Social Studies, Reading Fairs Annual Halloween Night-time Activity End-of-the Year Reward and Award Programs End-of-the-Marking Period Reward, Accelerated Reading Rewards Spring Activities Absenteeism phone calls home Partners-In-Education Clothing Closet Parent access to student grades at home via Live Grades PTA	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: In addition to the school's evidence, the OEPA Team determined that Pre-K quilts for nap time were made by local quilters; bus drivers and community members volunteered time to serve 400 dinners at their Thanksgiving celebration; and the community regularly donates shoes and clothing for students in need.**
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a	EMERGING	Community Care On-site Clinic School Counselors School Nurse Free Breakfast and Lunch for all students with second breakfast available for those arriving late, Haring and vision screenings 1.5 Special Education Teachers Title I Teacher Personal hygiene issues addressed at all levels particularly in 4th grade Clip-It Behavior Program Bucket Filler for Developmental Guidance Braxton County Middle School Principal provides middle school orientation information	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined the school's evidence supported a higher rating.**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Second Language.				
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Partners in Education Fall Heritage Festival Science, Social Studies, and Reading Fairs, fund-raising efforts between the school and businesses, Medicaid Community Care On-site Clinic,	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	School-based and Relevant Staff Development Sessions Braxton County Schools Staff Development Sessions Braxton County Grade Level Collaborations IPI Training CPI Training CPR?/First Aid Training OTC Medication Training	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: In addition to the school's evidence, the OEPA Team verified evidence of after-school Title I community activities and optional summer staff development opportunities.**
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on	ACCOMPLISHED	Teachers attend Staff Development sessions as scheduled by Braxton County Staff Development Council Data Analysis Grade level county-wide collaborations Title I collaborations Special Education Collaborations School-based committees Walk to Success groupings Relevant	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: While the OEPA Team verified evidence of informal collaboration among professional staff, the Team did not see evidence of high functioning**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		materials and texts as they relate to staff development, school-specific staff development sessions Walk to Success Benchmarking data analysis,		**professional learning communities (PLCs).** **Recommendation: The OEPA Team recommended the staff develop formal PLCs focusing on strategies to improve student performance.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	State of West Virginia Teacher and Administrator Evaluation Processs graduate classes when available Teacher Walk Throughs National Board Certified Teacher	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	A full-time cutodian is employed at the school. Additionally, a part-time Title V worker completes sixteen hours of custodial wok weekly. Braxton County Schools employs a building and grounds person to maintain the yard and some snow removal. This person also completes HVAC needs and maintenance needs.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and	ACCOMPLISHED	Procedures set forth in the Accounting Procedures Mannual for Public Schools in West Virginia are followed. Permission is	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.		requested from the Braxton County Board of Education per county/state policy. Audits are conducted annually by an outside firm. Deficiencies are noted and corrected.		school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	All professional staff is highly qualified/fully certified. Service personnel are qualifed based upon county/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.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	The school is fully internet accessible. In addition to all classrooms having access, we have two portable and one stationary computer lab. All classrooms have a SmartBoard, an Elmo, and a projector. All professional staff have laptops.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE

Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Relevant data from the General Summative Assessment and Renaissance Learning is reviewed with the staff prior to developing the mission, beliefs, action steps, and goals. The strategic plan is developed collaboratively with all staff having the opportunity to participate. Renaissance Learning reading and math data is reviewed at least quarterly to monitor student progress. Walk to Success groups are formed based upon Star results.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	Staff development sessions are attended by staff as scheduled by Braxton County Staff Development Council. Additional sessions are determined and scheduled by the school. Funding for these sessions is addressed through Title I. Relevant trainings scheduled by RESA and/or WVDE is attended on an as needed basis. Student and parent surveys. Afterschool collaborations with staff. Tile I Parent Involvement Trainings.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Professional staff monitors grades, Star Literacy, Star Math, and Star Reading results on a regular basis. During collaboration, these resuts are reviewed and discussed with changes being made as needed. Parents are informed of these results.	**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.

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Following a complete renovation four years ago, the overall facility at Frametown Elementary is in good shape. Minor issues are currently being addressed via the school custodian and/or the Braxton County Board of Education Maintenance Department. HVAC has become an issue due to the constant fluctuations in temperatures. One classroom HVAC unit is has not worked since August, 2014.	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 BCSD Council along with Title I, work to provide any and all training necessary or requested by the staff. Staff development proposals can be submitted on an "as needed" basis for a particular school staff. After review of WESTEST 2 and Ren Learn data, it was determined that more training was needed to better interpret and utilize data. These trainings will be part of our on-going efforts to better meet student needs. Parent involvement trainings are planned to further engage parents.	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.	"Clip-It"Positive Behavior Program which addresses all modalities as related to student behavior. Students' Interactive Notebooks Moby Max - pilot school and remains in use Brain Pop and Brain Pop, Jr. - pilot school and remains in use	The OEPA Team commended these practices: • "Clip-It" Positive Behavior Program • Interactive Notebooks However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE		
A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	FULL COMPLIANCE	**FULL COMPLIANCE**
COMPLIANCE CHECKLIST: POLICY 2320		

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process

Prepare for the review – the principal shall:
repare 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
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:
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

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 seven standards of a High Quality Education are evaluated and monitored on an on-going basis. Changes/updates are made on an "as needed" basis to the school strategic plan. NextGen Standards and relevant protocols are in place to maximize student learning opportunities.

YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	WESTEST 2 Annual Results are analyzed to determine areas of strength and weakness. Renaissance Learning Data is analyzed following each benchmark and Walk to Success groups are determined. As a result of this data, each student receives a minimum of 40 minutes daily for remediation/enrichment as indicated. School attendance data is monitored daily and monthly to correct tardy and/or absence issues.
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 School Monitoring Report has been completed collaboratively with input from all stakeholders. A school climate survey is conducted annually along with student and parent surveys
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. trategies 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 professional staff participate in Test Training two times each year per Policy 2340; Appendix A.. Signed test agreements are on file in the school office and in the county testing 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)	All students at Frametown Elementary School participate in the required assessments under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled.
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)	There are currently no students with disabilities under the care of a 504 Plan.
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

15

	to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3)

Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

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

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

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

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

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness

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

YES

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

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

YES

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

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	**Guidelines for Implementation.** (S1,FC)

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

Teach students appropriate behaviors and dispositions (Pages 7-17).
Assure students' rights and responsibilities are taught and protected (Pages 18-21).
Implement proactive, preventative, and responsive programs (Page 43).
Implement investigatory and reporting procedures (Page 43).
Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

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

YES   **Alternative Education.** (S1,FC)

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

Frametown Elementary School does not have a formal Alternative Education Program in place at this time.

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**

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

</div>

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

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

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

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted	All students receive forty (40) minutes daily of physical education taught by a certified physical education teacher.

	to the state Department of Education and the Healthy Lifestyle Council for approval.	
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Students in grades fourth, fifth, and sixth participate in the Fitnessgram each year.
YES	Results are shared with students and parents. (S7, FC)	Results of the Fitnessgram are shared with participating students and their parents.

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The school counselor works with individual students and small and whole groups.
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)	All of the time that is allocated for the counselor at Frameteown Elementary is spent working with students. Mrs. Copenhaven has no assigned duties or administrative activities.

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	Frametown Elementary School has addressed all non-compliances as identified from our most recent audit.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Any/all non-compliances identified through Federal Programs have been addressed at the school and/or county level.	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NOT APPLICABLE	We have no non-compliances from past fire marshal reviews.	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NOT APPLICABLE	Frametown Elementary School does not have any non-compliances with the Braxton County Health Department.	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	We do not have funding from the School Building Authority.	**NA**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Any/all non-compliances identified through Federal Programs have been addressed at the school and/or county level.	**YES**

Facility Resource Needs

1.   School Site:
A.   School site did not have the required minimum acreage:
A-2.   Middle School - 11 usable acres + 1 acre for each 100 students over 600. (Did not adversely impact program delivery and student performance.)

6.   Library, Media, and Technology Centers
B.   Library/resource/media center was not well equipped with the following:
B-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
A.   Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
A-2.   Middle Schools - 125 ft.²/student with 5,400 ft.² minimum. (May adversely impact program delivery and student performance.)

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

17.   Science Laboratories and Facilities
C.   Science equipment and materials were not adequate and did not include at least the following:
C-1.   Laboratory work surfaces at 2.5 linear ft./student with sink, water, gas and electricity; (May adversely impact program delivery and student performance.)
C-2.   Emergency main line gas shut-off conveniently located; (May adversely impact students' health and safety.)
C-4.   Ventilation fume hood and demonstration table; (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)
C-5.   Fire extinguishers, first aid kits, blankets, and emergency eye wash stations and showers; (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator
Team Leader – Peggy Hall, OEPA Consultant
Team Member – Kimberly Rodes, Director of Special Education and Child Nutrition, Summers County Schools
Team Member – Dennis Gallon, Principal, Cheat Lake Elementary School, Monongalia County Schools

Date of School Visit – 09/15/2015

SCHOOL PROFILE

08-204 LITTLE BIRCH ELEMENTARY SCHOOL – BRAXTON COUNTY

	2011	2012	2013	2014
Enrollment	95	115	143	148
Average Class Size	16.3	15.0	16.4	16.8
Attendance Rate	97.00	96.94	97.23	96.30
Pupil Admin Ratio	95.0	115.0	143.0	148.0
Pupil Teacher Ratio	9.0	9.6	11.0	11.8
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

