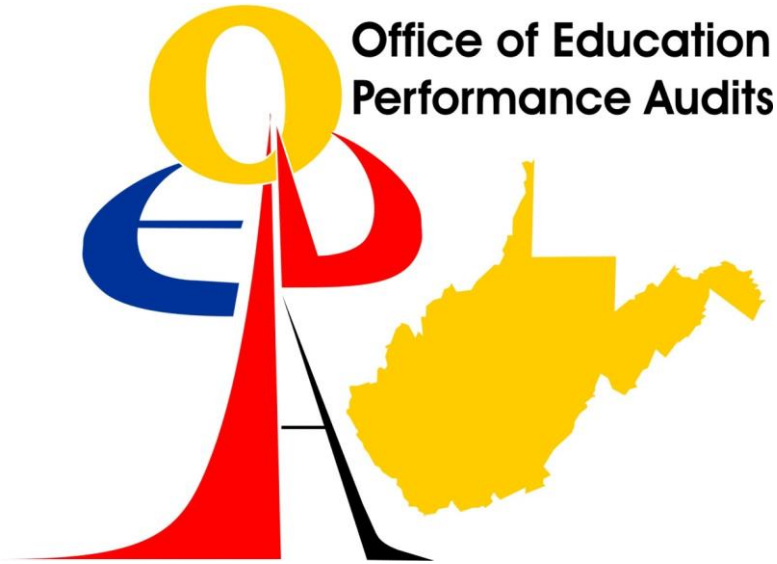

RESA 8 REPORT

HARDY COUNTY SCHOOLS

APRIL 2016

WEST VIRGINIA BOARD OF EDUCATION

HARDY COUNTY

	Total Standard-Functions Reviewed	Distinguished	Accomplished	Emerging	Unsatisfactory
Standard-Functions Rated for All Schools	144	10	91	43	0
Percentage of Standard-Functions Rated for All Schools in Each Designation		7%	63%	30%	0%

Standard-Functions Ratings Raised	11	8%
Standard-Functions Ratings Lowered	18	13%
Standard-Functions Ratings Unchanged	115	80%
Standard-Functions Reviewed for All Schools	144	

Rating Scale:

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

	31-202 Moorefield Elementary		31-204 East Hardy Early/Middle		31-205 Moorefield Intermediate		31-301 Moorefield Middle		31-501 East Hardy High		31-502 Moorefield High	
1. Positive Climate and Cohesive Culture	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**
1A - Shared Beliefs and Values	3	**3**	2	**2**	3	**4**	3	**3**	4	**4**	3	**2**
1B - High Expectations for All	4	**4**	2	**2**	3	**3**	3	**3**	4	**4**	2	**2**
1C - Safe, Orderly, Engaging Environment	3	**3**	2	**3**	3	**3**	4	**3**	3	**3**	3	**3**
2. School Leadership												
2A - Principal Leadership	3	**3**	2	**2**	3	**3**	3	**3**	3	**3**	3	**2**
2B - School Teams and Councils	3	**3**	2	**2**	3	**3**	3	**3**	3	**3**	3	**2**
2C - Teacher Leadership	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	2	**2**
2D - Student Leadership	3	**3**	2	**2**	2	**3**	3	**4**	3	**3**	3	**3**
3.Standards=Focused Curriculum, Instruction, Assessment												
3A - Classrom Learning Environment	3	**3**	3	**2**	2	**2**	3	**3**	3	**3**	2	**2**
3B - Standards-Focused Curriculum	4	**4**	3	**3**	2	**2**	3	**3**	3	**3**	2	**2**
3C - Instructional Planning	3	**3**	3	**2**	2	**2**	3	**3**	3	**3**	2	**2**
3D - Instructional Delivery	3	**3**	3	**2**	2	**2**	2	**3**	3	**3**	2	**2**
4.Student Support Services and Family/Community Connections												
4A - Positive Relationships	3	**3**	3	**3**	3	**4**	3	**3**	3	**4**	3	**3**
4B - Student Personal Development	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	3	**2**
4C - Parent/Community Partnership	3	**3**	3	**3**	2	**3**	3	**3**	3	**3**	2	**3**
5.Educator Growth and Development												
5A - Professional Development	3	**3**	3	**2**	3	**3**	2	**3**	4	**4**	2	**2**
5B - Teacher Collaboration	3	**3**	3	**2**	3	**2**	3	**2**	3	**3**	2	**2**
5C - Evaluation, Feedback and Support	3	**3**	2	**2**	2	**2**	3	**3**	4	**3**	3	**3**
6. Efficient and Effective Management												
6A - Facilities	3	**3**	3	**3**	4	**3**	3	**3**	3	**3**	2	**3**
6B - Fiscal Resources	3	**3**	3	**3**	3	**3**	3	**3**	4	**3**	3	**3**
6C - Personnel	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	2	**2**
6D - Data, Information System,Tech Tools, Infrastructure	3	**3**	2	**2**	2	**2**	3	**3**	3	**3**	3	**2**
7.Continuous Improvement												
7A - Focused and Cohesive Plan	3	**3**	2	**2**	2	**2**	3	**3**	4	**4**	3	**2**
7B - Processes and Structures	3	**3**	2	**2**	2	**2**	3	**3**	3	**3**	2	**2**
7C- Monitoring for Results	3	**3**	2	**2**	3	**2**	3	**3**	3	**3**	2	**2**

HARDY COUNTY

Policy and Code Compliance Rating Scale: F=Full; P=Partial; N=Non Compliance	31-202 Moorefield Elementary		31-204 East Hardy Early/Middle		31-205 Moorefield Intermediate		31-301 Moorefield Middle		31-501 East Hardy High		31-502 Moorefield High	
Policy 2320 - A Process for Improving Education	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**	F	**P**
Policy 2340 - WV Measures of Academic Progress	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**
Policy 2510 - Assuring the Quality of Education	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**
Code: 18-2-7a - Physical Education	F	**F**	F	**P**	F	**P**	F	**F**	F	**F**	F	**F**
Code: 18-5-18b - Counseling Services	F	**F**	F	**F**	F	**N**	F	**F**	F	**F**	F	**F**
Full		**6**		**5**		**4**		**6**		**6**		**5**
Partial		**0**		**1**		**1**		**0**		**0**		**1**
Noncompliance		**0**		**0**		**1**		**0**		**0**		**0**

Verification of Monitoring Reports Rating Scale: Y=Yes; N=No; NA=Not Apply												
Policy 1224.1: Accounting Procedures	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**
Policy 2419: Education of Students with Exceptionalities	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**
Fire Marshal Report	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**
Health Department Compliance Report	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**N**	Y	**Y**
School Building Authority Report	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	NA	**NA**
Federal Programs Monitoring Reports.	Y	**Y**	Y	**Y**	Y	**Y**	NA	**Y**	Y	**Y**	Y	**Y**
Yes		**6**		**6**		**6**		**6**		**5**		**5**
No		**0**		**0**		**0**		**0**		**1**		**0**
Not Applicable		**0**		**0**		**0**		**0**		**0**		**1**

TOTAL

Full	**32**	**Yes**	**34**
Partial	**3**	**No**	**1**
Noncompliance	**1**	**Not Applicable**	**1**

SCHOOL PROFILE

31-202 MOOREFIELD ELEMENTARY SCHOOL – HARDY COUNTY

	2012	2013	2014	2015	2016
Enrollment	469.0	507.0	500.0	519.0	487.0
Average Class Size	23.9	22.9	20.1	24.1	21.3
Attendance Rate	98.3	98.1	97.4	94.1	not available
Pupil Admin Ratio	276.0	338.0	333.3	346.0	324.7
Pupil Teacher Ratio	18.7	21.5	20.3	20.9	19.6
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	100.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	100.0	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	not available	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	1.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

MOOREFIELD ELEMENTARY SCHOOL in HARDY 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	MES core beliefs were initially developed by the Leadership Team during the strategic plan discussions. The vision/mission/beliefs were presented to the staff and have undergone revisions. The strategic plan provides focus for school improvement. The vision/mission/beliefs are posted in various locations throughout the school. Revisions are discussed at faculty meetings (agendas), PTO, and LSIC meetings. Team meetings (monthly), curriculum meetings (weekly), and PD survey results are data sources used to modify the strategic plan. A Sunshine Fund supports faculty members during a family crisis. Vision: Prepare students to be Lifelong Learners and Responsible Citizens Mission: To develop leaders -	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		One child at a time Core Beliefs: 1. All students can learn and must actively share in the responsibility for learning. 2. High expectations build confident, self-directed lifelong learners. 3. The family and community should have a positive influence on students' learning.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	DISTINGUISHED	MES teachers promote maximum student achievement in all content areas. Teachers practice researched-based strategies such as DI, formative assessments, and performance-based tasks. Expectations are evident by student work on display. A student handbook is distributed at the beginning of the year. It is available on the school website. County/Principal walkthroughs are conducted. The data is compiled and shared with the Leadership Team. Student-Teacher conferences are held each 6 weeks to develop each student's individual goals. Teacher lesson plans are evaluated and feedback is shared with teachers. All teachers complete the teacher evaluation self-reflection (online). All classrooms participate in the PBS program (Bucketfillers). The 7 Habits provide structure for student behavior.	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and	ACCOMPLISHED	Policy 4373 is reviewed with all staff members at the beginning of the year. School safety procedures are practiced throughout the year. The staff provides supervision in all areas. Monthly crisis meetings are held with county staff members. The school is equipped with	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

inclusive atmosphere for learning.		keyless entry system and cameras. The playground is completely enclosed with fencing and locked gates. ECERs data is reviewed for PreK classrooms. The counselor monitors data to identify students who are at-risk for drop-out. The counselor conducts a "safe at school and home" survey and incorporates lessons according to the results. Revisions are being made to the county/school crisis plan. The principal attended a safe schools conference to learn about current best practices. Lockdown equipment has been installed on classroom doors for quick lockdown procedure. WV Universal Prek Health/Safety standards are taught in all Prek classes. The counselor promotes Rachel's Challenge kindness and the Buddy Bench.		