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

LITTLE BIRCH ELEMENTARY SCHOOL in BRAXTON COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?
Standards for High Quality Schools (WVBE Policy 2322)
DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.
Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:
4 = Strong and pervasive characteristic (Distinguished)
3 = Present but not a pervasive characteristic (Accomplished)
2 = Present in a few areas and/or situations but needs improvement (Emerging)
1 = Rarely evidenced; needs significant improvement (Unsatisfactory)
Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	We worked collaboratively as a staff to come up with our shared beliefs and values to implement at our school. We collaborate to intentionally positively shape our school's culture and climate. -Minutes from faculty senate and other school committees -A parent survey is sent home yearly to express successes or concerns that they have.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in	EMERGING	We also hold an open house and several parent-teacher conferences. High expectations are also observed through classroom observations and walk-through evaluations, teacher evaluations, student code of conduct, walk to success groupings and positive behavior 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.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
educational practice and personal behavior.				
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	The school safety committee meets and evaluates needs and concerns of staff, students and parents. Recently it was noted that our intercom does not work for emergency codes. This has been reported to the facilities director for repair. Monthly checks of fire extinguishers and emergency lights are completed. An inspection is done of the playground daily. Emergency drills and codes are in place and practiced.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The intercom was repaired on 09/14/2015.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Recent PD: Principal's leadership academy, Rigorous reading, Text Dependent Questioning Held after-school sessions on data-analysis to form Walk to Success groups in collaboration with Academic Coaches Held after-school collaborative session on strategic planning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Faculty Senate Meetings, LSIC, PTO, Collaboration with other grade level teachers in the county, School committee meetings	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Staff development council member, collaboration with other grade level teachers in the county, after-school professional development, Policy 5000 hiring committee selected by Faculty Senate, staff self-reflections and goal setting for evaluation, Title 1 meetings and budget allocations	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Girl Scouts, 4-H, Lunchroom helpers, Responsibility of students for flags and raising and lowering them, student librarian, clip behavior management	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection,	EMERGING	Pacing guides for classroom teachers, NxG standards, Interactive notebooks, behavior monitoring guides such as the clip-up/down system for grades K-2 and class dojo for grades 3-6, Walk to Success groups on individual needs based on STAR assessment	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

intellectual inquiry, and self-direction.				
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Interactive notebooks, STAR Reading and Math online assessments, AR Reading Program, MobyMax, Math Facts in a Flash, Brain Pop and Brain Pop Jr., Sumdog, Spelling City, Lesson plans on planbookedu.com are aligned to NxG standards, writing activities are cross curricular, instructional strategies such as framing statements or two column notes. Teachers use IEPs to modify and direct instruction for the needs of special education students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Lesson plans on planbookedu.com are aligned to NxG standards, writing activities are cross curricular, instructional strategies such as framing statements or two column notes are used county wide and a focus is given for each month, Pacing guides, Renissance Learning products and reports, Walk to Success groupings using data, interactive notebooks, scope and sequence instructional textbook guides. Braxton County Teacher Academy teacher participation, grade level teacher collaboration	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the	EMERGING	Scope and sequence, pacing guides, interactive notebooks, Walk to Success, collaborations with other grade level teachers, instructional strategies such as framing statements or two column notes are used county wide and a focus is given for each month	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

curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Title 1 parent involvement activities are offered throughout the year, PTO meetings, Open House, parent-teacher conferences, Family feast at thanksgiving, LSIC, parents and community invited to awards assemblies, Heritage Day-community members came to share skills/trades of WV history, daily communication folders and planners for each student, Fall Festival at Halloween for families in the community, weekend snack backpacks from local churches,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and	EMERGING	Provide free lunch and breakfast to every student, school nurse, counseling once per week, WVU extension service child nutrition program, backpack weekend snack program, Fresh fruits and vegetable snack program, special education services, speech services, OT services, Title 1 teacher for reading and math intervention, clothing closet for students in need. The middle school principal will provide a middle school orientation session.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff seek professional development in the area of collaborative planning and co-teaching for general education, special education, and Title I teachers.**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
English as a Second Language.				
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Partners in Education with Alpha Natural Resources- Brook's Run Coal Fall Festival at hallowwen, Heritage Day- community members came to share skills/trades of WV history, partnerships with local churches to provide weekend backpack snack bags, coats, backpacks and school supplies, law enforcement walk-through, law enforcement official eating lunch with students	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Collaboration with grade level teachers, Summer reading academy, Rigorous Reading training, Braxton County Schools staff development, Debbie Diller's math work stations, STAR 360, AR Rewards for students who perform at a certain level, students are given awards for their achievement. Two teachers were CPI certified. Three teachers are CPR/FirstAid certified. Three teachers are trained to administer medications via the OTC/medication 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.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning	EMERGING	Walk to Success benchmark groupings based on student performance Title 1 collaboration Special Education collaboration School based committees test data analysis	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.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.				
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	WV Educator Evaluation System for Teachers - self-reflection and goal setting, walk through evaluations, cybersafety training for students and staff	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendations: The OEPA Team recommended the staff carefully review all components of the function and provide evidence specific to the language of the function. While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that the school cite in the evidence, the usage of data to determine professional development.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	The staff has a concern that our intercom system does not work for all calls in an emergency situation. This has been reported to the facilities director. Our custodian does a fabulous job of keeping our school clean and aesthetically pleasing. Full-time custodian, BCS employs a grounds person to maintain the yard and some snow removal along with maintaining the HVAC filter systems.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team verified that the intercom was repaired 09/14/2015. The school's safety team held meetings in response to current and immediate issues. Classrooms were configured to meet the learning needs of students.**
Function B: Fiscal Resources.	EMERGING	LBE follows WV accounting procedures. Funds are spent for student resources, professional	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team

Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.		development and to maintain the school. There were 6 finding on the 13-14 school audit - those processes have been corrected. Title 1 funds allocation allow for an interventionist that has not been obtained due to a lack of applicants.		substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	All staff are highly qualified. The faculty senate hiring committee tries to obtain the most qualified person for the job description. First year mentors for teachers and administrators.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Contrary to school's evidence, the OEPA Team verified that not all current staff members were highly qualified. At the time of the on-site review, the school had four substitute teachers.** **Recommendation: The OEPA Team recommended Braxton County Schools and the Little Birch Elementary School administration purposefully increase recruiting efforts to fill all positions to effectively meet the identified needs of students.**
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional	EMERGING	The school has obtained the following technologies to support student learning and delivery: 3 mobile computer labs, 1 stationary lab, 5 teacher tablets, student responders, telephones in all classrooms. All professional staff have laptops. Planbookedu.com for lesson planning with standards.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended technology tools be utilized to enhance instructional delivery and increase student engagement.**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE

delivery, and student learning.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Collaboration for development of a shared vision, mission and strategic plan After school data analysis of the General Summative Assessment data STAR Reading and Math data for development of Walk to Success groups Collaboration of staff on rating our school on WV High Quality Standards	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	Quarterly meetings of staff committees School Culture Survey online after school collaborative meetings county wide collaborations of grade level teachers, Title 1 teachers and special educators collaborate with regular educators Student survey Parent survey Teacher survey	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all	ACCOMPLISHED	STAR Reading and Math data assessment, General Summative Assessment data assessment, progress notes for regular and special education, Strategic planning development and implementation, development of SMART goals and action steps	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team did not observe evidence of monitoring changes in practice and the implementation of instructional adjustments that impact student learning.**

stakeholders.				Recommendation: The OEPA Team recommended that staff increase the use of formative assessment to monitor instructional practices and increase student learning.

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Intercom does not make all calls for safety codes.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. The intercom was repaired on 09/14/2015.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	RLA Text dependent questioning RLA Non-fiction materials on different levels for reading by students.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs. The OEPA Team recommended that staff seek professional development in the areas of technology integration, collaborative planning and co-teaching with special education and Title I staff.

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.	Interactive notebooks Instructional strategies and monthly focus Data folders Walk to Success	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE		
A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	FULL COMPLIANCE	**FULL COMPLIANCE**

<div align="center">

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

</div>

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report

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

	County Board of Education Responsibilities for School Accreditation (Pages 14-15) It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and

provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes
Establish Local Direction
Monitor School Responsibilities:
Completion of the annual School Monitoring Report
Review and verify the accuracy of the School Monitoring Report
Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.
Support school continuous improvement and strategic planning processes.
Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs.

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

B . Policy 2340: West Virginia Measures of Academic Progress	FULL COMPLIANCE	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

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

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	**PARTIAL COMPLIANCE** **Formative assessments were not being used to adjust instruction and monitor student progress. Technology integration was not observed.**

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

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

Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

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

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

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes

- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

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

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

YES

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

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

	(S6,FD)	
YES	The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) • Technology Team • Local School Improvement Council (LSIC) • Faculty Senate • School Curriculum Team • Student Assistance Team (SAT) • Leadership Team	

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	**Guidelines for Implementation.** (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43).

	Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).		
	Develop and implement a comprehensive crisis response plan (Pages 25-27).		
YES	**Alternative Education.** (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.		No alternative education program for elementary schools.
	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.

Compliance Core Areas of Policy/Code

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

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	There were no deficiencies.	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	There were no deficiencies.	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		**NOT APPLICABLE**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		**YES**

Facility Resource Needs

1.   School Site:
A.   School site did not have the required minimum acreage:
A-1.   Elementary School - 5 usable acres + 1 acre for each 100 students over 240. (Did not adversely impact program delivery and student performance.)
A-2.   Middle School - 11 usable acres + 1 acre for each 100 students over 600. (Did not adversely impact program delivery and student performance.)

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

7.   Cafeteria/Food Service Area
C.   Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (May adversely impact program delivery and student performance.)

8. School Nurse Clinic/Health Service Area
A.	Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
A-1.	Restroom with lavatory and toilet; (May adversely impact students' health and safety.)
A-2.	Small room(s) or curtained area with cots; (May adversely impact students' health and safety.)
B.	Clinic/health service area was not adequate in size (250-400 ft.²). (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities
A.	Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
A-2.	Middle Schools - 125 ft.²/student with 5,400 ft.² minimum. (May adversely impact program delivery and student performance.)
E.	Physical fitness facilities did not include at least the following items:
E-2.	Drinking fountain; (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

10. Auditorium/Stage Facilities (Middle and High Required)
School did not have an auditorium. (May adversely impact program delivery and student performance.)

15. Art
D.	Equipment and materials were not adequate and did not include at least the following:
D-5.	Mechanical ventilation or exhaust fan. (May adversely impact students' health and safety.)

16. Band/Music
D.	Equipment and materials were not adequate and did not include at least the following:
D-4	Podium. (May adversely impact program delivery and student performance.)

17. Science Laboratories and Facilities
C.	Science equipment and materials were not adequate and did not include at least the following:
C-1.	Laboratory work surfaces at 2.5 linear ft./student with sink, water, gas and electricity. (May adversely impact program delivery and student performance.)
C-4.	Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator
Team Leader – Suzette Cook, OEPA Consultant
Team Member – Kristi Barker, Principal, Conner Street Elementary School, Putnam County Schools
Team Member – Jamison Fisher, Principal, West Taylor Elementary School, Taylor County Schools

Date of School Visit – 09/15/2015

SCHOOL PROFILE

08-205 SUTTON ELEMENTARY SCHOOL – BRAXTON COUNTY

	2011	2012	2013	2014
Enrollment	201	202	242	255
Average Class Size	15.2	15.7	15.4	14.9
Attendance Rate	96.38	96.41	95.42	95.69
Pupil Admin Ratio	201.0	202.0	242.0	255.0
Pupil Teacher Ratio	12.2	11.2	12.7	12.4
Participation Rate-Math	not available	100.00	97.56	100.00
Participation Rate-Reading	not available	100.00	97.56	98.40

SUTTON ELEMENTARY SCHOOL in BRAXTON COUNTY SCHOOLS

<table>
<tr><td colspan="5">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.</td></tr>
<tr><td colspan="5">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.</td></tr>
<tr>
<td>STANDARDS AND FUNCTIONS</td>
<td>SELF-RATING</td>
<td>SCHOOL EVIDENCE
Please cite key examples of processes or practices.</td>
<td>TEAM RATING</td>
<td>TEAM EVIDENCE</td>
</tr>
<tr>
<td>Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.</td>
<td>ACCOMPLISHED</td>
<td>The staff meets monthly to discuss the educational beliefs of the school. We hold 3-4 meetings during the summer to work collaboratively to set goals. We have shared discipline and educational goals that are reviewed. We have begun having vertical meetings for teachers to discuss and plan. All staff members assisted in the development of this document. Our goals and mission statement are displayed in each classroom and in the lunchroom/gym. An outline of school policies, beliefs, and procedure will be shared with all new staff members a.nd stakeholders</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</td>
</tr>
<tr>
<td>Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly</td>
<td>ACCOMPLISHED</td>
<td>All teachers use common core standards and expect all students to learn. We use Title One and Special Education teachers to work with students to help them meet the grade level standards. Staff members share with students and parents educational expectations. Teachers</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Comment: While bulletin boards were bright and colorful, the OEPA Team observed many</td>
</tr>
</table>

communicated and readily observed in educational practice and personal behavior.		post expectations for the day and week in the classroom. We use the costomized data collected from RenPlace to place our students in our Walk to Success program. Our Walk to Success program is an intensive instructional 40 minute time that meets students at their grade level in reading and math.. The evaluation process, goals and self reflection, and walk-thru are processes that reflect the high standards of the teachers.		**worksheets rather than original student work posted.**
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	We have a new janitor who works extremely hard to keep our school clean. We have parents, staff, and students the work to keep our environment clean by meeting in the summer to wash walls, paint, and clean up the playground.. We keep our doors locked and have a buzzer system to admit visitors. All visitors must sign in .Each classroom has a buzzer. The noise from the buzzer is different for a question or emergency. We have teachers outside greeting students getting in and out of cars each morning and evening. Student helpers at lunch time assist with tray clean up and to keep the floor clean. We hold monthly bathroom contests to hold students accountable for flushing and putting paper towels in the trash. In the upper grades the students have jobs and some jobs involve sweeping the floor and emptying trash. We are in partnership with a state trooper. Pre-school playground checklist. Teachers have arranged their classrooms to be inviting to encourage learning. Teacher badges.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team observed the electrical panel box B next to the multipurpose room unlocked. The Team observed broken playground equipment marked with caution tape. In addition, the pre-school playground was not always closed due to the location of the main entrance of the building within the fence of the pre-school playground area.** **Recommendation: While the OEPA Team substantiated the school's rating of the function, to strengthen the function, the Team recommended that the school focus on the safety issues outside the building on the pre-school playground and front entrance area that could not be closed due to people entering the building throughout the day.** **The Team further recommended the school address the playground equipment which was restricted with caution tape due to unsafe conditions.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal puts the needs of the students first. The principal works with staff members to create a unified discipline program that is applied school wide. The principal demonstrates strong leadership skills in working with parents and acts as a mediator in difficult situations. She also has a strong management style that is effective. The principal effectively communicates with staff, parents and students to share the mission and goal of the school. The principal attends PTO meetings, is always available during parent teacher conference..Mrs. Balcourt, our principal, has taught special education and gifted for many years. She is trained in CPI, first aid, CPR ,and medication administration .Mrs. Balcourt has served as teacher and administrator mentor. She attends monthly administrator meetings.. Mrs. Balcourt was recognized as WV's Special Education Teacher of the YEar	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	This is the third year for our principal. She has set up required teams and committees that are meeting on a regular basis. She is knowledge of the requirements of each committee and provides guidance to help reach the goals.. She communicates the date and agenda of the meetings in advance via e-mail and paper product.. The principal is a member of all the teams. We meet to have SAT and IEP meeting for students that need this type of meet. ingThe Girl Scouts, wrestling team, cheer leaders and twirlers use the school after school and on	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.

3

		week-ends		
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	The principal and staff are striving to create a unit in that all stakeholders have a vital part in the improvement and responsibilities. Teachers are asked their opinion and the opinion is valued.. Teachers attend collaborative grade level meeting at the central office. Teachers attend conferences and share the knowledge that they have gained. Teachers assume a leadership role in committee meetings. We have been involved in IPI coding, PTO and LSIC.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	PreK and K students are given daily opportunities for choices of groups. Student volunteers help in the cafeteria with clean up. Sixth grade students are peer tutors for First and Second graders. Sixth Graders are also teaming up with the PreK students to model behavior during lunch time. Students daily lead the Pledge and give a fact of the day for the whole school. Sixth grade has a class economy system. There is a monthly competition for school cleanliness. We are investigating the possibility of having a student council. We have started this year holding a quarterly awards day for attendance, grades, and behavior. Given a choice students voted on one quarterly reward. At the end of the day the 6th grade students collect and reshelf library books. They also dust the computers and make sure they are turned off..	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	**SELF-RATING**	**SCHOOL EVIDENCE** Please cite key examples of processes or practices.	**TEAM RATING**	**TEAM EVIDENCE**
Function A:	ACCOMPLISHED	Our hallways our decorated with student	**ACCOMPLISHED**	The evidence provided by the school and the

Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		work/art. Bulletin board displays student achievement and newspaper articles and school events. Classroom are clean and inviting with student centers that encourage and foster student learning. Career awareness door decorating contest was held for College Week. Students take ownership of their classrooms by helping to keep the classrooms clean and neat. They put away their stations and supplies. Teachers complete formative and summative assessments. Teacher observations, lesson plan checklist. Open house		additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	*I Can statements are posted in the classroom and pictures of students mastering the standards are posted in the hallway on bulletin boards. Common Core standards are posted in the classrooms and students are aware of their meanings. Principal walk-thoughs and lesson plan checks are evidence that Next Gen standards are being used on a daily basis. Teachers are aware of and use the information from 504 plans and IEP's. Teachers provide modifications and differentiated instruction. Students have physical education five times a week for 40 minutes. Many teachers do not use the standard textbook and the accompanying worksheets. We hold events thru-out the year that involve the standards and group work, such as, Historical Halloween, Literature Fair, Dr. Suess Week, and Pumpkin Drop	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of	EMERGING	Teachers meet during the summers to collaborate and develop instructional plans for the year. Teachers met at the teachers academy to complete curriculum mapping. test analysis drives our Walk to Success program. We meet on a regular basis to adjust group. Using Ren	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.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.		place benchmark assessment to meet the needs of each student. Teachers develop weekly high quality goal oriented lesson plans. Many lessons involve grouping of students to allow for group collaboration and critical thinking skills. Teachers meet informally at lunch time to discuss Ren-Place results.Braxton County summer academy. Grade level teacher collobration.medicaid billing		
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Multiple strategies are taught and used that are aligned with target skills. We spotlight a new monthly strategies so students have a variety of instruction strategies to assist in their education. Formal and informal assessments are used to evaluate our students to insure progress towards mastery. We are getting new laptops for teachers this year which will allow teachers to have reliable technology during instruction time. We have several other digital tools that we would like training on. We are requesting this for part of our staff development. Information is shared with parents thru live grades, AR results, and the new data notebooks.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	DISTINGUISHED	We have a very strong and active PTO which involves parents in all grade levels. Multiple parent volunteers work at our school in the library, helping teachers, and assisting in the office. Our school hosts a Facebook page with upcoming events.. During the holidays, we have a donation tree where students bring in supplies to be donated to local organizations. A local	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.

		church provides snack bags for the weekends to our lower social/economic student households. We also have a clothing closet for all students. Parents have access to Live Grades and Renlearn to access student grades and test results. Phone calls are made when students are absent. Various activities are held throughout the school year to involve parents and grandparents, such as Veteran's Day and Grandparent's Day. We hold Title I Parent involvement programs. We also have a community partner in education.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Activities that we have that help to meet students social and emotional needs are: the buddy program, clothing closet and the shoe and coat donations. Character Education needs are met though our school counselors and a school wide anti bully program. We have two counselors that services our school three times a week and a nurse one day per week. There are three full time special education teachers and five special education aides. Our Sixth Graders tutor younger students to assist with academic needs. Our school has a Reading Interventionist three days per week. All student receive free breakfast and lunch and a healthy fruit snack three times a week. We use the outside services of the Summit Center, DHHR, and the court system . Our nurse provides a personal hygiene program for fourth graders. Six graders and parents transition and visit to the middle school on a half day visist. Middle School Principal will provide orientation to the school.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The	ACCOMPLISHED	The WVU Extension Agency provides a nutritional program to our Fifth Grade students. Referrals are made to the attendance director.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE — Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		DHHR is called to address the needs of students when the school is unable to meet their need. Anonymous community members adopt a family during the holiday season. A church from NY sends money and shoes to assist in meeting the needs of our students. We are involved in Jr. Rangers program from the DNR, VFW Flag Program, Scouts, local Churches, and parent volunteers. We host Grandparents Day, have PTO meetings monthly, county web site, letters are sent home, Thanksgiving Dinner for family members, Donation trees, Bingo and Vendors Day. We use the services of RESA 4.We went Christmas caroling with students and parents in the evening to local homes.		substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE — Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	All staff members attend collaborative staff Meetings that are provided by the county. Summer Staff Development is attended by most staff members. Some teachers are taking classes for career advancement. One teacher is pursuing National Board Certification. The staff meets held three to four times each summer to develop schedules and cross curriculum ideas.. We hold monthly staff meeting. . Teachers have had IPI training, CPR and First Aid, CPI. Teachers meet to develop our goals ,mission statement, and monitoring plan. We have had a teacher observe at another school. Mentors are available to new or teachers that need assistance...OTC training for the principal and several staff members. Tube feeding	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher	EMERGING	Teachers collaborate during the summer, during	EMERGING	The evidence provided by the school and the