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 participates in summer PD programs. Walkthroughs are conducted. The principal is visible at various locations throughout the day. The principal is a member of the Universal Pre-K committee and EWVCTC Elementary Education Chairperson. The principal actively participates in LSIC and PTO events. The principal/Assistant Principal conduct running records data collection. The principal initiated the Leader in Me program.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Many staff members cited the high expectations of the principal as the catalyst for collaboration and teamwork. The principal conducted running records for students who were not progressing in the area of reading. These were utilized to identify skill deficits for informing instructional decisions.**

Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The faculty makes suggestions about the strategic plan. The Leadership Team helps develop the strategic plan and guides school improvement programs. Faculty Senate, LSIC, PTO, Leadership Team, and SAT teams meet regularly. The Leadership Team and Teachers (Grades 1,2) developed performance-based assessments, conceptual Math activities, and PBS activities.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Continuation of practices, such as 'Compelling Conversations' should lead to improved classroom opportunities.**
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	The Leadership Team meets regularly (one representative from each grade). Information is shared with other team members at curriculum meetings. Notes are recorded from curriculum meetings. Faculty Senate meetings are held and teachers control the agenda. Teachers serve on the hiring committee. Compelling Conversations are held for teachers to share student concerns and develop action steps. Pre-K teachers have trained others on the ELS module topics. The Leadership Team developed the conceptual math program and PD plan. Teachers are members of the county curriculum team that developed curriculum maps, pacing guides, and Performance-based assessments. The school counselor supervises practicum/internships annually.	**ACCOMPLISHED**	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	ACCOMPLISHED	Class leaders are chosen by teachers to perform daily duties. Students are selected to announce the Pledge of Allegiance and distribute fluoride. Classroom leadership roles are established in each classroom. The	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

develop self-direction and a sense of responsibility for improving self, school, and community.		school attendance committee records radio messages and distributes perfect attendance awards. The Leader in Me program is integrated within classroom lessons, student decision-making, and counselor's program.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Teachers display student work samples. Classrooms are organized for multiple learning opportunities (large group, small group, independent learning). Evidence of learning is visible and monitored through various assessments. Student data is recorded on Compelling Conversation data sheets. SPL groups are developed by student data. Student-Teacher conferences are conducted periodically. The librarian, teachers, and students monitor AR data. CLASS walkthroughs for Pre-K are conducted for learning environment data. Daily 5 reading book boxes and nooks are available in each classroom. All students have Data binders to collect work samples and goal sheets.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Other than the occasional usage of computers to provide students with access to programs, such as Starfall, the Team did not observe students using technology in a self-directed manner.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended students have opportunities to utilize technology to research, problem-solve and create.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and	DISTINGUISHED	Next Gen standards drive lesson planning and activity development. Teachers have a copy of the Next Gen standards in the lesson plan binder. Teachers have laptops, iPads, smartboards, and projectors. Textbooks and resources align with Next Gen standards. Pacing guides are developed	**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.

Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		and lesson plans indicate Next Gen standards. The Math program is aligned with Next Gen standards and weekly themes are utilized for cross-curriculum activities. The curriculum development team aligned performance-based assessments with Next Gen standards and pacing guides. Curriculum maps include a Next Gen checklist to monitor each standard being taught. Early Learning standard module training (Prek) is provided each semester. Specialists are provided weekly calendars from K,1,2 teachers to integrate classroom topics.		
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	The principal reviews lesson plans and provides feedback. Teachers use the WVDE resources. Teachers develop SMART goals based on Reading/LA and Math data. Performance-based assessments and STAR Reading/Math reports (scale scores) are used to modify instructional planning and SPL groups. Progress reports are provided to monitor progress of special needs students. The new Kindergarten EL report allows teachers to observe and monitor student learning. A school-wide lesson plan template has been developed. Next Gen standards are posted in the classroom. Running records are conducted to evaluate reading fluency. ELRS data is collected and used to complete progress monitoring reports. (Prek)	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendation: The OEPA Team commended the planning and assessment practices of the school.** • **The teachers created an electronic lesson plan format.** • **Performance-based assessments with rubrics were being utilized.** • **Teachers and the principal had 'Compelling Conversations' to develop action plans that addressed student weaknesses.**
Function D: Instructional	ACCOMPLISHED	Classrooms are organized for multiple learning opportunities (large group,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		small group, independent learning). The special education teacher and Title 1 specialist provide appropriate instructional activities for support (SPL). Walkthroughs are conducted by county personnel and the principal. Teachers use performance-based assessments and STAR reports to modify instruction. Smartboards and technology devices are use to enhance instructional delivery. The 1st grade Reading interventionists target specific skills in small groups.		school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended students have increased opportunities to create and problem solve using available technology.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Grades 1, 2 conduct a Meet the Teacher Night and holiday plays. Pre-K and Kindergarten teachers host an Open House for parents. P-T conferences accommodate parent schedules. "Ready to Learn" day is held in the summer for parents to complete paperwork. A student handbook/various resources are available on the school website. Groups use the facility for various events (ex. Heritage Weekend).PTO schedules a Book Fair for parents. A "Brown Bag" food program is available for students who need food each weekend. A free Christmas dinner is held on Christmas Day at MES - open to the community. Weekly newsletters are provided to parents. Field trips allow students to visit the bank, fire house, post office. Faculty dinners are scheduled monthly. Groups	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		"adopt" families during Christmas. The TV in the foyer displays messages for visitors. The HardyNet TV station displays announcements. AR Home Connect allows parent to view student progress. A "Day in the Park" celebrates the end of school.		
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	MES coordinates with a local health department to have an PA on duty during the morning. The School nurse is at MES in the afternoon. Local groups donate clothes and school supplies for students. Breakfast-after-breakfast is available. MES has a full-time ESL teacher for immersion and support. Approximately 4-6 languages are spoken by ELL students. The counselor provides enrichment lessons for K,1, and 2 students. Healthy foods are provided by HeadStart for Pre-K students. Afternoon snacks are provided through a fresh vegetable/fruit grand. WIC presentations provide information about healthy eating habits. The Minds in Motion room allows students to take mind breaks. Jump Rope for Heart, the First Tee, and the Great Body Shop are taught in PE. Free breakfast and lunch program for all students. Local churches provide free shoes and "brown bag" food for the weekend for needy students. PreK: Presentation by the nurse about hygiene. Nutrition theme taught to every PreK 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.
Function C: Parent and Community	ACCOMPLISHED	MES coordinates with a local health department to have an PA on duty during	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		the morning. The School nurse is at MES in the afternoon. Business partners (6) provide rewards for various events/achievements. (ex. Edward Jones = AR rewards). The community uses the facility for various events. MES teachers are also EWVCTC professors. The 40-8 group provides Citizenship awards to 1st grade students. Pilgrim's Pride provides Student of the Month awards. Kindergarten sponsored a Fall Festival for parents/students which included live superhero characters. Tobacco prevention, Dental hygiene, and Deputy Phil presentations promote healthy choices. The WV Read to Me program provides volunteers to read in every classroom.		school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The PD plan for MES is developed by the Leadership Team, principal, and central office. Highlights include: performance-based assessments, EL reporting, and small group instruction. The PD survey results are used to develop the plan. Other opportunities include the state Reading/Math conference. Teachers completed an ESL course through Marshall to develop strategies for ELL students. Teachers attended the Wired Differently conference to gather strategies for exceptional learners. Teachers	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		participated in Daily 5 and Leader in Me training during the summer. Teachers (Grades 1,2) attended running records training this fall. PreK teachers attend ELRS module training each semester.		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Team meetings are scheduled monthly. Curriculum teams meet at least monthly. The school Leadership Team consists of at least one teacher from each grade level. County Pre-K meetings are scheduled to implement ELS modules. The School/County curriculum team met during the summer to develop curriculum maps and pacing guides. The School/County performance-based assessment team met to develop assessments.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	MES has fully implemented the WV Educator Evaluation system to establish highly-quality instruction and student-growth goals. Walkthroughs are conducted by the principal and central office. Feedback is provided to the Leadership Team and teachers. Staff members collaborate to review student baseline results. Then, student learning goals are established.	**ACCOMPLISHED**	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	Procedures are practiced for fire drills and lockdowns. Hallway transitions are supervised. Summer youth work programs are utilized to assist with summer cleaning/maintenance. Foyer paintings and 7 Habits hallway road signs promote 7 Habit behavior.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Fiscal resources are efficiently managed according to county and state policy. All staff contributes to a "Sunshine Fund". Various fundraisers are held to assist with classroom supplies and to support student needs. Teachers have Faculty Senate funds and Student Achievement funds to purchase resource materials.	**ACCOMPLISHED**	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	100% of MES classroom teachers are highly qualified. Teachers serve on the hiring committee to ensure new hires meet the needs of MES students and contribute to the positive climate. Teachers set the learning goals as part of the Educator Evaluation system.	**ACCOMPLISHED**	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	ACCOMPLISHED	Teachers use smartboards, iPads, and projectors in their instructional delivery. STAR Reading/Math/Early Literacy programs provide student data results. The computer lab is utilized to integrate 21st Century skills/learning activities. StarFall and Odyssey are used to	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

information systems and technology tools to support management, instructional delivery, and student learning.		supplement daily instruction. A finger scanner is utilized to efficiently record information during breakfast/lunch. A new server has been installed to improve internet service. Every classroom has a document camera to display instructional notes.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The strategic plan was collaboratively developed. The teacher goals correlate to the county and school student achievement goals. The Leadership Team and principal framed the school goals. The goals were shared and approved. Action steps will be modified as necessary.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	P-T conferences, Open House, and Meet the Teacher Nights are held to communicate with parents. The PTO is very active and meets monthly. The LSIC and Leadership Team provide suggestions when action is necessary. Each grade level team works collaboratively to build professional relationships.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team had difficulty maintaining wireless connectivity during the on-site review.**
Function C: Monitoring for Results. The staff monitors changes in practice and implements	ACCOMPLISHED	The assistant principal monitors attendance and provides incentives for perfect attendance (monthly). Compelling Conversations and Student-	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		Teacher conferences provide data for staff members to adjust instructional strategies. STAR data and performance-based assessments are analyzed to monitor growth. Data binders are used to collect work samples and monitor student learning goals. ELRS data is collected in PreK and Kindergarten.		

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	MES would benefit from a full-time counselor. An activity room (or sensory room) with equipment would allow us to accommodate students with gross-motor deficiencies. It would benefit our Pre-K program if additional rooms were available to provide the Pre-K curriculum on-campus.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. Additionally, the OEPA Team, through interviews and observations, determined a need for additional technology tools.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	MES would like to provide CPR/Health procedures training for all staff members. Developing performance-based tasks will continue to be addressed through PD.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	MES promotes a positive climate with high expectations for all students. The refrigerator moments display, PBS (Bucketfillers) program, Rachel's Challenge, and the Buddy Bench establish a standard of achievement and behavior. Student-Teacher conferences provide an opportunity for students to have ownership of their goals and growth. The TV in the hallway promotes perfect attendance and school activities. The Leader in Me (7 Habits) implementation has provided a structure for decision-making.	While these were valuable practices, the OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

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

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

Implementation

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

tablish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: ıe School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) ummary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)

YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) chool's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. irection of the principal with collective involvement and input from the staff and the LSIC. trategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. rincipal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	N/A for Pre-k - 2 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)	N/A for Pre-k - 2 school
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)	N/A for Pre-k - 2 school

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

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

- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

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

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

YES

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

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

YES

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

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

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

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

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

N/A for Pre-K - 2 school

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

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	ime Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the	The waiver plan for physical education was approved by the WVDE. The letter is available.

	required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	N/A for Pre-K - 2 school
YES	esults are shared with students and parents. (S7, FC)	N/A for Pre-k - 2 school

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	YES		**YES**

during WVDE monitoring processes?			
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		**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**