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		their lunch time, and after school to discuss relative data about our students and where we want them to be in our Walk to Success program... We meet for county wideteacher collaboration on a quarterly basis. We would like to find more time for teacher collaboration with in our school to improve our instructional practices. We would like to develop a regular system of vertical staffing. aTitle One and Special education collobration.		additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The staff participates in self evaluation and goal setting on an individual level. We have trained and are completing quarterly IPI coding. RESA completed a diagnostic review of our school and we spent several hours reviewing the documentation. The principal shares emails that contain Webinars that will assist growth. The principal conducts walk throughs and evaluations and shares that information with the teacher. The county provides opportunities for workshops, summer academies and other staff development as requested. The administrator communicates via e-mail. Lesson plan check and walk thrus.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe	ACCOMPLISHED	Our new custodian works very hard in keeping our facility clean and maintained. We have regular fire drills and practice lock downs. We have regular inspections from the Health Dept,	ACCOMPLISHED	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 secure, aesthetically pleasing, and configured to meet the learning needs of students.		Fire Marshall, the elevator inspector, the exterminator, fire extinguisher inspection and waste water system.. We have an elevator for students to use as needed. Our building has a buzzer system, sign in sheets, teacher badges and locked doors to ensure the safety of our students and staff. Our school has been inspected by SBA and received a very good ranking. Braxton County School has a Building and grounds keeper .who also changes filters and does maintaince		**Comment: The OEPA Team noted smartboards stored in stairwells.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	Our accomplished secretary works efficiently to manage all school fiscal responsibilities. Faculty Senate has policy and procedures in place for the allocation and spending of funds. We also have money from Step 7, Title 1, and PTO fund raising activities. Our yearly audit finds little to no findings , that are immediately corrected.. We look for grants to assist in providing additional materials for our students. I have contacted World Vision to obtain necessary supplies such as paper and pencils. A local church provides back pack filled with school supplies for students that need them.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	We have several staff members that are trained in Policy 5000 for hiring of personal. We have teachers that are retained and purposefully assigned to meet the needs of our students. All of our teachers are highly qualified except one who is on permit. The principal shares the high expectations with the new teacher and there mentor.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems,	ACCOMPLISHED	We are doing the very best with the technology tools we have. Teachers use technology daily in	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		the classrooms and in the computer labs. Teachers will all receive new computers for their daily use. A new mobile lab was provided this year. All classrooms have smart boards that teachers use on a daily basis to assist their instructional delivery. We are always looking to update the digital tools that we have. WVEIS WOW and green screen are used to complete evaluations, goals and self reflections by staff members. Grades are entered via Live grades. The fitness gram is maintained on WVEIS. We have soft ware in the labs that students use such as Math in a Flash, AR, Renplace reading and Moby Max.		substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended additional support that incorporates student interaction with the technology, particularly in the upper grades.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Staff members have met on several occasions to update the mission and goals of our school. The PTO and LSIC gave met and discussed the mission and plans. These goals help guide the performance and education of our students during our completion of our long term student goals.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all	EMERGING	We have a structure in place that builds upon our current relationships with stakeholders. We start our relationship with parents, extended family and community events. We hold open house, a welcome back to school pool party, clean the playground and school event that all stakeholders are invited to attend. Our school also holds BINGO, vendor events. We hold events to raise funds for Cystic Fibrosis and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that the school staff focus on activities that will lead to an increase in student learning. While the evidence provided was beneficial to students, the focus**

stakeholders in actions to increase student learning.		Downs Syndrome. In addition we permit our building to be used for Boy Scouts, Girl Scouts, Zumba, cheer and basketball leagues and practice.		**was not on student learning.**
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	We submit our achievements to both local newspapers. We also display student achievements in the hallways and classrooms. Ren-learn reports and AR are sent home with report cards. Progress reports pertaining to IEP's are sent home quarterly. IEPs are updated yearly as are 504 plans. Using the result from the Ren-learn results we move students from group to group for Walk to Success	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation:** **While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school remove graded student work from the bulletin board.**

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.	Some impact: No shades or blinds on some first floor classrooms, inadequate signage directing to the front of the building Major impact: Need updated technology. A separate gym, improved playground equipment, improved basketball court, and more library books	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs; however, the Team recommended the county should prioritize the identified needs to address safety and impact on student performance.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Staff would like to have more time for vertical collaboration within the month. The staff would also like more training on the Smart board,. Co-teaching, Behavior and classroom management., How to reach the brain of the child in poverty and on the clickers. Time and collaboration on finding assessment and additional materials to match the smarted balance.	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 have implemented the procedure of meeting our students at their car or bus every morning and evening. A teacher stands out by the road and assists students out of car seats, the car or bus and welcomes them. Then there is another	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

	teacher at the door welcoming them and telling them what is for breakfast. This welcome provides the students with a sense of security and sends a positive message every morning. It also ensures parents that their child is safe and valued at our school..	

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

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

POLICY and CODE

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

COMPLIANCE CHECKLIST: POLICY 2320
A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
  Participate in the review
  Participate in the Exit Conference
  Address the review findings – the principal shall:
share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

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

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

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

Implementation

 Develop Understanding of Accreditation Processes
 Establish Local Direction
 Monitor School Responsibilities:
 Completion of the annual School Monitoring Report
 Review and verify the accuracy of the School Monitoring Report
 Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
 Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

 Establish Supports and Expectations that Impact Student Performance

 Develop instructional leadership skills of principals.
 Support school continuous improvement and strategic planning processes.
 Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. 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)	All teachers have continuous and on-going training on instructional strategies to meet the developmental characteristics of 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)	
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	our counselors are working on developing portfolios for 6th grade

- 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

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

- 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

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)

We also have a safety team

- 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	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).	
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	We have a county wide alternative education program for middle and high school. The county is reviewing and researching an alternative placement choices for elementary students

students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.		
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE	**FULL COMPLIANCE**

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

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

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

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

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

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

Verification of Other Monitoring Reports:

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

Facility Resource Needs

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

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

4.   Teacher Workroom(s)
A.   Teachers' work areas were not adequate. (150-250 ft.²) (Did not adversely impact program delivery and student performance.)
B.   Teachers' work areas did not provide access to communication technology. (Did not adversely impact program delivery and student performance.)

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

9. **Gymnasiums/Physical Fitness Facilities**
A.   Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
A-2.   Middle Schools - 125 ft.²/student with 5,400 ft.² minimum. (May adversely impact program delivery and student performance.)
E.   Physical fitness facilities did not include at least the following items:
E-2.   Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

10. **Auditorium/Stage Facilities (Middle and High Required)**
   School did not have an auditorium. (May adversely impact program delivery and student performance.)

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

13. **General Classrooms**
E.   Lockers were not sufficient for student belongings. (Did not adversely impact program delivery and student performance.)

15. **Art**
A.   Art facility area was not adequate in size (45-50 ft.²/student). (May adversely impact program delivery and student performance.)
D.   Equipment and materials were not adequate and did not include at least the following:
D-1.   Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)
D-2.   Counter space. (May adversely impact program delivery and student performance.)
D-5.   Mechanical ventilation or exhaust fan. (May adversely impact students' health and safety.)

16. **Band/Music**
A.   Band/music facilities were not adequate (30-40 ft.²/student). (May adversely impact program delivery and student performance.)
C.   Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
D.   Equipment and materials were not adequate and did not include at least the following:
D-2.   Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)
D-4   Podium. (May adversely impact program delivery and student performance.)

17.   Science Laboratories and Facilities

A.   Science facilities were not adequate in size (45-60 ft.²/student). (May adversely impact program delivery and student performance.)

C.   Science equipment and materials were not adequate and did not include at least the following:

C-1.   Laboratory work surfaces at 2.5 linear ft./student with sink, water, gas and electricity. (May adversely impact program delivery and student performance.)

C-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 – Suzette Cook, OEPA Consultant
Team Member – Kristi Barker, Principal, Conner Street Elementary School, Putnam County Schools
Team Member – Jamison Fisher, Principal, West Taylor Elementary School, Taylor County Schools

Date of School Visit – 09/16/2015

SCHOOL PROFILE

08-303 BRAXTON COUNTY MIDDLE SCHOOL – BRAXTON COUNTY

	2011	2012	2013	2014
Enrollment	623	487	310	288
Average Class Size	23.2	22.2	24.8	22.9
Attendance Rate	94.25	93.72	94.04	95.76
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	249.2	243.5	155.0	192.0
Pupil Teacher Ratio	14.5	15.0	14.1	13.4
Participation Rate-Math	not available	98.95	100.00	97.91
Participation Rate-Reading	not available	98.74	100.00	98.26

BRAXTON COUNTY MIDDLE SCHOOL in BRAXTON COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?
Standards for High Quality Schools (WVBE Policy 2322)
DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.
Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:
4 = Strong and pervasive characteristic (Distinguished)
3 = Present but not a pervasive characteristic (Accomplished)
2 = Present in a few areas and/or situations but needs improvement (Emerging)
1 = Rarely evidenced; needs significant improvement (Unsatisfactory)
Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Teachers meet weekly in grade level teams to discuss curriculum, students, and schedules. The teachers met as a group to prepare this document and the Strategic Plan, as well as for other professional development opportunities. There were 3 IPI reviews in the school year. Collaborative teaching is occurring daily in inclusion and accelerated ELA and Math. The school's vision, mission, and goals are displayed prominently in each classroom and are included in the student handbook and on the school's website. The climate and culture survey results showed that our school is doing well in this area, with students, staff, and parents.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that teachers record and maintain documentation of team collaboration in the development of their beliefs and values.**
Function B: High Expectations for	ACCOMPLISHED	The staff strived for fives and sixes instruction (IPI) at least three days per week in each class	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not

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AII. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		period. Teachers completed 121 positive behavior referrals. Knight Bucks are given to students for the three As (attendance, academics and attitude). Students are encouraged to participate in Academic Bowls and Challenges, such as Math Field Day, WV History Bowl, Young Writers, Geography Bee, and Spelling Bee. A celebration of achievement is held each semester in conjunction with report cards. Students are recognized with a Wall of Honor and names are submitted to the local papers for publishing an honor roll. Pictures are submitted to the newspapers and are displayed in the office window for our Students of the Month. Live Grades is available to all students and parents to maintain awareness of academic progress. This tool can be used to e-mail teachers with questions. Benchmarking is done quarterly to determine student progress, and is used to group students in Walk to Success.		substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: While staff stated they had high expectations for the students, the OEPA Team did not observe high expectations in the instructional delivery in the classrooms. Team members saw little student engagement with technology. The Team further observed use of a large number of worksheets, teacher-led discussions, and whole group work. Students were passive learners.** **Through interviews, students indicated they desired increased rigor in the classroom.** **Staff reported Instructional Practices Inventory (IPI) scores of 5 and 6, indicating high level of student engagement.** **Recommendations: The OEPA Team recommended the school utilize the academic coach, school and county technology integration specialists (TISs), and RESA staff to provide professional development and model lessons reflecting high engagement and student-centered learning.** **The Team further recommended the school revisit IPI training to assure coding accuracy.**
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive	ACCOMPLISHED	Cameras are used for monitoring students' safety. Supervision in the main stairwell, in the restrooms, in the hallways, and in the classrooms is everyone's responsibility. No Bullying posters are prominently displayed throughout the school. Gassaway United Methodist has given every student No Bullying bracelets (bands). Students are aware of process for reporting harassment 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. **Comment: The OEPA Team saw little student work displayed.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that teachers**

atmosphere for learning.		bullying to any staff member. Staff wear ID badges, and every visitor must sign in at the front desk, with ID requested if the person is unknown. Visitors are asked to wear visitor badges. Visitors can only enter the building through the front doors and only after being "clicked in" by office personnel. Monthly fire drills and periodic lock downs are practiced. Quarterly safety meetings are held and problems are reported. Our guidance counselor is available every day and teaches a guidance class to each grade level of a nine weeks duration. Behavior expectations are included in the Student Handbook.		**display student work throughout the classrooms and building.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal has knowledge of content areas and standards. The principal takes discipline seriously and progressive discipline is administered. The principal encourages positive behavior through school acknowledgement, immediate rewards, and parent notification. The principal has a positive rapport with students and staff. The principal has participated in the OEPA learning sessions at the RESA and State levels, and participates in OEPA audits twice per school year. The principal conducts LSIC meetings quarterly, is an officer in the PTA, and is at most school extracurricular events. He has completed the Student Rostering for Math and Reading. He has been trained in the use of STAR reports. He is qualified to	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Rationale: The principal stated he was not a good delegator which was observed by the OEPA Team. While the principal possessed many strong qualities students and teachers identified (i.e., compassionate, caring, knowledgeable, etc.), many documents could not be shown to verify school team existence and activities.** **Recommendation: The OEPA Team recommended that the principal delegate the responsibility of maintaining membership roster, agendas, and meeting minutes to a member of each team.**