No Facility Resource Needs

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Suzette Cook, OEPA Consultant
Team Member – David Boggs, Retired Administrator, Roane County Schools
Team Member – John Rogers, Principal, Mountaineer Middle School, Monongalia County Schools
Team Member – Ron Branch, Principal, Mountain Ridge Middle School, Berkeley County Schools
Team Member – Jack Reger, Assistant Superintendent, Upshur County Schools
Team Member – Kelly Osborne, Principal, Driswood Elementary School, Jefferson County Schools
Team Member – Mary Scott, Assistant Principal, Peterson-Central Elementary Middle School, Lewis County Schools

Date of School Visit – 03/03/2016

SCHOOL PROFILE

31-204 EAST HARDY EARLY/MIDDLE SCHOOL – HARDY COUNTY

	2012	2013	2014	2015	2016
Enrollment	509.0	529.0	517.0	515.0	532.0
Average Class Size	20.2	16.8	19.5	21.7	21.4
Attendance Rate	97.7	97.3	96.9	92.2	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	254.5	264.5	258.5	257.5	266.0
Pupil Teacher Ratio	15.5	15.8	14.8	15.1	15.6
Participation Rate-Math	100.00	100.00	100.00	99.71	not available
Participation Rate-Reading	100.00	100.00	100.00	100.00	not available
HQT Percentage - Total	98.6	97.3	86.8	98.3	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	100.0	not available
HQT Percentage - English	100.0	81.0	75.0	92.9	not available
HQT Percentage - Reading/Language Arts	100.0	92.9	88.9	95.8	not available
HQT Percentage - Mathematics	100.0	100.0	87.5	100.0	not available
HQT Percentage - Science	100.0	100.0	73.3	100.0	not available
HQT Percentage - Foreign Languages	not available	not available	100.0	100.0	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	100.0	100.0	91.2	100.0	not available
HQT Percentage - Geography	100.0	100.0	37.5	100.0	not available
Educators on Permit/Authorization	6.0	6.0	5.0	5.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

EAST HARDY EARLY/MIDDLE SCHOOL in HARDY 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	New mission statement (2015-2016) New visions statement (2015-2016) Function A assessment Faculty meetings	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team confirmed the vision and mission statements were visibly posted. However, the students and staff could not articulate the statements.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school publicize the shared beliefs and values frequently through daily announcements, webpage, email, etc., and intentionally use them to 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	EMERGING	School goals Compelling conversations School webpage Student handbook Teacher/Staff handbook School calendar Team meetings	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the OEPA Team recommended the staff explore ways to**

readily observed in educational practice and personal behavior.				**communicate the expected learning for each lesson and implement best practices in classroom instruction.**
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	Middle and elementary behavior plans school-wide behavior support plan (PBIS) student of the week crisis plan mental health crisis plan	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team found the school to be clean, orderly, and well-managed, which was confirmed through observations and staff and student interviews.**

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	monthly faculty meetings monthly leadership team meetings monthly LSIC meetings Walk-throughs	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the administrator and staff continue collaborative leadership for school improvement using 'Compelling Conversations'. Additionally, the Team recommended the principal create a formal walkthrough schedule to provide feedback on lesson plans and 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	LSIC Leadership team Team leaders Leadership team – created staff handbook, worked with PTO to have Back to School Night	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended, for continuous school improvement, the leadership/curriculum team create agendas with a line item to address curriculum/instruction and how to reach the goals in**

				the school's strategic plan.
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	Classroom discipline Middle and elementary behavior plans Staff led PD Staff attend conferences and trainings school committees	**ACCOMPLISHED**	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 review of evidence, the OEPA Team discovered teachers participated in various leadership roles, such as serving on a leadership team, leading professional development, and writing grants for special projects. However, teachers did not articulate these practices during interviews.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers be made aware of opportunities for teacher leadership within the school and county. Additionally, the Team recommended the school recognize those teachers who are participating in leadership roles.**
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	LSIC FFA NJHS Athletic teams	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff explore additional leadership opportunities for students, such as student council, community projects, and student interest clubs. The Team noted older students were mentoring younger students and recommended the school continue and expand this practice.**

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	Centers Small group work Fluid reading groups SPL LINKS (5-8) Teacher schedules Title 1 schedule Master schedule	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: While some classrooms exhibited group work with evidence of problem-based learning and hands-on activities, the OEPA Team determined most instruction was teacher-led, and students were not engaged in some classrooms.** **Recommendations: To strengthen this function, the OEPA Team recommended the school establish a focus to develop engaging instructional strategies, student centered classrooms, and opportunities for students to question and practice problem solving. Additionally, the Team recommended the staff utilize the teachers who were providing these experiences for students as models within the school to build capacity.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Lesson plans Essential questions posted in rooms Teaching the standards	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team noted essential questions were posted in most intermediate/middle school classrooms but were not evident in all primary grades. Additionally, the Team did not observe students using technology to create and problem solve.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all teachers communicate expected learning targets to students and increase student use of technology and 21st Century Learning Skills.**

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	Lesson plans Curriculum maps PBA Live grades Compelling conversations Progress monitoring Reading meetings Data walls Team planning	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team observed some lesson plans were not fully developed, and most lesson plans were not adjusted for student needs. Some plans consisted of copies of the teachers' edition or page numbers from a textbook and lacked details that a substitute could follow. Additionally, at the elementary level, lesson plans lacked alternate physical education plans approved by the West Virginia Department of Education (WVDE).** **Recommendations: The OEPA Team recommended teachers plan for differentiation and provide details to enable a substitute teacher to follow lesson plans. Additionally, the Team recommended administration monitor lesson plans and provide constructive feedback to foster improved planning to meet the needs, performance levels, and interests of students.**
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	IXL AR STAR reading and math Science Fair Class projects Agendas/sign in sheets from meetings discussing data SAT meetings	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through observations, the OEPA Team confirmed while some classrooms used multiple, engaging, strategies, most classrooms provided teacher-led instruction.** **Recommendations: The OEPA Team recommended all teachers provide facilitated instruction using multiple strategies and digital tools aligned with instructional targets. Additionally, the Team recommended instructional delivery be monitored by administration**

				through a structured walkthrough process that includes immediate feedback. Furthermore, the Team recommended the staff utilize teachers who provide engaging opportunities during instruction for peer observations to increase best practices and improved instructional delivery for all.

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	School volunteers School's parent involvement policy Student/parent compact Parent trainings – Tech Thursday – sign in sheets PTO Agenda/sign in sheet from parent involvement meeting Sign in sheets from parent/teacher conferences School website School messenger Weekly newsletter Facebook	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Weekly guidance (K-4) 6 wks LINKS (5-8) Counselor schedule School nurse EA Hawse PA & counselor Individual and group counseling Speech OT/PT ESL Gifted program Letters to parents regarding testing – westest, act, naep preK transition plan 8th grade night Daycare visit	**ACCOMPLISHED**	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	ACCOMPLISHED	EA Hawse Capon Valley Bank Family Preservation DHHR Hardy Co police Hardy Co WV extension office School volunteers	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.				

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	PBA trainings Reading and math trainings/conferences PD plan Strategic plan Agendas/sign in sheets from trainings Presentation materials from trainings.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team determined, through observations and interviews, the professional development provided did not meet all teachers' needs.** **Recommendation: The OEPA Team recommended the staff use data analysis, strategic plan goals, and teacher input to develop a differentiated professional development plan to meet the needs of all teachers.**
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Team meetings Reading meetings Counselor meetings Collaboration/co teaching between classroom teachers, special ed, and Title 1 – lesson plans	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team noted team meetings were occurring in the middle school on a regular basis, but the schedule did not provide opportunities for all teachers to meet on a regular basis.** **Recommendation: The OEPA Team recommended staff and administration investigate ways to provide more time for 'Compelling Conversations' to ensure all teachers are provided opportunities to improve instructional planning through data analysis and study of student work and effective 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.	EMERGING	Observations Self-reflection Goals End of year evaluations Walk through Survey 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. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal create a schedule for walkthroughs and observations to provide constructive feedback, foster professional growth, and improve lesson plans and instructional delivery.**
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	Fire Marshall report Clean air report Monthly county crisis meetings - minutes School crisis meetings – agenda/sign in sheet	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	County and school policy and procedures purchase orders	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team confirmed the school was pursuing additional funding resources from grants and the community.**
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the	ACCOMPLISHED	Staff licensure/permits Mentoring logs – agendas/sign in sheets Staff handbook	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

identified needs of students.				
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	Smartboards, white boards, intelli boards Elmos Shared laptop labs Ipad lab - specialist	**EMERGING**	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 schools' rating, to strengthen the function, the Team recommended school and county office staff collaborate to explore additional funding for professional development with technology, computer repair, and technology updates.**

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	Strategic plan Agendas/sign in sheets were strategic plan was discussed PBA and 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. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school create staff awareness of the school's strategic plan goals and action steps, and monitor implementation of the plan.**
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively	EMERGING	LSIC Leadership team Team leaders PTO	**EMERGING**	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 leadership team collaborate with school and county administration for modification of the schedule to permit additional time for all**

engage all stakeholders in actions to increase student learning.				**teachers to work collaboratively to improve student performance.**
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	LSIC yearly report Principal report Evaluations Compelling conversations PBA/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. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff formally monitor and analyze student performance data to adjust instruction and plan for differentiated instruction.**

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.		The school did not identify significant resource and/or facility needs. Recommendation: The OEPA Team determined, through interviews and observations, the school's need for additional updated technology with professional development.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.		The school did not identify professional development and other capacity building needs. The OEPA Team determined, through interviews and observations, the school's need for a positive behavior intervention support (PBIS) program, technology, performance-based assessments, and student motivation and goal setting.

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		The school did not identify any outstanding best practices.

feel should be noted during the accreditation process and communicated to other schools.		