		administer medications to students.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	LSIC meets quarterly to reflect on goals progress. PTA meets monthly to encourage parent participation and volunteerism. The Leadership Council meets monthly to update goal progression, data analysis, and school culture. Grade-level teams meet weekly to discuss student behavior, academics, attendance, and to contact parents as needed. Staff meets for Faculty Senate quarterly. Staff participates in school and county sponsored professional development. Staff meets for collaboration with the instructional coaches periodically for training and follow up.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: During the administrated interview, the OEPA Team was told the school did not have a technology team, which is a state requirement.** **Further, the OEPA Team did not find consistent written documentation of all required school teams.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the responsibility for documentation be given to a member of each team and be reviewed by the administrator.**
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers identified roadblocks to providing quality opportunities: (a) multiple changes in policies, (b) textbooks not aligned with Next Gen Standards, (c) technology equipment fails often, (d) not enough time to locate good resources. Recommendations and solutions were explored for troubleshooting each of these roadblocks. Teachers utilize Faculty Senate and Team meetings to assist in providing leadership to one another and to the school. The Faculty Senate chose a 7 to 11 member interview team for hiring new faculty. Teachers are given professional leave to attend conferences in their areas of expertise. Elected staff are members of the Staff Development Council and Textbook Committees. Teachers have the opportunity to attend a county sponsored Teachers' Academy.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through teacher interviews, the OEPA Team determined some teachers lacked ownership of aspects impacting student performance. Teachers stated they were "waiting on the data coach" to conference with students. Teachers were not using formative assessments to plan for core instruction. The Team did not see evidence that teachers had analyzed results of the general summative assessment.** **Recommendation: The OEPA Team recommended teachers use team meetings/professional learning communities (PLCs) for data analysis to inform instruction. In addition, the Team recommended teachers provide students on-going feedback about**

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				their performance.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Students participate in Student Council (elected), RAZE, athletics, yearbook staff, band, choir, prayer around the flagpole, and leading the Pledge of Allegiance. Additionally, students participate in a variety of academic contests, such as Math Field Day, History Bowl, Geography Bee, and Spelling Bee. Most of these activities are optional and students may participate in any or all of them. The president of the student council is a member of the LSIC. Students are offered the opportunity to peer tutor during and after 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
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Teachers incorporate the Strategy of the Month into lesson planning and presentation, with more emphasis on collaborative opportunities for the students. Student work is displayed, posters and bulletin boards that encourage learning and good character traits are created or displayed, teachers utilize peer helpers and parent volunteers, and reward students with Knight Bucks for the three As (academics, attendance, and attitude). Our counselor offers a nine weeks Career Awareness class for students during their Allied Arts block. Students will be creating and maintain Data Notebooks for the 2015-16 school year. Students will be offered a Life Skills nine weeks class as a part of their Allied Arts block for next school year.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team determined some of the school's evidence provided did not match this function.** **Based on observations, the Team determined classrooms were teacher-directed, not student-centered.** **Recommendation: The OEPA Team recommended that teachers receive support to implement research-based instructional strategies to increase student engagement and performance.**

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Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Teachers will make the Next Generation Standards more user friendly by rewriting for student understanding, then display the standard being used each day along with the purpose of the lesson. More emphaisis will be placed on using the Smartboard technology, with less emphasis on using the document camera and more emphasis on internet use for the whole class. IPI coding days are scheduled four days this school year, with follow up to analyze the results and make recommendations for improvement being held within a week of the coding, after school, as a professional development session. The county selected monthly strategies are emphasized in all appropriate classes. More emphasis is placed on quality, not quantity, in lesson planning and implementation.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Teachers create units of study for long range planning, with day to day activities shown in their daily lesson plans. IEP development reflects the next generation standards. Walk Throughs, IPI Coding Days, and Lesson Plan Checks are used to verify use and mastery of next generation standards.. STAR is used to determine student academic levels and progress in Reading and Math. Students are grouped in Walk to Success across grade levels based on the findings for each benchmarking.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Based on observations and lesson plan reviews, the OEPA Team verified a long-term substitute did not have a lesson plan for the day or plans available from the previous teacher. The Team further observed minimal evidence of long-term planning in most classrooms. Lesson plans did not contain evidence of differentiation between classes, other than the presence of a co-teacher.** **One teacher said, "I don't move on until all the students master the content standard being taught." As a result, this may present a challenge to**

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<td>cover all standards by the end of the year.

Students said, "Teachers are teaching us things we already know." They do not like the 8th graders helping the 7th graders during Walk to Success. Also, during the Walk to Success, students would rather have teacher interaction rather than complete computer-based programs. Teachers and students indicated when a student learns a skill, they are then a peer tutor until the other students master the concept. This process prevents students from moving on at their own pace

Students indicated they receive help only from certain teachers but not all teachers. They stated that their learning depends on what teacher they get.

Recommendation: The OEPA Team recommended that teachers use differentiated instruction to meet the needs, interests, and performance levels of students. The Team further recommended an emphasis be placed on long-term planning.</td>
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<td>**Function D: Instructional Delivery.** Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning</td>
<td>ACCOMPLISHED</td>
<td>The Next Generation standard and purpose are posted for each lesson, along with the Strategy of the Month. Reteaching is offered during the Lunch/Recess period. Computer labs are utilized for on-line research, enrichment, and for benchmarking. Classroom computers and the Smartboard are also used for these reasons also. Some teachers plan Skyping activities with other distant classrooms. Science Labs are used for 50% hands on activities. Projects taking longer time periods are utilized in many classrooms. IPI is used to determine progress towards</td>
<td>**EMERGING**</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.

Rationale: Based on OEPA Team observations, SMARTBOARDS were being used as overhead projectors. Student assignments included copying words and definitions which is a low-level activity. The Team observed teachers using many worksheets. The Team did not see evidence of hands-on science.

Teachers indicated the computer program, Fast</td>
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resources, digital tools, and processes aligned with instructional targets.		more student led activities.		**ForWord, is used the entire nine weeks for all students, with few exceptions (gifted) and was taught by a certified English/language arts (ELA) teacher. During interviews, students indicated this program was not helping them. One teacher said that he had a student on the 12th grade level, and she was wasting her time with the program.** **Recommendations: The OEPA Team recommended that the school reconsider the use of Fast ForWord for students that are at or above grade level.** **Team recommended additional support in research-based instructional strategies and technology integration.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	LiveGrades is used to communicate via e-mail with parents and students. Students check their grades and assignments weekly in class. The local newspapers are very good at publishing school events. Our PTA is active in assisting teachers and in helping students with social activities and in rewarding them for jobs well done. Our Partners in Education are helpful with funding and are included in most school events. Parent-Teacher conferences are well attended and parents may make appointments to meet with the staff during their planning time. Our school website is user friendly and is promoted widely. Our Student Handbook is on-line and hard copies are available by request. Our facilities are used quite often by community	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		entities for meetings and events.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	We offer free Breakfast to Go after first period and have seen our breakfast numbers increase. Our free lunch program has always attracted a large number of students.. Our guidance counselor is available for individual students and groups to meet for direction, we have a relationship with Summit Center when students need more support, we have an in house Health Clinic for meeting students' physical needs, and we have an RN and an LPN to fill in when the clinic isn't available. SAT teams are set up for students who may need additional services, and parents can ask for these too. We have one student who is vision impaired and one student who receives ESL services, and both are fully included in the school day. Students may purchase needed supplies with their Knight Bucks, as we have a Knights' Store open daily, Gassaway United Methodist Church supplied us with 50 backpacks for this school year, and our PTA is always available to help financially when a student is in need.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Through teacher interviews, the OEPA Team determined all students did not have the opportunity to participate in the Life Skills class.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school investigate ways to offer character education to all students.**
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all	ACCOMPLISHED	We have interested Partners in Education, a strong PTA, an active LSIC, and a Parent Volunteers program. We have a close partnership with Glenville State College, who supplies us with student interns and we provide opportunities for college students to obtain observation and classroom experience hours. Skidmore Development provides financial incentives to student winners in academic bowls and challenges. Our local	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

students.		newspapers provide coverage of school events, both to inform and acknowledge. Community Care clinic is available to students three days per week. We have a relationship with Summit Mental Health Center to visit clients here at school. The DHHR is available as a resource and for emergencies. Our local State Police have adopted schools for periodic visits and for emergency availability.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The professional staff receive 18 hours of professional development, with this year's emphasis being on Reading. Three Continuing Education days are set in the school calendar, so teachers can receive intensive instruction in that program area then take the ideas back for implementation. Additionally, time is stipended for after school PD, so teams can meet to further implement the goals of the school through analysis of data collected, and through programs to enhance the instruction that is already being delivered in the classroom.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Based on interviews and classroom observations, the OEPA Team determined instructional strategies did not reflect implementation of professional development received.** **Recommendation: The OEPA Team recommended that the school develop a plan to monitor implementation of professional development and offer follow-up support.**
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to	ACCOMPLISHED	Grade level teachers have common planning time each day. They meet weekly to discuss issues and plan collaboratively. They also have a common lunch period, which allows them to meet informally. Stipends are offered for teachers to meet after school for planning activities and for professional development.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Rationale: Based on teacher interviews, the OEPA Team did not see evidence of a formal structure for PLCs. Further review of the schedule revealed**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		Collaboration days are scheduled in which grade level teachers meet with the instructional coaches. Volunteer mentoring is offered in-house for all new teachers, as well as a paid mentor being hired for them.		**common planning for most teachers; however, the Team saw no evidence of how this time was being utilized. Teacher comments indicated they meet as needed.** **Recommendation: The OEPA Team recommended that the school develop PLCs to include all teachers at all grade levels and provide a consistent structure for teacher collaboration.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The state evaluation system is fully utilized for self-reflection, follow up from the principal on the staff's decisions, setting student and personal goals, and the principal's input into those, the observations required for teachers, and their input in that process. Additionally our school was a pilot school for the Evaluation system and for the current grading program, LiveGrades, and our staff became facilitators to others learning those programs. Walk throughs and lesson plan checks are done and teachers always receive feedback. When IPI coding is done, professional development is offered to discuss the results and make plans for improvements.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that the school use the Educator Evaluation Summary Report to plan applicable professional development.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and	ACCOMPLISHED	Our school is only accessible through a pass card entry. The office staff has a view of all visitors before admitting them to the school, and they must sign in and provide ID. The office is decorated seasonally, as are the grounds with flowers and shrubbery. 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. **Comment: Based on classroom observations, the OEPA Team saw little student work displayed.**