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

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

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

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

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

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

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

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

Implementation

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

tablish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

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

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

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

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

YES

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

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

YES

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES **uidelines 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 **lternative Education.** (S1,FC)

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

	Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE	**PARTIAL COMPLIANCE** **The school had an alternate plan approved by West Virginia Department of Education (WVDE). Lesson plans did not demonstrate evidence of PE being taught according to the approved plan. The OEPA Team did not observe teachers following the approved plan.**

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

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

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

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

Compliance Core Areas of Policy/Code

YES	ime Requirements (S3,FB)

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

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

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

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

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

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

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

Verification of Other Monitoring Reports:

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

Facility Resource Needs

2. School Building

B. Interior - General:

B-2. Preventive maintenance plan was not in place and fully operational. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Judith Johnson, OEPA Consultant
Team Member – John Rogers, Principal, Mountaineer Middle School, Harrison County Schools
Team Member – Mary Scott, Assistant Principal, Peterson-Central Elementary School, Lewis County Schools
Team Member – Ron Branch, Principal, Mountain Ridge Middle School, Berkeley County Schools
Team Member – Penny Carrico, Principal, Shady Spring Elementary School, Raleigh County Schools
Team Member –Tana Burkhart, Principal, Opequon Elementary School, Berkeley County Schools
Team Member – Michelle Berry, Curriculum Director, Preston County Schools

Date of School Visit – 3/01/2016

SCHOOL PROFILE

31-205 MOOREFIELD INTERMEDIATE SCHOOL – HARDY COUNTY

	2012	2013	2014	2015	2016
Enrollment	337.0	343.0	351.0	340.0	371.0
Average Class Size	22.7	22.9	23.4	22.1	21.7
Attendance Rate	98.2	98.0	98.2	94.9	not available
Pupil Admin Ratio	224.7	228.7	234.0	226.7	247.3
Pupil Teacher Ratio	16.5	16.5	17.1	17.3	18.1
Participation Rate-Math	100.00	100.00	100.00	99.70	not available
Participation Rate-Reading	100.00	100.00	99.44	99.41	not available
HQT Percentage - Total	89.6	96.8	92.9	100.0	not available
HQT Percentage - Self Contained Classroom	not available	95.2	subject not present	subject not present	not available
HQT Percentage - English	100.0	100.0	not available	not available	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	not available	100.0	not available
HQT Percentage - Mathematics	100.0	100.0	not available	100.0	not available
HQT Percentage - Science	100.0	100.0	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	100.0	100.0	81.8	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	12.0	9.0	8.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

MOOREFIELD INTERMEDIATE SCHOOL in HARDY 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	In Spring 2015, MIS worked collaboratively to rewrite our school mission and vision statements. We focused on developing our students into strong leaders that will have a positive impact on our community. We have also shifted to a "whole child" approach and have started to focus on students basic needs. We have a shared focus of guiding all students to reach their highest potential. We have strong grade level teams that work collaboratively to increase student achievement. Cross curricular planning occurs within and across all three grade levels. Clubs are co-taught by teachers from various grade levels. The 7 Habits and Leader in Me training was provided to all school staff before the beginning of	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through staff and student interviews, the OEPA Team confirmed the staff worked collaboratively around shared beliefs and values. The Team noted the Leader in Me Program was conducive to a positive school climate and culture. The physical environment, displays, and student and staff interviews clearly conveyed the school's positive climate and culture.**

		school. This training allowed all of our staff to see the important role they play in the lives of our children. One major success this year has been our ability to reflect on what's working and what's not and make changes as needed to best meet our student and staff needs.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	We clearly communicate our expectations through our parent/student handbook and by our respectful relationships developed with students and parents. Each classroom has a student developed mission statement posted. All staff developed a personal mission statement and shared with the principal. Leadership binders are implemented in the classrooms and students set goals. Our PBS plan was revised and continues to be modified for improvements. Teachers conference with students. Teachers collaborate and analyze student data through data walls. Compelling Conversations held quarterly help identify at risk students and provide a plan of action. Assignment planners and calendars are utilized in classrooms to increase organizational skills. The 7 Habits are seen throughout the school and used to develop responsibility and leadership among students and staff. Student work is displayed on "refrigerator" doors in the cafeteria. Perfect attendance is recognized. Teachers set annual goals.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and	ACCOMPLISHED	School is clean and engaging as teachers shower the hallways with	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		student work. Showcases display student work. Procedures (for all areas of the school) are taught at the beginning of the year and reviewed all year. Organized process for transportation changes and notes. This year we added a fence to the playground to secure the school. We have a safety patrol, security cameras, key less entry, automatic fire doors, lock down button, and man trap to ensure the safety of our students. There is a system in place for students dismissed at car rider duty. The student leadership club decorates the interior and exterior of the school. LEADERSHIP - student created artwork adorns the cafeteria. 7 Habits road signs are displayed throughout the building. We have low levels of disciplinary incidents reported within our school. Staff constantly monitors hallways and 95% of students and parents report that our school is a safe place to learn..		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 gym storage closet be cleaned and void of stacked desks.**

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	ACCOMPLISHED	Principal is a leadership role model and instructional leader. She has mentored several future administrators at our school. Our principal does an outstanding job of communicating through e-mails, monthly team meetings, online calendar, large	**ACCOMPLISHED**	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 found the school well managed and focused on student needs. The staff complimented the principal highly for her leadership**

management.		hallway calendars, and monthly staff meetings. Administration provides classroom walkthroughs and lesson plan checks on a regular basis and morning walkthroughs of hallways and classrooms. The principal is visible and greets students during morning gym duty and during dismissal. Staff feels comfortable bringing concerns to principal and she has an open door policy of communication. The principal meets with the student leadership team regularly and interacts with students. She serves as an instructional leader through classroom modeling of strategies and provides and attends professional development alongside staff. The principal brought the Leader in Me to our school and allows for teachers to take on leadership roles and decision making.		**skills, communication, and supportive nature.**
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	Grade level teams, Lighthouse Committee, Student Clubs, LSIC, PBS, Special events, Faculty Senate, Leadership Team, AR Committee, Sunshine Committee, Playground Committee, Crisis Team, Student Assistance Team (SAT), Textbook Committee, County Technology, Health and Wellness, County Curriculum Team, Performance Based Assessment Committee, and PTO. Students also have an after school yearbook committee, Social Studies Fair club, and a book club led by the school counselor in the Spring, There is	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team determined most school teams were established, collaborative, and meeting regularly.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended agendas and sign in sheets be maintained to assure focus on improving instructional delivery leading to improved student learning.**

		typically one grade level representative on each committee. We have developed strong cross grade level collaboration such as co-planning with special education team, the Title I teacher, and vertical teaming. The principal meets monthly with county principals, county directors, and the superintendent. The focus of our school teams and committees is to serve the needs of our students and to enhance the school's purpose.		
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers assume leadership daily in classroom management, data walls, conversations with principal/other teachers. Opportunities for professional development are shared with teachers. Teachers provide professional development. In House Mentors are provided for new teachers or teachers in need of additional support. Committees are given control to make decisions that will impact student achievement and improve instruction. Teachers play an active role in the management and sponsoring of student leadership clubs. School committees are managed and maintained by teacher leadership. There is a team leader at each grade level, a school leadership team that works directly with the principal to make informed decisions, and various leadership roles hired within. Faculty Senate is operated and functions through teacher leadership. The principal encourages teachers to seek	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team confirmed, through interviews and review of the culture survey, the staff had increased leadership opportunities within the school.**

		administrative degrees. It is teacher leadership that fuels the continual growth and improvement of our school		
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	The principal has a student leadership team in place. Yearbook staff meets with our art teacher weekly after school. We have leaders/helpers in classrooms, gym helpers, attendance helpers, cooperative groups, Math Masters Board, Entrepreneurship Lemonade Day, and Read-A-Thon. We have developed student clubs this year that allows for student leadership and is student led. The classrooms have student leadership positions that encourage responsibility and individual leadership growth of all students. Students serve as greeters and tour guides during open house events and special school activities. Students are recognized through our 7 Habits Leaders Board for being a leader and exhibiting the 7 Habits within our school. Our PBS Plan allows for students to be recognized within the classroom and earn additional daily points for displaying high levels of leadership.	**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 Leader in Me Program was well established and students exhibited leadership skills. The Team found a variety of student positions, jobs, and clubs in place.**

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	EMERGING	Positive classroom management is consistent throughout MIS. Classroom expectations are posted and shared with parents and students. Teachers greet	**EMERGING**	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**

inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		students in the morning and between class changes. Classrooms are clean, welcoming, and display student work. Cafeteria "refrigerator doors" display student work from each grade level. Classrooms are developed to accommodate student needs and to foster high expectations. Display cases and bulletin boards are decorated with student work and are designed to support the schools mission and vision. Student leadership opportunities are evident in each classroom. Student Clubs provide opportunities for students to learn through their personal interests and experiences. Performance Based Assessments are designed to challenge students through high levels of engagement and intellectual inquiry. Student conferencing provides for personalized feedback and goal setting.		**substantiated the school's rating, to strengthen the function, the Team recommended increasing student collaboration and differentiated instruction to foster high student engagement.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	WV Next Gen standards are utilized as well as the 21st Century Technology Tools/Standards.. The county curriculum team has worked hard to develop the new county curriculum maps, pacing guides, and PBAs. Technology: SMART Boards, document cameras, school cameras, SMART Responders, mobile labs at each grade level, sp. ed. lab, gifted lab, computer lab in library and school-wide mobile lab are available and recently updated. Office 365 portal and tech tools are all available to support the curriculum. STAR Assessments 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: The OEPA Team found "I Can" statements and essential questions posted in classrooms.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended student use of available technology to create content.**

		aligned with our standards and used to guide instruction. The administration monitors the use of county pacing guides through direct review with teachers.		
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	The curriculum team worked this summer to create curriculum maps, pacing guides, and common Performance Based Assessments. – this is ongoing and allows for adjustments to be made as needed. Teachers co-plan weekly, participate in cross- grade planning weekly, co-teacher planning (sp. ed. and Title I meet with cooperating general ed. teachers), compelling conversations, data walls, performance based assessments, formative assessments, and curriculum map checklists have all been implemented and are monitored. Curriculum is adjusted based upon students' needs due to student abilities and data. Student choice is offered in the areas of research projects, math reality based projects, various classroom activities, and social studies fair projects. Through data review of individual students each quarter, students receive instruction that is developed based upon their needs and performance levels.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers plan for a variety of effective instructional strategies.**
Function D: Instructional Delivery. Teachers facilitate engaging instructional	EMERGING	Teachers utilize IReady math resources in grades 4 and 5. RESA 8 provides instructional support in Mathematics through observation, feedback, and PD. Targeted students use Reflex Math as 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. **Recommendations: While the OEPA Team**

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.		support tool. We utilize Renaissance Learning for AR and STAR Assessments. PD has focused on WV Common Core NG Standards Math instruction, data scheduling, Rigor, Smart Responders, interactive Smart Board lessons, co-teaching classrooms, and small group instruction in RLA, and the 7 Habits. Teachers implement Close Read Strategies, Reciprocal Reading, Number Talks, student conferencing, formal and informal assessments, PBAs and various other classroom strategies. The Teacher Evaluation System is used to monitor teacher performance and instructional quality. Through the PD provided by Diana Thorne on mental illness and its effect on individuals, we are able to use various strategies to recognize and provide for the specific needs of students which allows for the learning process to take place.		**substantiated the school's rating, to strengthen the function, the OEPA Team recommended the staff vary instructional strategies to meet the needs of students and increase student engagement. The Team recommended the school create an increased focus on student centered learning, digital tools, and engaging strategies.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Activities include: Splash into Third Grade, Earth Day, Space Night, AR night, Fun Nights, School Messenger, Weekly Previews, Lemonade Day, School Facebook sight, Back to School Night, Father-Daughter Dance, Mother-Son Olympics, PTO meetings, LSIC, Bank at School, End of the Year Awards, Faculty Follies with students,	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined school staff offered multiple opportunities for parent and community involvement. This included community projects required of each club, family events, and outreach. For example, the school provided a parent informational program once a month at the Pilgrim's**

		family lunches, Live Grades, Family Book Fair, parent teacher conferences, Pizza and Parenting nights, newsletters, Lemonade Day, HC Wellness Center Bike Rodeo, Moorefield VFD partnership, 40 and 8 Civic Organization partnership, AHA Jump Rope for Heart, Red Cross Pillow Project, 7 Habits Spaghetti Dinner (Spring), Department of Natural Resources partnership, WVU Nutrition Program, Pendleton Community Bank "Bank at School", West Marva District support, Fraley Funeral Home partnership (field trip support), Moorefield COB Supply Drive, MAC House food drive, Community Action, BVC partnership, SB Potomac Lanes partnership, Baker Insurance partnership, Pilgrim's visits.		**Pride Poultry factory lunch room. A local bank collaborated with the school by visiting regularly to assist students with opening accounts and depositing into savings accounts. Additionally, a mental health organization provided counseling services daily at the school.**
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	Focus on the student personal development includes: The Leader In Me (7 Habits focus), School Nurse, Buddy Bench, Rachel's Challenge through guidance, college exploration week, E.A. Hawse Health Clinic (physical and emotional health), WVU Nutrition Extension, Mobile Science lab, Behavioral health through E.A. Hawse and outside agencies, ESL services, county ESL and Title I parent coordinators, Title I Teacher, Family Preservation Services, Special Education Services, classroom guidance program, SAT Team, weekly fluoride, occupational therapy, speech services,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		physical therapy, Autism Specialist, school psychologist, BVC Weekend Snack Pack program, Operation Warm (coats for needy students), BVC shoe program, Bank At School, school clubs and leadership opportunities, PD fro Diana Ketterman Thorne - Supporting the Whole Child, Second Chance Breakfasts, state approved healthy lunches, Bike Rodeo, Jump Rope For Heart. Blood Screenings are offered for fifth grade students.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	School Business Partner include: South Branch Potomac Lanes (athletic equipment), Believer's Victory Center (shoes, snack packs, coats), Baker Insurance attendance incentives, Pendleton Community Bank - bank at school and incentive support. We also receive community support through our LSIC as well as Spirit Card sponsorships by local businesses, Department of Highways playground development and snow removal, Fire Department exhibits and incentives, DNR outdoor demonstrations, Family Preservation student services, Community Action Christmas support, West Marva District school supply drive, Fraley Funeral Home field trip funding, 40 and 8 end of school celebration support, Hardy County Health and Wellness Center Bike Rodeo, Hardy County Task Force Winter Clothing Drive and continuous support from our school PTO.	**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 community partnerships provided valuable support to the school, such as the local bank, the school-based health center, and mental health programs provided by an outside agency.**

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	PD includes: Leader In Me and 7 Habits for all school employees, Compelling Conversations, Common Core RLA and Math Strategies, Close Reads and small group instruction, RESA 8 Debbie Seldomridge - How to teach Common Core Math, county curriculum development and roll out, Ohio Leader in Me Symposium (11 teachers) , Diana Ketterman Thorne - Promoting the Positive Youth: Statistics, Stigma, and Solutions. Leader in Me book study, Content-specific conferences/trainings, school visits in other districts, mentor program, Rigor in The Classroom, New Teacher Evaluation System, Parent Communication, Policies and Procedures, Sp. Ed. Services and eligibility, and Ruby Payne. Additional PD needs continue to arise and administration as well as the school leadership team make every effort to provide PD or secure the appropriate support in order to meet all staff 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. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school participate in follow-up sessions of professional development cited in the School Monitoring Report to enhance instructional delivery through technology integration, differentiated instruction, project-based learning, and using data to guide instruction.**
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the	ACCOMPLISHED	Specific collaboration times are set for teachers from 7:45- 8:10 each morning. Continuous collaboration takes place through data walls, weekly team planning, collaborative planning, Faculty Senate meetings, team meetings with Mrs. Van Meter, SAT Meetings,	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Although the OEPA Team confirmed through interviews collaborative teams were meeting on some Wednesdays after school, documentation**

improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		sp. ed. and Title I co-planning. Teachers also collaborate at the county level through curriculum development and PBA development.		**could not be provided.** **Recommendation: The OEPA Team recommended all teams establish agendas, meet during the documented collaboration time, and focus on data analysis, progress monitoring, study of student work, and instructional practice to increase student learning.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	Teachers utilize the Teacher Evaluation System to set annual goals and complete their self-reflection. The principal plays the role of evaluator and performs observations on initial and intermediate teachers and as needed on advanced teachers. Teachers receive lesson plan feedback and walkthrough feedback as needed. We have a new teacher mentor program supported through RESA 8 and also have an in house teacher mentor for new teachers. Walk-throughs are done regularly and feedback is given to teachers through team meetings with Mrs. Van Meter as well as individual conferences. Service Personnel also receive evaluations annually. RESA 8 Diagnostic Reviews, Piercy Walkthroughs, and Curriculum Directors walkthroughs and meetings with the Principal have all taken place over the last two years, Principal surveys and cultural surveys are held annually to gain feedback from parents, students, and staff.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating and observed multiple reviews of lesson plans by administrators, to strengthen the function, the Team recommended administrators review plans for technology integration, student collaboration in the classroom, and a variety of high yield instructional strategies.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	DISTINGUISHED	MIS is clean and a beautiful place to work and learn. School staff have identification badges, we maintain locked exterior doors and school-wide security cameras. Our school is designed to separate older from younger students through grade level wings. We have a folding stage area, automatic fire doors, bleachers in the gymnasium, visible lavatory sinks, a"man trap" in the front office, and display cases and refrigerator door displays to showcase student work. We also have a lockdown button that secures all exterior doors during a lock-down as well as exterior lock-down indicator lights. Our playground has a newly installed fence that secures our students during recess. All SBA findings have been addressed.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team found the school exceptionally clean and well maintained but noted one custodial closet was unlocked in the morning, some playground areas had minimal mulch, and the gym closet contained desks stacked in an unsafe manner.** **Recommendation: The OEPA Team recommended appropriate mulch for playground areas to assure safe fall zones. Additionally, the Team recommended the gym storage closet be reorganized to avoid injury to students. Also, the custodial closet should remain locked at all times.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Financial Procedures are efficiently managed according to county and state policy. Funds are expended on items and needs found to be priorities related to student learning and school management. Any and all financial audit findings have been addressed. School-wide, grade level, and committees hold fundraisers throughout the year. These fundraisers are approved by the BOE in September of each year. The school secretary is the	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		school accountant and is supervised directly by the school principal.		
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	The personnel department follows WV Code and communicates effectively with the MIS Administration and hiring committee. MIS has one ESL teacher that is currently on permit. All other teachers are of highly qualified status. Teachers are assigned to classrooms based upon hiring specifications. 3rd and 4th grades are multi-subject classrooms. 5th grade is departmentalized.	**ACCOMPLISHED**	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 following application of technology is found at MIS: Mobile labs (gifted, sp. ed., grade level, and school wide), library stationary computer lab, multiple classroom computers, teacher laptops, Smart Boards, Smart Responders, student use of personal technology, document cameras, iPads in some classrooms, Kindles for student use, school cameras, lunch and breakfast finger scanner technology, We utilize the following instructional resources: Renaissance Learning's STAR and AR programs, Type to Learn, iReady resources, Brain Pop, Reflex Math, and various other online supports. For communication purposes we utilize: Office 365, Livegrades, MIS and county website, Remind Texting program, and School Messenger.	**EMERGING**	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 develop an increased focus on interpreting data to inform instruction.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Based upon the goals of our Strategic Plan, MIS will utilize the following strategies and processes to improve student achievement: Compelling Conversations, Data grouping, professional development in WV Next Gen Mathematics and Mathematical Practices, Diana Thorne's Stigmas, Statistics, and Solutions PD, Close Reads, Rigor in the Classroom PD, PBAs, Leadership Notebooks, teacher evaluation and summative and formative assessments. Teachers will communicate regarding progress through SAT meetings, Data Wall Meetings, student conferencing, team meetings and collaboration, and team meetings with Mrs. Van Meter. The MIS Leadership Team will also monitor the effectiveness of these strategies through Leadership Team Meetings and classroom observations.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to utilize the strategic plan as a fluid working document.**
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	EMERGING	We currently have specific collaborative times scheduled each morning to allow teachers reflective, purposeful collaboration regarding student progress, lesson planning, student needs, and achievement. SAT teams, common plan times, weekly team planning, leadership team meetings, and after school PD are in place to support staff in the process of	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team observed some classrooms were not utilizing instructional time effectively. For example, some students had belongings packed and ready 10 minutes prior to dismissal. If this was common practice, it resulted in 50 minutes of lost instructional time weekly.** **Recommendation: While the OEPA Team**

student learning.		monitoring efforts to remain aligned with the strategic plan goals. Our LSIC meets quarterly to discuss progress and any issues that may arise relating to our school's effectiveness. School wide relationships are upheld and developed through school and county committees, Faculty Senate, parent involvement opportunities, Golden Apple Awards to recognize teacher achievements, Leadership Luncheons (Spring) and the development and fostering of administrative candidates. The administration and teacher leadership takes an active role in moving this continuous process forward and keeping the designed structure in place.		**substantiated the school's rating and discovered some structures in place, to strengthen the function, the Team recommended staff have meaningful conversations about student learning to increase performance. Additionally, the Team recommended all staff adhere to the instructional schedule to assure students receive required instructional minutes.**
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	We monitor student progress continuously to assist in guiding our instruction and our school's plan for improvement. We utilize the following forms of monitoring: STAR assessments, classroom assessments (formal and informal), data grouping and data wall meetings, performance based assessments (PBAs), Compelling Conversations, and student conferencing. We track and share these results by data bookmarks (allows students to track their current data), Live Grades parent site, Leadership Notebooks and student goal setting, SMARTER BALANCED scores shared with community, LSIC student achievement updates, team meetings with Mrs. Van Meter and grade level	**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 conversation in some collaborative team meetings dealt with procedural issues and school events.** **Recommendation: The OEPA Team recommended the school receive support in regard to collaborative planning as a professional learning community (PLC) with a focus on data analysis to guide instruction and support for personalized learning.**

		team meetings where student data is discussed, We provide the BOE with presentations twice a year to update on school development and student growth, and the Hardy County Schools Central Office has admin meetings to review student data. Lighthouse Committee meetings, PBS working document, Leader In Me monitoring supports soc/emo growth.		

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Full time Guidance Counselor and full time Assistant Principal	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	There are no needs that are considered significant.	The OEPA Team recommended professional development in the utilization of professional learning communities. Also the Team recommended co-teaching to utilize professional staff effectively.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Student data grouping allows students to receive specific instruction at their personalized level. It also allows teachers to provide enrichment for students achieving above their grade level. Opportunity for students to move to more advanced groups provides motivation for students to work harder and apply themselves.	While these were valuable practices, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice. The OEPA Team commended the Leader in Me program established at the beginning of the year and the strides in its implementation.

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

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

POLICY and CODE		
A . Policy 2320: A Process for Improving Education: Performance Based	FULL COMPLIANCE	**FULL COMPLIANCE**

Accreditation System (See Checklist)		

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE
	County Board of Education Responsibilities for School Accreditation (Pages 14-15) It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and

provide appropriate support to accomplish this intent.