configured to meet the learning needs of students.		work is displayed throughout the building. The janitors work well together, with each one having designated responsibilities, but overlap occurring as needed. The principal works diligently to keep the interior and exterior clean and expects this to occur with the staff and students. Artwork is displayed in the restrooms to make them more inviting. As needs arise, the School Dude system is utilized to report this to the Maintenance Director.		**The school's HVAC system was not working correctly; the air conditioning unit was broken and the system was quite noisy in classrooms. This problem had been reported to the central office.** **The day of the OEPA visit, the Team noticed that a classroom door was propped open. This was reportedly due to an odor in that room; however, student safety was compromised as the classroom was at the front entrance of the building.** **The Team further observed scuff marks on the walls in the stairwells. Most of the tile in the hallways had not been buffed and waxed.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school, in collaboration with the central office, prioritize needed repairs, and investigate ways to repair or replace the HVAC unit.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All WV accounting procedures are followed by the various entities of BCMS. Faculty Senate monies are dispersed based on the direction of the budget committee of the FS. Step VII monies are dispersed equitably to appropriate staff. Two schoolwide fund raisers are conducted per school year to raise monies for items needed and to pay for student activities. Additionally, other entities are supported in fund raising to provide funds for specific activities. The Accounting Procedures manual is followed by our secretary. Any annual audit findings are addressed with a plan for improvement.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The latest financial audit, dated August 31, 2015, contained 20 audit findings. When asked by OEPA Team members, the Faculty Senate officers could not find records to examine financial information for Faculty Senate.** **Recommendations: The OEPA Team recommended the school conduct training of appropriate personnel in the financial procedures. The Team further recommended a Faculty Senate member be delegated to maintain financial records and provide**

				quarterly reports to the faculty.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Personnel are hired following county and state policies. The Faculty Senate provides a team of 7 to 11 members to assist in interviewing applicants for new positions. The principal works with the FS team to come to consensus when hiring new teachers. All positions are filled with highly qualified personnel or those working towards HQ status. Our school is a full inclusion school, so regular education and special education staff work well together to meet the goals set for each student. Teachers use the evaluation system to self-reflect and to goal set each year, always striving to improve.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Walk to Success uses STAR data to create student groups based on the needs reflected by the students' scores. This allows targeted instruction in Reading and Math, regardless of grade level. These classes are fluid and will change each midterm as needed. MobyMax is used to instruct students in the lower lexile levels. We have three permanent computer labs and one mobile lab available for students and staff. Touch screens and switches are provided for students with physical disabilities. OZ is used to report any technology problems and needs to the county technology coordinator. Our Literacy classes spend the first nine weeks using Fast ForWord to improve their reading scores. They spend the rest of the school year engaged in writing activities. Our classrooms are equipped with Smartboard technology and the school has wi fi capability.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Based on classroom observations, the OEPA Team did not observe technology used at a high level. Few technology devices were available to students in classrooms. Students who did use technology were consumers rather than, producers of original works. In addition, the Team did not find evidence the STAR data was used to support and guide instruction in the classroom.** **During interviews, students stated they would like to take the general summative assessment with their homeroom teacher.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers utilize STAR data to alter instruction in the classroom, as needed.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	The strategic plan has goals for Reading and Math improvements and a Parent Involvement goal. The leadership team/curriculum team will provide direction in improving student performance. Teachers create SMART student performance goals with the Strategic Plan goals as a reference. Analysis of testing data, both STAR and Smarter Balance, provide direction for long term and daily lesson planning. The PTA, the LSIC, and volunteers will drive the success of the Parent Involvement Goal.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Grade level teams meet weekly to discuss student needs and to improve their delivery of high quality instruction. The leadership team meets monthly to assess progress and develop methods to improve movement towards success in our goals. The LSIC meets quarterly to provide input towards goal success. Staff participate in PD that enhances their knowledge towards goals success. Teachers are encouraged to attend conferences which will enhance their instruction in their curriculum area. SATs are held for students as requested by teachers or parents. Parent-Teacher conferences are held 3 times per year, and teachers are available during their daily planning. IEP meetings are held yearly, but more often, as the need arises.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Based on teacher interviews, the OEPA Team did not see evidence of a formal structure for PLCs.** **Recommendation: The OEPA Team recommended that the school develop effective, formal structures and processes to engage all stakeholders with a focus on student learning through PLCs.**
Function C: Monitoring for	ACCOMPLISHED	Data collected through STAR, IPI coding, Walk Throughs, Evaluation goals,	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not

| **Results.** The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders. | | observation, and Smarter Balance is always analyzed to improve delivery of instruction and increase student learning. Midterm reports are sent home 4 times per year. Academic progress is always available for review via Live Grades. The teachers write measureable SMART goals for their evaluations and report the results in the same document. Special Education progress reports go home quarterly, along with report cards. | | substantiate the school's self-rating; the Team determined a lower rating for this function.

Rationale: Based on interviews and classroom observations, the OEPA Team noted that the staff was not using data to adjust their instruction in core classes to meet the learning needs of their students. The reported IPI results did not accurately reflect the level of engagement that was observed.

Recommendations: The OEPA Team recommended the school revisit IPI training to assure coding accuracy. Further, data need to be analyzed and results used to inform instruction and provide differentiation. |

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. | Having a Smartboard in every classroom, including our Allied Arts classes, is needed. Providing more funding for the Music program, including expanding the program to include stringed instruments, and having a full time music department again is a long term goal. Bringing the sixth grade back to this setting is an appropriate move. We have programs which these students should be able to participate in, but having to provide their own transportation, prohibits that. | Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.

• Based on teacher/administrator interviews, a SMARTBOARD is needed in every classroom. Most or all core classes have SMARTBOARDS, however music, physical education, gifted, and possibly others did not have access. Additionally, not all SMARTBOARDS were working, according to some teacher interviews.

• According to the principal, the school shares the music teacher with elementary schools. He is only at the school part-time and teaches choir and band, but does not have time to teach general music as required by Policy 2510. |

		• The HVAC system was not working properly; the air conditioning was broken and the system was quite noisy, even in classrooms. This problem has been reported to the central office, but it has not been repaired. Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the following identified resource and/or facility need: • The OEPA team could not confirm that moving the 6th graders back to the middle school would substantially impact student performance.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	More collaborative training is needed, both between teachers and between students in the classrooms. More training on incorporating Smartboard and other available technologies into the classroom lessons is needed. More training using research approved instructional strategies 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. • Based on teacher interviews, teachers relied heavily on informal collaboration. The teams generally did not have written norms, agendas, and minutes to guide/document collaboration. More collaborative training in Professional Learning Communities has been identified as a need. • Based on teacher observations, most instruction was whole-group, teacher-directed instruction. The school has identified collaboration training for both teachers and students as a need, so training in cooperative learning may be helpful. Another identified need supported by the Team's observations was research-based instructional strategies training. • Based on classroom observations, technology, including SMARTBOARDS was used at a low level. The school TIS is SMARTBOARD certified. The

		OEPA Team recommended that the TIS offer embedded professional development at the school on SMARTBOARD and other technology.

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Our PBS program allows students to earn Knight Bucks for the 3 As, doing nice things, and participating in various challenges. In the Knight Store, bucks are spent in various ways, including hat passes on Fridays. Teachers complete Positive Behavior Referrals in which students are recognized, parents are called, and students receive money. The staff is challenged to complete more of these than discipline referrals. Six students are recognized monthly for exemplary character.	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Leadership Team has met once to begin work on the SMR. Two more sessions are scheduled, with the third session to include all staff. The third session will also include completion of the Strategic Plan.
YES	Complete the School Monitoring Report	See above
YES	Participate in the on-site review process	Not for this Monitoring Year.

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

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

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

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

Implementation

Develop Understanding of Accreditation Processes
Establish Local Direction

Monitor School Responsibilities:
- Completion of the annual School Monitoring Report
- Review and verify the accuracy of the School Monitoring Report
- Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
- Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.
Support school continuous improvement and strategic planning processes.
Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	The Leadership Team meets monthly to coordinate the school's improvement efforts. Emphasis for PD is on improving Reading and Math scores, on our benchmark assessments, and ultimately, on the Smarter Balance Assessment.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	WESTEST analysis is started. All four tested curriculum areas have received a notebook with Student Right Responses from the test. They are expected to use these to drive lesson planning and instruction.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	The Digital Divide survey is being prepared. We will complete a School Climate Survey in the Spring. The Evaluation process is started. All teachers have completed their self assessment, and have begun to write their goals.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence,	The Strategic Plan from last year will be updated, with new measurement evidence and professional development. The LSIC has provided input for

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 plan from their first quarterly meeting. The principal and Leadership Team will monitor implementation of the plan by the staff.	

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)	The administrators have been trained to give the ACT/Explore and the appropriate teachers will be trained two weeks prior to testing. All security measures required are in place.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	Students with disabilities will test in the same setting as their peers, with accommodations provided as designated by their 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)	Students with a 504 Plan will test in the same setting as their peers, with accommodations provided as designated by their 504 Plan.
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	**PARTIAL COMPLIANCE**

		The school did not have a technology team and was not providing general music.

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 core teachers are highly qualified. Some special education staff are working on becoming certified. All Allied Arts teachers are fully certified.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	All students receive the curriculum required, and in some cases, the amount received exceeds the requirements.
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum	

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

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

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

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

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

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

YES	The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510: - Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve. - Provides staff with a planning period at least 40 minutes. - Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD) - Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD) - Has a process for parental involvement in a student's education. (S7,FC) - Has a system to monitor and reduce dropout rates. (S1,FB) - Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD) - Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)
YES	The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) - Technology Team - Local School Improvement Council (LSIC) - Faculty Senate - School Curriculum Team - Student Assistance Team (SAT) - Leadership Team

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.

At this time, we have no students in the Alternative setting. We have two students receiving homebound instruction due to medical conditions.

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)

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

| **E .** Physical Education W. Va. Code §18-2-7a | FULL COMPLIANCE | **FULL COMPLIANCE** |

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

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

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

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

| YES | Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may | All of our students receive PE for 44 minutes each day for the entire school year. |

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The counselor is available each morning for individual counseling. Each afternoon, she teaches guidance classes for the 7th and 8th graders, with most students receiving this service one nine weeks per school year.
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	All non-compliances have been addressed and the report is ready for signatures of the principal and secretary before submission to the central office.	**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	The fire marshal visits periodically and signs off on the recorded drills, then the report is sent to that state office at the end of every school year. A copy has been sent to Dr. Wells also.	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		**YES**

Facility Resource Needs

 1. **School Site:**

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

10. **Auditorium/Stage Facilities (Middle and High Required)**
School did not have an auditorium. (May adversely impact program delivery and student performance.)

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

Additional comments:
Lighting issues in some hallways (particularly art hallway);
Repairs made through a work-order process but reportedly slow in completion;
Serious leak in art hallway due to HVAC malfunctioning; and
No 2nd floor evacuation plan for individuals with limited mobility.