Implementation

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

tablish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

rincipal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)		
B . Policy 2340: West Virginia Measures of Academic Progress	FULL COMPLIANCE	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures,

curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

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

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

	• Utilizes Standards-Focused Curriculum • Provides opportunities for world languages • Provides the 18 specified graduation requirements • Provides access to career technical education (CTE) • Develops student success and career readiness • Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration • Provides the requirement for 2 elective offerings • Implements career development • Utilizes a student advocate/advisor/mentor system • Implements a program/process to assure physical activity • Integrates technology • Develops and updates a personalized education plan (PEP) • Has alternative means to earn high school credit • Awards a regular and modified diploma • Is offered a high school credential • Provides alternative delivery of education programs • Provides AP courses and AP teachers complete required initial and on-going professional development
YES	The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510: • Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve. • Provides staff with a planning period at least 40 minutes. • Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD) • Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD) • Has a process for parental involvement in a student's education. (S7,FC) • Has a system to monitor and reduce dropout rates. (S1,FB) • Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD) • Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)
YES	The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) • Technology Team • Local School Improvement Council (LSIC) • Faculty Senate • School Curriculum Team • Student Assistance Team (SAT)

- Leadership Team

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES **uidelines 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 **lternative Education.** (S1,FC)

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

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

	Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE	**PARTIAL COMPLIANCE** **Evidence of physical education (PE) minutes according to approved plan could not be substantiated through lesson plan reviews or observations in all classrooms. Students received one 45 minute block of PE a week.**

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

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

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

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

Compliance Core Areas of Policy/Code

YES	ime Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate	We currently have an approved alternate PE Plan in place.

	physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
YES	esults are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	**NON-COMPLIANCE** **The OEPA Team did not verify at least seventy-five percent of work time was spent in a direct counseling relationship with students. Counseling logs reflected 61% direct services.**

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**

Findings:

§18-5-18b School Counselors in Public Schools: The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related.

Facility Resource Needs

9. Gymnasiums/Physical Fitness Facilities

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

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

16. Band/Music

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Judith Johnson, OEPA Consultant
Team Member – Penny Carrico, Principal, Shady Spring Elementary School, Raleigh County Schools
Team Member –Tana Burkhart, Principal, Opequon Elementary School, Berkeley County Schools
Team Member – Michelle Berry, Curriculum Director, Preston County Schools
Team Member – Elizabeth McCoy, Principal, Tomahawk Intermediate School, Berkeley County Schools

Date of School Visit – 3/03/2016

SCHOOL PROFILE

31-301 MOOREFIELD MIDDLE SCHOOL – HARDY COUNTY

	2012	2013	2014	2015	2016
Enrollment	315.0	308.0	318.0	340.0	354.0
Average Class Size	23.0	21.9	22.4	23.5	24.8
Attendance Rate	97.9	97.8	98.2	94.0	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	210.0	205.3	212.0	226.7	236.0
Pupil Teacher Ratio	13.9	14.3	13.5	14.6	15.1
Participation Rate-Math	100.00	100.00	99.69	100.00	not available
Participation Rate-Reading	99.68	100.00	99.69	99.41	not available
HQT Percentage - Total	94.0	100.0	95.4	65.1	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	93.2	100.0	100.0	61.5	not available
HQT Percentage - Reading/Language Arts	93.2	100.0	88.8	44.4	not available
HQT Percentage - Mathematics	93.6	100.0	100.0	57.6	not available
HQT Percentage - Science	100.0	100.0	76.1	37.5	not available
HQT Percentage - Foreign Languages	100.0	100.0	100.0	100.0	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	75.0	100.0	100.0	100.0	not available
HQT Percentage - History	100.0	100.0	100.0	64.3	not available
HQT Percentage - Geography	100.0	100.0	100.0	50.0	not available
Educators on Permit/Authorization	1.0	2.0	6.0	8.0	4.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

MOOREFIELD MIDDLE SCHOOL in HARDY 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	APL Classroom Management Strategies Mission statement Team Planning PBS program Faculty Senate / Meetings Perfectively Positive Dinners Caught Ya Cards (PBS)	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Self-reflection and goals Student Goal setting (AR) APL Classroom Management Strategies Staff conduct/dress code Handbook test Parent School Compact (Title 1) School Messenger Bi-monthly Memo Student Conduct/ dress code Academic Progress Room	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	DISTINGUISHED	Cameras Locked Classroom doors ID Badges School Crisis Team School Teams School Procedures (lock down) Clean School Walkie Talkies Crisis Manual Maintenance Requests Hall Passes/ Library Passes Blinds on windows Bus duty Sign in / Sign out sheets Visitor Sign/out Exterior Doors locked Keyless entry Motion Burglar Alarm Local Law Enforcement walk-throughs Safety Committee Reports Lockdown drill Practice	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale:** • **Effective classroom management was not pervasive in all classrooms** • **Sixth grade students, who walked to Moorefield Intermediate School to provide tutoring services, were not supervised by an adult.** • **Cracks in the floor tile occurred at every 'corner' turn, presenting tripping hazards. The principal indicated he submitted a work order to the central office concerning the tripping hazard.** **Recommendation: With regard to the above, the OEPA Team recommended the following:** • **Sixth grade students walking to and from Moorefield Intermediate School should be supervised at all times.** • **The OEPA Team recommended Hardy County Schools investigate causes for the cracking tiles.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong	ACCOMPLISHED	Open Door policy Observations and Walk through APL Classroom Management (Principal conducts and Directs trainings) Administrators attend conferences and share feedback Principal's Meetings Email	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

leadership and effective management.		Communication School Messenger Staff Meetings Visible in building Attends Extra curricular Principal's Award Makes decisions Communicates with Business partners Facilitates/Attends IEP meetings Administrator of Alt. School Supportive of Shared faculty		
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	Faculty Senate Meeting LSIC SAT Team Grade Level Team Meetings Leadership Team Shares information SPED Team Team Leaders Business Partnership Student Council Members Hiring Committee Meeting NJHS Safety Team CTE Advisory Boards County Curriculum Team	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Team Leaders Teacher sponsor Groups (FFA/FCCLA) Mentoring of new teachers Student Leaders/Assistants Teachers attend conferences and report out After School professional development After school volunteers Morning Study Hall Performance Based Assessments Self-evaluation APL Classroom Management Teacher Lesson Plans Modification Sheets (SPED)	**ACCOMPLISHED**	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	ACCOMPLISHED	FFA Leadership Activities (Repeat Quiz Bowl Winners) FCCLA Leadership Activities (Star Winners) Student Council NJHS Perfectively Positive Students Chorus / Band Community Service (10 hrs per student) Sports Teams Cooperatively learning groups Golden Horseshoe / Quiz Bowl Science	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined the evidence cited by the school was pervasively applied across the school and was indicative of a higher rating for this function.**

responsibility for improving self, school, and community.		Fair / Social Studies Fair AR top Readers Math Field Day County Art Show for students LSIC Yearbook Governors honors school 4-H / NOT Tobacco Prevention Program Harvest Field Day Peer Tutoring at MIS Read-a-thon Toys for Tots Corn Maze Green House Sales Donors Choose Grant Campaign Fuel up to Play 60 grant Adopt a family Food Drives (Block the Door)		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	APL Classroom Management Cooperative Groups Data base Scheduling Rules posted Co-teaching SPL Gifted Education Exit Slips Modifications/ Accommodations for learning Student work on bulletin boards displayed Lesson plans Livegrades Learning Skills Cross curricular lessons	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Teacher Lesson Plans Formative Assessment Modifications reflected in lesson plans Use of technology as reflected in plans Star math / reading AR tests Performance Based Assessments with rubric Livegrades Professional Development Data analysis County Curriculum Maps and Pacing Guides District Walk through	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Teacher Lesson Plans Scaffolding for inclusion Differentiated Instruction Interest Inventories Pacing Guides Previous years lessons plans Data books Self-evaluations Team planning Smarter Balance Assessment Data Syllabus goal setting Data Scheduling Student academic monitoring SPL Livegrades / progress reports)	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: 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	Special Education Learning Skills Class APL SPL Differentiated Instruction Formative Assessment Performance Based Assessments Foldable/Menu/contracts/labs/AR/IXL math/ ESL/Moby Max/KAHOOT Partner Work/Small group instruction Fall Harvest Alternative School Interactive Smart boards lessons Star Math/Reading Flocabulary Presentations	**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 evidence cited by the school was present in most classrooms, which supported a rating of accomplished.**

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	Counselor/ administrator available School Messenger PTC Meet the teacher Perfectly Positive Dinners Little League Fall Harvest Sporting events Livegrades Title one parent activities (book bingo) School Website Bi-monthly memo Email/Facebook/REmind text messenger	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Team parent conference calls LSIC Body Works Progress reports Letters of concern Honor's Day Parent teacher school compact Band/chorus concerts School handbook PBS Program FFA parent member banquet FFA adult farmer dinners Fall/Spring Dinners/ March Madness Positive post cards		
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	ESL Afterschool program Counselor taught classes Body works PBS Second Chance Breakfast School based health/School nurse Behavior plans SAT team IEP implementation Alternative School School Psychologist Nutrition and wellness classes Personal Finance Mobile dentist (1 time a year) Free/reduced lunch Family Preservation Free School Supplies (Title 1) Mckinney-Vento Act (homeless)	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendation: The OEPA Team determined the Special Education staff were an asset to the learning environment and provided proper accommodations, which allowed students to be integrated into the general classroom environment.**
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Business Partners LSIC Parent Volunteers (sports) Title 1 Advisory Committee CTE Advisory Committee Little League ESL Advisory Committee NOT Program (tobacco program) Business donations for AR awards Donors Choose grant program Read-a-thon WV extension office	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in	EMERGING	Professional Development for school needs Conferences/workshops Faculty Meetings after school (when needed)	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

continuous learning opportunities for professional growth designed to improve school and classroom practice.		MMS professional development Surveys APL/SPL Compelling Conversations Parent Involvement		higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined, through observations and interviews, the APL professional development was clearly being implemented schoolwide to improve school and classroom practices. The high level of implementation warranted a higher rating for this function.**
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Team Planning Data Books Cross Curricular lessons APL/ trainings Performance Based Assessments Discipline monitoring Plan	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team determined the professional learning communities' level of functionality was inconsistent across the grade levels and therefore, determined a lower rating for this function.** **Recommendation: The OEPA Team recommended a system be put in place for staff to collaboratively use the data from common formative assessments.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Self-Reflections Walk through by principals and district Feedback from observations Lesson Plan Chaecks 5 yr. plan New teacher mentors Faculty Senate APL walk-throughs Grade Level Teams	**ACCOMPLISHE**D	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	Custodian Daily Cleaning Locked Doors Safety manuals Safety Team Displayed student work Motivational banners and posters Cameras Morning/Evening Duty for teachers Emergency Drills Staff monitoring Blinds on windows Motion Alarms Man trap on Car rider side of building School wide ID 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 found cracked tiles throughout the building. These were not individual cracked tiles; the cracked tiles appeared in lines crossing the hallway wherever the building 'turned a corner'.** **Recommendation: The OEPA Team recommended Hardy County Schools investigate causes for the cracking tiles.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Faculty Senate money (general / individual) Math/Science Allocations General Fund for School Professional Development Money Step VII allocations (Arts/Music money) School Fund Raisers (Fall/Spring Fling, Donkey Basketball, Chocolate Sales, Donors Choose, VH1 Music grant, RAZE Grant, Fuel up to Play 60 grant.)	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Faculty Senate Hiring meeting Highly qualified teachers are hired Maintain positive school climate	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information	ACCOMPLISHED	WEVIS Livegrades School Messenger	**ACCOMPLISHED**	The evidence provided by the school and the additional

Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		Updated LAN Server School website Computer lab Early warning system (Weather alert box in Office) Laptops Star reading/math AR Technology Specialists (SPED TIS) Smart boards/ IPADS Finger Scanner in CAFE		evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Differentiated instruction Performance based assessments Strategic plan Leadership team LSIC Team leaders Data Assessments Smarter Balance Assessments Star reading/math Team Planning P.D. Grant monies SAT Team Student Conferences Teacher Evaluations Compelling Conversations Morning Study Hall Academic Progress Club Individual Teacher Professional Development Plan	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in	ACCOMPLISHED	Collaboration SPED Teachers Progress reports Board of Education Meetings Title One Book Bingo Parents teacher Conferences County Art Show Perfectively Positive Dinners LSIC SAT Team Leadership Team	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: While the OEPA Team substantiated the school's rating and the Team determined structures for professional relationships were in place, to strengthen the function, the Team recommended processes be revisited and monitored in order to produce actions that increase student learning.**

actions to increase student learning.				
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Star Math/reading Performance Based assessments Databooks AR Program Progress reports/ report cards Livegrades SPL Placement Compelling conversations B.O.E. presentations of School Status	**ACCOMPLISHED**	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.	More current technology is needed. (Smartboards) Additional Full Time RLA teacher- This would allow more consistency and reading blocks.	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.	Need more training on Performance Based 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.

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.	Perfectively Positive Dinner - (4 Dinners, One each 9 Weeks) Dinners for students and parents to celebrate the student being a GREAT student at Moorefield Middle School Requirements: Student must be positive and have no infractions (discipline, checks written, etc)	While these were valuable practices, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE
	County Board of Education Responsibilities for School Accreditation (Pages 14-15) It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and

provide appropriate support to accomplish this intent.

Implementation

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

tablish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures,

curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

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

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

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

YES

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

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

YES

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

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

- Leadership Team

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES **uidelines 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 **lternative Education.** (S1,FC)

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

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

	Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE	**FULL COMPLIANCE**

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

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

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

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

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

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

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

Verification of Other Monitoring Reports:

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

F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		**YES**

Facility Resource Needs

5. Counselor Office(s)

C. Counselor's office did not have access to student records. (Did not adversely impact program delivery and student performance.)

6. Library, Media, and Technology Centers

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

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

13. General Classrooms

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

17. Science Laboratories and Facilities

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Suzette Cook, OEPA Consultant
Team Member – David Boggs, Roane County Schools
Team Member – Shawn Hawkins, Assistant Principal, Woodrow Wilson High School, Raleigh County Schools
Team Member – Elizabeth McCoy, Principal, Tomahawk Elementary School, Berkeley County Schools
Team Member – Deborah Schmidlen, Principal, Elkin Third Ward Elementary School, Randolph County Schools
Team Member – Heather Mugnano, Principal, Anna Jarvis Elementary School, Taylor County Schools

Date of School Visit – 03/02/2016

SCHOOL PROFILE

31-501 EAST HARDY HIGH SCHOOL – HARDY COUNTY

	2012	2013	2014	2015	2016
Enrollment	235.0	236.0	240.0	236.0	243.0
Average Class Size	15.8	15.7	15.0	14.3	14.4
Attendance Rate	97.6	98.0	96.9	93.4	not available
Graduation Rate 4 yr cohort	82.5	88.7	90.5	93.4	not available
Graduation Rate 5 yr cohort	85.7	not available	88.7	90.5	not available
Dropout Rate	0.9	0.4	0.0	1.3	not available
Pupil Admin Ratio	156.7	157.3	160.0	157.3	162.0
Pupil Teacher Ratio	12.0	11.8	12.2	11.9	12.3
Participation Rate-Math	100.00	98.15	98.36	100.00	not available
Participation Rate-Reading	100.00	98.15	98.36	100.00	not available
HQT Percentage - Total	86.1	91.6	95.1	90.0	not available
HQT Percentage - Self Contained Classroom	not available	100.0	100.0	100.0	not available
HQT Percentage - English	93.4	100.0	92.9	86.7	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	50.0	100.0	not available
HQT Percentage - Mathematics	100.0	100.0	100.0	100.0	not available
HQT Percentage - Science	100.0	100.0	92.3	46.2	not available
HQT Percentage - Foreign Languages	not available	not available	100.0	100.0	not available
HQT Percentage - Civics and Government	100.0	100.0	100.0	100.0	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	74.3	100.0	87.5	100.0	not available
HQT Percentage - History	100.0	100.0	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	3.0	3.0	4.0	8.0	3.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

EAST HARDY HIGH SCHOOL in HARDY COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

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

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	DISTINGUISHED	CTN/PLC, morning faculty meetings, common planning, cross curricular lessons,weekly staff meetings, leadership teams, student mentor program, student rewards program, Annual strategic plan created with collaboration from multiple sources, PBA assessments created, county curriculum pacing guides and pacing maps created, student letters, NHS president speech at dedication, handbook lists mission statement; posted around building, individually and bring as a whole shared information, open houses for new building, 8th grade night, high expectations for all, community atmosphere, strong rapport between staff and students	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendation: The OEPA team commended the school for a shared set of beliefs and values to support student achievement, with a focus on the mission and goals as described in the strategic plan.**
Function B: High Expectations for	DISTINGUISHED	positive behavior program, school mission statement, school vision	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		statement, school goals, 5 year plan, PD plan, staff handbook, student handbook-containing rules, policies and expectations along with having a planner, syllabus for classes, school website, RE-College/Career preparation, test score results, student mentoring program, counselor meets with all students individually on their PEPs, All freshman take a college visit to Potomac State College and all juniors and seniors participate in a college day, advanced placement classes in all core content areas are offered/ as well as college courses offered within the school and at Eastern Community and Technical College, consistency among staff of rules and expectations, monthly LSIC meetings, LiveGrades, Remind 101, AP classes, revocation of privileges with discipline issues, staff modeling of professional conduct and high expectations,		school's self-rating for this function. **Commendation: The OEPA Team commended the school for setting high expectations for students as evidenced by the following:** • **WV School of Excellence rating for 2015-2016;** • **review of handbook at the beginning of the year;** • **course syllabi for all classes;** • **college bound student workshops (FAFSA, etc.);** • **recognition for graduation rate over 90%;** • **student incentive program.**
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	School is now complete from construction-intrusion alarm/ blue light were not put back in place after construction, county and school crisis teams meet on a regular basis, phones in rooms to call office, reestablishing the safe and supportive schools actions before construction, cameras are functional at this time, teachers are to have all doors shut/locked while students in the room, there is a man trap in place as people enter the office area, safety glass is in place in all exterior locations	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		under 8 ft., teachers are monitoring hallways, cafeteria, bus duty, etc. daily, Regular fire drills, emergency drills/lockdowns are completed. School attended an Active Shooter Training to prepare or be made aware of extreme cases. These issues are being addressed during the 2015-16 academic year by trainings of staff with the support of local law enforcement. Added a half time custodian in an effort to keep larger building clean. Regular bell ringers to start class. Student centered goals		

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	faculty meetings, overall function of the school, knowledge of laws and policies, mentor of others including other professional staff, involvement in state and pilot programs, pilot school and taskforce member for the evaluation system, e-mails and updates staff regularly, great communicator and leader, attends trainings throughout the year and summer, visible, accessible and approachable to all staff and students, high expectations for all. Engaged. Communicates well with students, staff, community. Visibility. Participates in after hours student activities. Staff survey results with Mr. Woods indicate satisfaction with school leadership and our school is a good place to work.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal continue the initiatives that build collaboration, communication, teacher support, and foster a positive climate and culture.**
Function B: School Teams and	ACCOMPLISHED	CTN/PLC, Leadership Team, LSIC,	**ACCOMPLISHED**	The evidence provided by the school and the additional

Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.		SAT, Business partners, preparation of schedules/scheduling events, classes, and meetings, regular scheduled faculty senate meetings, county curriculum team participants, common planning. Struggle with making time to meet; keeps us from rating higher. Primary focus of these teams is to create, revise, and support the mission/vision of the school. Student handbook revised yearly with student/faculty input.		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.	ACCOMPLISHED	Leadership Team, CTN/PLC leaders, trainings made available in all areas, PD-professional development, live grades, Community Foundation Grant, common core, school professional development plan, staff goals and evaluations, 5 year strategic plan, county curriculum team, Lost River Community Foundation Grant. AP training. Administration created professional place of employment. CTN's allow teachers to share best practices, analyze data, assess school-wide effectiveness as well as affect student performance. We create and lead our own PD plan. Staff, as well as staff leaders, are widely encouraged to offer input in many of the decision making processes. Safety chair, SAT team coordinator, reward committee, club sponsors and coaches, AP exam reader/NBC teacher/highly qualified 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. **Commendation: The OEPA Team commended the staff for their efforts for participating in opportunities to lead and influence through professional practice as evidenced by the following:** • **Staff were utilizing school climate surveys.** • **Staff accepted the expectation of being members of teams, councils, and club sponsorship.** • **Participation in professional development was highly encouraged.** • **Teachers who were trained came back to the school and trained other staff members.** • **Career and Technical Education programs fostered and promoted a variety of student experiences and community involvement.**
Function D: Student Leadership. Students are	ACCOMPLISHED	student leaders, organizations, FFA, NHS, FBLA, Spanish Club, Band, FCCLA, Student Council, RAZE, FCA,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		LSIC-student representative, principal meetings with the student leaders-student council monthly to update and listen to concerns. Our school organizations are prevalent and strong but not always pervasive, all teachers are professional. Student mentoring program for other at risk students. Peer tutoring available, every senior must complete a senior project that also includes 40 hours of community service, a job shadowing experience, resume, etc. Dinner theater productions for community, NHS blood drive, FFA apple butter and Fall Festival, student council Toys for Tots Drive, student council/NHS volunteer for community Christmas dinner/gift in Arkansaw, etc...Regional/state social studies fair.		school's self-rating for this function. **Comments: Through observations and interviews, the OEPA Team determined student leadership was a focus of the school. Upon arrival, the Team was welcomed by students who greeted them and acted as hosts for the day. The Team noted authentic learning experiences were provided to students throughout the day.**