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator
Team Leader – Marsha Bailes, OEPA Consultant
Team Member – Christie Willis, Director of Elementary Instruction, Wood County Schools
Team Member – Joan Haynie, Assistant Superintendent, Clay County Schools

Date of School Visit – 09/15/2015

SCHOOL PROFILE

08-501 BRAXTON COUNTY HIGH SCHOOL – BRAXTON COUNTY

	2011	2012	2013	2014
Enrollment	658	608	611	604
Average Class Size	14.8	15.9	17.7	15.5
Attendance Rate	95.80	97.33	86.75	95.23
Graduation Rate 4 yr cohort	80.83	84.85	86.63	79.87
Graduation Rate 5 yr cohort	81.76	81.35	not available	86.63
Dropout Rate	2.4	2.3	2.0	1.5
Pupil Admin Ratio	263.2	304.0	305.5	302.0
Pupil Teacher Ratio	13.9	14.1	14.9	14.6
Participation Rate-Math	not available	98.15	96.27	99.22
Participation Rate-Reading	not available	98.77	97.01	99.22

BRAXTON COUNTY HIGH SCHOOL in BRAXTON COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

2 = Present in a few areas and/or situations but needs improvement (Emerging)

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	BCHS Leadership Team has worked collaboratively to improve school culture. Our culture is very important and we have worked together to provide students and teachers the opportunity to have input on our culture development. The team focused on creating a new BCHS Mission that reflected our shared values and beliefs. We have provided students with the opportunity to also have an impact by creating a competitive slogan for our school's mission. BCHS developed concise shared beliefs and values through our teacher teams. Our goal is to build a tradition of culture and leadership. We have currently developed a BCHS culture and leadership manual that will provide students and teachers with ongoing cultural improvement.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function **Rationale/Comment: Through interviews, the OEPA Team determined the process for developing the school's mission and vision was inconsistent with involving all stakeholders.** **Recommendation: The OEPA Team recommended the staff, students, and parents revisit the process by which the school mission and vision were developed to involve all stakeholders.**

| Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior. | EMERGING | The BCHS student and teacher handbooks were created collaboratively by students and staff at BCHS. 1. The student council worked on increasing standards dealing specifically with academics and behavior standards throughout our school. 2. BCHS student council in conjunction with leadership team created student award system that creates an avenue for students and teachers to work toward their goals. 3. Teachers developed units of instruction and worked toward their goals on the STAR benchmark assessments. Teachers that reached their goals received incentives and took their students on a reward trip. 4. BCHS leadership team and school counseling team developed a school wide counseling program that promote AP courses. The school leadership team presented to the Braxton County Board of Education and developed many new career clusters that included AP courses and STEM education. 5. BCHS leadership team has developed a teacher orientation packet that will allow teachers to be highly trained | EMERGING | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Comment: The OEPA Team observed students from driver's education class were not engaged in the assignment provided. On days some students drive, other students are given assignments and sent to other classrooms. Students were observed shopping and playing games online, which was in direct violation of the school's acceptable use policy.

Recommendation: While   the   OEPA   Team substantiated the school's rating, to strengthen the function, the Team recommended the complete the process stated in the evidence provided. In addition,   the   Team   recommended   the   staff reexamine how driver's education is provided to actively engage all students. |
| Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning. | EMERGING | 1. BCHS Admin completes weekly safety walkthroughs for preventive safety measures. 2. BCHS maintenance department has installed new door alarms at each exit to alarm teachers and students of a potential threat. This allows our building to be secure at all times. 3. BCHS BOE, school leadership and athletic department have expanded school security to include the athletic building. Four new surveillance cameras and a new digital door alarm system are being installed to make sure | EMERGING | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Comment: The OEPA Team saw positive efforts to address   school   efficiency   through   active participation   in   Monday   morning   meetings, common   planning,   and   development   of collaboration. |

		our students are safe after school. 4. BCHS leadership provides a discipline report to staff weekly during our weekly faculty meeting. 5. BCHS leadership team in conjunction with district level leaders including the superintendent and RESA coordinators have provided every teacher with IPI training and has completed the IPI process. 6. CTE workspaces observe safety practices and conform to NCCER safety test requirements 7. CTE staff maintain recognized credentials and are NCCER and OSHA trained.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	BCHS admin. team are highly visible in the school on a daily basis. BCHS admin. team conduct weekly walkthroughs of the school including teacher walkthroughs. These walkthroughs included classroom checks, lesson plan checks and instructional observation that provided teachers with feedback on improvement. 2. The BCHS admin. team have collaborated in developing a new BCHS handbook that can be shared with students and parents that is based on fair and consistent behaviors. 3. The BCS district admin. team with the BCHS admin. team have expanded the admin. team to include a full time Dean of Student. This position allows discipline that includes positive reinforcement. 4. The admin. team works with academic coaches to make sure that the school is data driven. BCHS purchased the STAR benchmark	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff investigate student leadership opportunities within the classroom environment.**

		assessment to be a more data driven learning environment. 5. BCHS admin worked collaboratively with the counseling team to incorporate a new counseling program that includes a new scheduling process.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	1BCHS is devoted to improving school leadership through the team process. The school leadership team meets weekly and is the agent for change at BCHS. 2. BCHS student council have worked collaboratively with the school administrative team in completing a new BCHS culture and leadership manual. This plan will guide all teams, clubs, classes and organization at BCHS. 3. BCHS has developed a technology team that meets quarterly to discuss technology problems and integration at BCHS. The team is working with the WVDE to update network and improve technology use. BCHS administrative team have promoted the growth of the school's student council. 4. Student Council meets regular and is working on issues to improve the schools culture and academic progress. The Student Council governs all school teams and clubs. 5. BCHS admin. team have developed a team process for all teacher curriculum team. These teams meet weekly. The teacher teams have an outlined plan for goals to be reached.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function **Rationale: Although the OEPA Team substantiated the schedule allowed for collaboration, common planning, and student leadership opportunities, the Team determined that full implementation was not in place.** **Recommendation: The OEPA Team recommended the use of distributed leadership to encourage and empower teachers in continuous improvement.**
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom	EMERGING	The BCHS 2. BCHS student council have worked collaboratively with the school administrative team in completing a new BCHS culture and leadership manual. This plan will guide all teams, clubs, classes and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

improvement and are provided authentic opportunities and resources to lead and influence professional practice.		organization at BCHS. 3. BCHS has developed a technology team that meets quarterly to discuss technology problems and integration at BCHS. The team is working with the WVDE to update network and improve technology use. BCHS administrative team have promoted the growth of the school's student council. 4. Student Council meets regular and is working on issues to improve the schools culture and academic progress. The Student Council is also the group that governs all school teams and clubs. 5. BCHS administrative team have developed a team process for all teacher curriculum team. These teams meet weekly. The teacher teams have an outlined plan for goals to be reached on a weekly basis.		
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	BCHS has worked collaboratively to develop a student government that makes decisions regarding student leadership opportunities. 1. Student Council is elected representative of each homeroom with class officers elected as well 2. The BCHS Student Council in collaboration with BCHS administrative team and leadership team have created a BCHS club process that meets weekly. This provides more students with student leadership opportunities. 3. BCHS has an active HSTA club that have receive many awards and recognition. 4. Students at BCHS that are involved in FBLA has been selected to be state officers. 5. Student Council received recognition from the American Red Cross and had a student run for a state office. 6. The student council president is active with BCHS leadership team and LSIC.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	BCHS is devoted to improving standard three practices in the classroom. 1. All BCHS teachers developed a scope and sequence and unit plan. Each teacher was provided support from academic coaches. These plans were used in creating teachers goals that were used for teacher evaluation. 2. BCHS CTE students complete portfolio highlighting experiences in their CTE learning environments. 3. BCHS administrative and leadership team focused instruction on school based initiatives. These research based best practices related to the WV Next Generation Standards and could be seen throughout all classrooms. 4. BCHS leadership team have developed lesson plan templates that promote the WV Next Generation Standards and multiple means of instruction. 5. The data coach assists the students in maintaining data notebooks with benchmark data and goals. She then meets with the students and teachers to discuss progress and set goals.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and	EMERGING	BCHS administrative team monitors standard focused curriculum particularly the Next Generation standards through random teacher walkthroughs. 1. All teachers receive teacher walkthroughs on a regular basis and receive feedback from administrative team on their performance integrating standards into their classroom curriculum. 2. All teachers attended office 365 professional development where	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended more effective technology integration.**

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Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		they were introduced to One Note to promote technology use and develop flipped and blended learning environments. 3. CTE electives are aligned with the pathways. 4. BCHS teachers attending the LDC and MDC and implementing with the assistance of a coach provided by the WVDE. These lessons are closely aligned to the Next Generation Standards. 5. CTE courses have formative and summative state approved assessments. 6. One drive is utilized for sharing lessons and units of instruction among administrators and teacher teams.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	BCHS leadership analyzes and shares data from many sources with teachers at the beginning of each year. 1. All BCHS teachers are to develop an instructional plan that includes two units of instruction based on their student learning goals. These units are standards based and include a pre and post assessment. This data allows teacher to base instruction on the needs of students. 2. BCHS admin team in collaboration with the leadership team and school counseling team have developed common plan times for all disciplines at BCHS. This time allows for teacher teams to align their curriculum and plan for common assessments. 3. BCHS leadership team in conjunction with BCS district admin team and WVDE school improvement team have provided teachers at BCHS a summer institute to aid in the instructional planning process. This team also provided substitutes to provide teachers more time for instructional planning. 4. BCHS	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Comments: Through lesson plan reviews, the OEPA team determined that the lesson plans did not reflect differentiation or accommodations. Many teachers had one set of lesson plans for the same content class for the entire day. In addition, one teacher had no lesson plans.

Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers prepare lesson plans in advance and include differentiation and accommodations when teaching the same subject and grade multiple times throughout the day. |

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE	TEAM RATING	TEAM EVIDENCE
		admin team conducts annual walkthroughs to provide feedback for planning.		
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	BCHS leadership team and teacher teams have been dedicated to enhancing the instructional delivery process at BCHS. 1. All BCHS teachers have developed and been trained with our school based initiatives include two column notes, AB summarizing, etc and are observed through walk-throughs. 2. All BCHS teachers have been trained with the IPI process. The IPI process provides opportunity to reflect on instruction through engagement. 3. MDC and LDC participating teachers are utilizing the assessment style and instructional delivery process. 4. CTE courses have access to WIN software and base student learning goals on this software. 5. BCHS purchased STAR 360 to identify student's deficiencies and align instructional targets to meet the needs of their students.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Students were observed playing mine sweeper during free time at lunch and shopping during class time. These were in direct violation of the school's acceptable use policy.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that the staff utilize the Instructional Practices Inventory (IPI) data to shift to a more student-centered learning environment. Staff need to encourage students to utilize technology embedded in the instructional experiences and provide opportunities for high level technology integration.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	BCHS is promoting the BCHS staff and student relationship. 1. This year the student body elected Student Council and this organization is working very close with the BCHS administrative team and leadership team in developing student support services and building a relationship between the school and community. 2. In conjunction with parent teacher conferences BCHS held parent involvement activities that included a policy 2510 training and student scheduling services.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Through interviews, the OEPA Team determined that the climate and culture was improving at the school level, but the school needs to involve parents and community.**

		This gave students and parents time to meet and develop the relationship with our teachers. 3. Established parent involvement activities as a school wide goal. 4. Students participate in service projects and service learning. 5. BCHS Student Council developed a relationship with Red Cross, Student Council recently received recognition for a blood drive from the American Red Cross national organization.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	EMERGING	1. BCHS school counseling team developed a new counseling program that promotes college and career readiness. 2. BCHS implemented a breakfast after first program that drastically increased student breakfast and lunch numbers. 3. BCHS special education team provide students with a transitions plan. BCHS participates in a partnership with Community Care and the United Summit center to support physical and social emotional well-being 4. BCHS has hired a full time graduation coach that works with the SAT process identifying students' academic progress and reaching out to parents and educational services for assistance. 5. BCHS has a school based health clinic. 6. Social-Emotional/Psychological referrals are made to the United Summit Center and space is provided at school for their coordinators to meet with students. 7. DHHR referrals are made as well if concerns are noted.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Through student interview, the OEPA Team determined that students were not aware of the procedures to access and meet with the counselor.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that the school refine the process by which Personalized Education Plans are reviewed and revised. The Team further recommended that the district explore ways to increase coordination with community mental health service providers.**
Function C: Parent and Community Partnerships. The school staff forms	EMERGING	BCHS is committed to developing a relationship with parents and community. 1. This year we have made it a school wide goal to increase outside stakeholder participation in	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Based on interviews with staff and**

partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		our school. 2. We have also created a student's reward system that rewards students for their efforts, parents are invited to our awards ceremonies. 3. The Dean of Students communicates regularly with the two probation officers providing services to juveniles within the school. This allows us to make positive behavior intervention more quickly. 4. Developed a protocol that incorporates the transition specialist who is invited to and participates in the transition of students from institutions back to BCHS. 5. Community Care operates our school based health center. 6. ROTARY and several other organizations provided over $200,000 worth of scholarships to 2015 senior class.		**parents, the OEPA Team determined communication between parents and the school needs improvement.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	BCHS strives to provide quality ongoing professional growth and development opportunities to all teachers and staff. 1. This year teachers completed an online professional development staff survey in which they rated professional development that they felt was needed for the year. 2. Leadership Team attended the SREB HSTW national conference. 3. Teachers participated in LDC and MDC cohort. 4. Teachers were provided a paid Summer Professional Development Academy to assistance in unpacking the common core standards with assistance from national organization for this, worked collaboratively on unit planning and scope 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.

Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that the staff review ways to provide intentional focused professional development aligned with data analysis and the strategic plan to improve classroom instruction. |

		sequence. 5. All staff participated in IPI training and became IPI coders. This allowed our teacher to better understanding of student engagement. 6. New teachers are provided with a mentor. 7. Teachers attend AP and Pre-AP Trainings.		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	This year BCHS leadership team has focused on developing teams that serve as a collaborative unit to drive shared decision making. 1. Teacher teams based on teacher curriculum department were created. 2. The school schedule was revised to incorporated common team planning times. 3. BCHS collaborated with the BCS district administrators to find the funding and receive the STAR benchmark assessment program to analyze and make relevant data analysis to improve instructional practices. 4. Teachers developed scope and sequence as a department team. BCHS administrative team developed a blended team learning environment using one drive.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Through interviews the OEPA Team determined that there was a curriculum team.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended, although the data coach provided information, the staff take ownership and review data to improve student achievement and implement strategies that improve instructional practices.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	At BCHS timely feedback is valued by teachers and staff. 1. The administrative team discussed self-reflections with individual teachers and explained expectations for each rating connecting them to teacher practices and school based initiatives. 2. Teachers have developed student learning goals with a plan for instruction to reach those goals. 3. BCHS administrative team conduct a 5x5 walkthrough schedule weekly and provide teachers with timely feedback. 4. BCHS is a pilot school for educational impact.5. ALL	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
		BCHS teachers were trained on the rigor and relevance framework by the WVDE to create another way for self-reflection.		

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	BCHS takes pride in clean and well maintained facilities. BCHS was built in 1969 and our staff and students make on considerable effort to keep them clean and well maintained. 1. The BCHS administrative team conduct weekly walkthroughs of the facility. 2. BCHS has an electronic work order system for maintenance and facility issues. 3. A student created the BCHS beautification club which helps keep our grounds clean and well maintained.4. All classroom and outside doors are locked daily.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	BCHS maintains a very tight budget. Because of our lack of resources teachers are expected to spend monies following strict guidelines. 1. BCHS teacher handbook outlines procedures for teachers to follow to make purchases using school funds. 2. The BCHS Culture and Leadership manual was created to establish a set of protocols for spending funds for each club, class and organization. 3. A list of accounting procedure have been established that involve the principal opening all bank statements and double checking all transactions.4. Principal maintains an internal audit every month to maintain accurate financial records.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Through interviews, the OEPA Team heard that the school received only $3000 in instructional supply funds for the entire school for the year.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the district explore avenues to provide fiscal resources to enhance all school programs with an emphasis on technology.**

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	BCHS has made hiring the right personnel for the job a top priority. 1. We have many of our staff trained with policy 5000 and make random selections for hiring committees. 2. BCHS has a rigorous interview process for questioning new employees. 3. BCHS has started completing performance tasks for interviewing applicants. BCHS creates a hiring rubric for each job posting. 4. BCHS Faculty Senate has created a new hiring protocol that is strictly followed to hire the best candidate for the job.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	BCHS has an adequate technology system with a functional infrastructure. 1. BCHS has created an active technology team to work on developing our technology services and infrastructure. 2. BCHS is working with the WVDE to obtain technology training and tools for the 21st century. 3. BCHS teacher have received technology training including office 365 from the WVDE. 4. BCHS purchased STAR benchmark to make ongoing data driven decisions about instructional delivery. 5. BCHS administrative team have put together a school webpage that will provide a communication platform to parents and community.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team determined that technology integration and support from the TIS were limited.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan.	ACCOMPLISHED	1. BCHS has involved students and staff in creating the school strategic plan. 2. BCHS has	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated

The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		conducted a study on the high quality standards within the teacher team to identify areas for improvement and create a successful mission. 3. BCHS met as a faculty to discuss standardized test scores and IPI data to develop goals for the strategic plan.4 BCHS graduation coach runs an annual DFI report and contacts each parent individually every nine weeks.5. The strategic plan is a working document and is presently annually during leadership team to drive continuous improvement.		the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	BCHS is dedicated to creating long lasting traditions at our school. 1. BCHS leadership team developed a teacher handbook to guide teachers in all processes and structures within our school. 2. Developed teacher teams for a teacher support mechanism. 3. BCHS leadership team in collaboration with BCHS administrative team and Student Council created the BCHS culture and leadership manual to help establish set protocol for all school activities. 4. Leadership team has developed a set of norms to be used to conduct meetings within school teams.5. New teacher mentoring program has been established that allows a more hands on approach for beginning teachers. 6. SAT meetings are held and scheduled at parent and teacher request.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments,	EMERGING	BCHS has made a solid effort to monitor student engagement, standardized test scores, student learning experiences and school wide ceremonies and events. 1. BCHS uses STAR benchmark and provide teachers and student	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

evaluates the results of student learning, and communicates the progress to all stakeholders.		incentives for reaching benchmark goals. 2. BCHS teachers have created student learning goals that are developed from their units of instruction. 3. Students and teachers participate in CTE survey annually. 4. BCHS administrative team conduct Monday morning faculty meetings to disseminate information and monitor schools progress.		

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Technology is a constant in discussions of need with staff. Technology is such a rapidly changing area and the staff feels that BCHS has not kept up with changing technology/trends in the past and want to work proactively to be sure they have up to date tools and the training to implement them effectively. BCHS is implementing a technology committee composed of students, teachers, and administrators to address this need.	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.	IPI, new staff on the school-based initiatives (two-column notes, see think wonder, framing statements, think-pair-share, connect extend challenge, on the clock, close reading), Web 2.0 teacher tools, office 365, Livegrades, WVEIS WOW, Common Core scope & sequence, LDC, MDC, classroom management strategies, STAR custom, balanced assessments	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.

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	The leadership team functions effectively using a set of norms and procedures that allow the team to function in an efficient manner. The additions of the teacher teams this year will further the effectiveness and teacher leadership.	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

	Teacher teams were established and an outline with specific goals/topics weekly for the teacher teams tot tackle. BCHS established a Culture and Leadership Manual for teachers and students to know what it means to be an Eagle.	

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

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

POLICY and CODE

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	
YES	Complete the School Monitoring Report	The school monitoring report was completed with the collaboration of the staff.
NO	Participate in the on-site review process	Our school falls in RESA IV which is scheduled for the on-site monitoring next fall. We have completed the monitoring report
	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

and began to prepare the teachers, LSIC, and teams for the 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:
ꞏ Completion of the annual School Monitoring Report
ꞏ Review and verify the accuracy of the School Monitoring Report
ꞏ Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
ꞏ Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.
Support school continuous improvement and strategic planning processes.
Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

B . Policy 2340: West Virginia Measures of Academic Progress	FULL COMPLIANCE	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340
West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

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

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	**PARTIAL COMPLIANCE** **The school did not provide all required courses. Transitional English was not provided. The school did not have an advisor/advisee program. At least 10 different teachers were delivering multiple courses during one period thus limiting the number of instructional minutes for each class. As many as six different courses were listed on the master schedule during one period.**

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

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

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

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

YES

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

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)

- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

NO

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

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

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

Teach students appropriate behaviors and dispositions (Pages 7-17).
Assure students' rights and responsibilities are taught and protected (Pages 18-21).
Implement proactive, preventative, and responsive programs (Page 43).
Implement investigatory and reporting procedures (Page 43).
Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

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

YES	**Alternative Education.** (S1,FC)

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

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	**UNABLE TO DETERMINE** **Team observed data entry errors in time allotted for administrative duties (ex. Zero time entered in on-line for logging information. This would increase the percentage of time for direct student contact.)**

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

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

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

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

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

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

Verification of Other Monitoring Reports:

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

Facility Resource Needs

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

4.   Teacher Workroom(s)
B.   Teachers' work areas did not provide access to communication technology. (Did not adversely impact program delivery and student performance.)

7.   Cafeteria/Food Service Area

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

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

8.   School Nurse Clinic/Health Service Area

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

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

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

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

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator
Team Leader – Judy Johnson, OEPA Consultant
Team Member – Chris Perkins, OEPA Consultant
Team Member – Chris Bulger, Principal, Boone County Schools
Team Member – Suzanne Viski, Special Education Director, Taylor County Schools
Team Member – Denise Corder, Assistant Principal, Clay-Battelle High School, Monongalia County Schools
Team Member – Derek Lambert, Principal, Lewis County High School, Lewis County Schools

Date of School Visit – 09/15/2015