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	Lesson plans, formative assessments, summative assessments, performance task assessments, test reflections, bulletin boards and display cases showcasing student work and involvement, new classrooms are conducive to 21st century learning, technology availability with smart boards, mobile labs, etc., CTE simulated workplace, future plans to expand CTE programs as well as wanting to expand fine arts in particular the theatre and band/chorus program with our new	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		auditorium. Bell ringers, peer tutoring, DI/scaffolding, college class release, college classes on campus, virtual schools options, try to balance class size,		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	staff attended common core trainings and teaching new content standards, lesson plans, cyber bullying lessons, performance based assessments, technology integration and use of a teacher as a TIS when available, student growth goals and teacher evaluation, county wide curriculum plans, maps, PBAs, feedback on curriculum, use of Office 365, school server, Schoology, IBA's attempted on our own, walkthroughs by central office, admin, mentors	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function 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	Lesson plans, classroom observations, evaluation system, professional development self-reflections, differentiated instruction, tiered instruction, teacher collaboration on creating cross curricular lessons, common planning, compelling conversations, curriculum maps, plans, PBAs, WIN learning, syllabus, ZoomWV, SAT meetings, keeping up with 504 and IEP updates, 20/20 graduation initiatives. County observations and walk-throughs are also happening more this year. Feedback from the county is needed on this. Jumpstart for incoming at risk 9th graders, IEP's/504 followed and documented, progress monitoring, OP, variety of assessment techniques to	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		establish mastery		
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	Lesson plans, classroom observations, evaluation system, cross curricular lessons, IXL Math, Live grades, technology resources, smart boards, schoology, WIN learning, Ipads and Laptops available, curriculum maps, plans, PBAs, Differentiated Instruction, PEPs, compelling coversations, AR. Student engagement training has been requested to be offered by the county as PD county-wide since this is an area of emphasis from the county office. OP offered at SBCTC, mobile labs, computer labs, educationally aligned field trips, expectation of multiple instructional strategies,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Through observations and interviews, the OEPA Team determined most staff were using a variety of instructional strategies throughout the day. This was evidenced by:** • **use of technology by both staff and students;** • **group work;** • **hands-on learning;** • **higher order thinking skills;** • **intellectual inquiry.** **However, the Team observed students sleeping during instructional activities in two classrooms.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all staff provide differentiated instructional experiences to assure all students are engaged.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	parent and community contact, ad on Hardy TV channel, ad at local movie theater, news paper articles, radio ads, live grades website, school website, parent teacher conferences, parent/community members of LSIC, 8th grade night, Senior Night, Bump Up Day, Jumpstart, Community Grant Foundation, Business Partners, Lost River Community Foundation Grant,	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined positive relationships between the school, students, and the community were pervasive and had a clear focus on student success. The Team confirmed evidence which illustrated a caring, cooperative, and inviting**

		Hardy Telecommunications Dinner, communication with law enforcement-establishment of a law enforcement communication center, community open houses for new building, IEP meetings, SAT meetings, 504 meetings, Education Alliance Business Partner Grant, Sheriff's dept in school and at school functions, staff visibility at athletic events, financial aid nights, Twitter, Remind 101, guest speakers, college reps, assembly for test scores, recognition		**atmosphere.**
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	RE/LINKS, PEP, data tracking, school nurse, speech pathologist, tutoring during RE, documentation of SAT process, EA Hawse school-based wellness and school-based mental health counseling, student/peer mentors, after school snack, cyber bullying lessons and bullying training from local police officer, Think Big presentation, full time guidance, teachers involved in ESL class, school lunch program, nutrition class offered, positive rewards program, ASVAB testing and interpretations, WV Clearinghouse presentations, Jumpstart, clubs, concern and action maps with compelling conversations, ESL teacher, after school snack program, PSAT, law enforcement training, county developed mental health crisis plan	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with	ACCOMPLISHED	Hardy Telephone Dinner, movie theater ad, WELD-radio station, LSIC, business partners, community grant foundation, Family Preservation Services, Division	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

various community agencies and organizations to enhance the ability to meet the needs of all students.		of Rehabilitation Services, FFA partnerships with community, freshman college visit to Potomac State, South Branch Career and Technical Center, Eastern WV Community and Technical College, parent and community surveys, job shadowing, co-op programs, teachers ring the bell for salvation army, Pro-start program works with multiple community organizations, FFA working with community in many aspects, dinner theater, financial aid nights/parent nights, voter registration, blood drives, food bank collection, LINKS lessons, college reps, recruiters, coaches, virtual schools, CTE community advisory councils,		

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.	DISTINGUISHED	common core, AP, book studies, PD plan, trainings throughout the year and summer on various topics and then information shared back in trainings with the entire staff, PLC/CTN meetings Leadership Team Meetings, SAT meetings, 20/20 graduation initiative, curriculum map plan, PBAs, ABE training, new teacher mentoring program, collaboration and trainings with RESA, ESL classes, teachers involved in state-wide taskforces in areas of testing, evaluations, lesson planning, curriculum, etc., new teacher handbook, weekly faculty meetings, advanced	**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. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended professional development be directly related to school needs, especially a focus on instructional practice and delivery.**

		degrees, individual PD as needed/conferences, strategic plan/SMR input, school climate survey with Mr. Woods,		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	CTN/PLC meet regualrly, leadership team, common planning, cross curricular lessons/planning, PD plan, data analysis of testing information, curriculum maps, plans, PBAs, CTE/English departments work together on portfolios, morning staff meetings, common planning, agenda and minutes from meetings, guidance and English CFWV, Spanish/Prostart multicultural	**ACCOMPLISHED**	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.	DISTINGUISHED	Evaluation system-one of 25 pilot schools in the program with multiple staff members on the state taskfore to create the evaluation system, educators complete self-reflections and student learning goals, lesson plans that show working toward student growth/goals, regular walk-throughs conducted, 20/20 graduation initiative, compelling conversations, SMR report involvement, staff involvement in strategic plan and PD plan development, everyday positive interactions, weekly faculty meetings, LSIC meetings, administration out and about in building, collaboration on goal creation for evaluation, central office evaluations/feedback (Anderson), Mr.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined the principal conducted walkthroughs; however, the Team did not establish formal feedback was provided to the staff.** **Recommendation: The OEPA Team recommended a formal monitoring process be developed for walkthroughs, including timely feedback with principal comments and recommendations.**

		Woods walkthroughs		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	regular fire drills and lockdowns are conducted, all fire alarms and systems are tested to insure functionality, teachers participate in hall duty, bus duty, cafeteria duty, gym duty, etc... School is now complete from construction-intrusion alarm and blue light were not put back in place, county and school crisis teams meet on a regular basis, reestablishing the safe and supportive schools actions before construction, cameras are functional at this time, teachers are to have all doors shut and locked while students in the room, man trap in place as people enter the office area, safety glass is in place in all exterior locations under 8 ft., School attended an Active Shooter Training to prepare or be made aware of extreme cases. Connections with county police officers and safety trainings during 2015-16 school year. Addition of 1/2 time custodian, 20/20 graduation initiative. Chemical storage in progress from construction redo. ID badges staff, keyless entry, school safety drills	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and	DISTINGUISHED	Mrs. Rudy is an amazing secretary with perfect audits, community grant foundation, school follows county policy and guidelines set forth, all staff trained on expectations and paperwork,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through observations and interviews, the**

efficiently manage school fiscal resources.		processes in place for organizations to submit and deal with financial records, business partners. Staff aware of financial procedures to follow via beginning of year policies and procedures meeting as well as at additional faculty meetings throughout the year. accounting manual in office, multiple signature on checks		**OEPA Team observed the most recent financial audit resulted in two findings: 2014-001 (school's internal control system, which indicated a lack of segregation of duties for approving, executing and recording transactions and the custody of assets arising from the transactions being assigned to separate individuals) and 2014-002 (the same individual to sell and or collect tickets for more than 5 times per year.)** **Comment: The school followed established protocol and outlined steps in a letter of corrective action to address the findings.** **Recommendation: The OEPA Team recommended the school follow the steps outlined in the letter of corrective action addressing the 2014 financial audit findings.**
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	teacher involvement in the interviewing system for new staff members-faculty senate hiring committee, highly qualified teachers, retention of certified teachers, many teachers with masters degrees, 1 teacher with doctorate, 1 national board certified teacher, uncertified staff are actively seeking certifications, teachers involved in ESL classes, continuing education classes taking, AP course requirements taken regularly. Standard interview questions developed and used to establish fairness/consistency during interview process	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology	ACCOMPLISHED	network still has issues and needs more consistency in working, in need of a TIS full time within the building instead of having only a county tech support, reliability of technology, age of technology. Staff utilizes technology	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		when available such as whiteboards, smartboards, clickers, projectors, livegrades, laptops, Ipads, school website, Remind, phones in rooms, intercom, etc. Bright Bites, ZoomWV, ABE (special education), WVEIS, WIN Learning, 3 computer labs in place. Were able to complete the online Smarter Balanced Assessment testing with limited complications. Live Grades, cyber bullying training by Sheriff's department, Schoology, using Office 365/one note more for sharing info, acceptable use policy for technology, WOW early warning systems, Microsoft IT Academy with BCA I classes, TIDE portal for testing		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	DISTINGUISHED	strategic plan, CTN/PLC, special education and at risk documentation from Bright Bites and ZoomWV, differentiated and tier instruction documented through lesson plans and observation, Performance Based Assessments, Data analysis, staff meetings, ACT prep sessions for students after and before school, PD plan, 5 year plan, peer tutoring during school via NHS, etc.. Strategic plan based on goals pertaining to student achievement, safety, and parent/community communication. Staff	**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.

		input on revisions of mission statement, core beliefs, and SMR. Concern and action maps for compelling conversations. mission/vision.		
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	CTN/PLC, staff mentoring program, Remind, school website parent contact, staff/PLC/Leadership meetings, expectations to maintain a professional atmosphere, professional and confidential procedures for communication, open/professional communication with community, high expectations, staff handbook, policy and procedures, strategic plan, Professional Development Plan Student learning goals with evaluations. Student and staff handbooks. LSIC. LiveGrades. collaboration on strategic plan and SMR.	**ACCOMPLISHED**	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	Assessments, lesson plans, live grades, performance based assessments, cross curricular instruction, data analysis, state testing results, compelling conversations, progress reports, parent teacher conferences, ZoomWV, teacher evaluation system, student data conferences, SAT, compelling conversations, common planning, CTN meetings, SMR, LSIC, starting Smarter Balanced Interim Assessments on own, CTE portfolios/projects,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Assessments were being conducted and results were analyzed; however, it was not clear how specific data were being used to inform instruction.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff collaborate and formulate a school-wide assessment plan to measure student progress and achievement, and use the results to impact instruction.**

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	There is need of a full-time technology specialist. With the new building and increased use of technology, we feel a specialist is needed. We currently share one for the entire county. We would also like to have more classes offered in the theatre/music department to highlight our new auditorium. We currently share staff with other schools; this limits the amount of common planning between content areas, Would like 1/2 time custodian, interventionist/Title I, time for PD, faculty laptops, & SRO.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. Furthermore, the OEPA Team recommended professional development be directly related to school needs, especially a focus on instructional practice and delivery.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	One of our goals is to make contact with parents and other stakeholders in our school community. We currently are working on several initiatives which we hope can enhance this. We are also working on student engagement and lesson planning with rigor as a push from the central office. We have requested county and RESA assistance with some quality PD with this for all teachers in the building/county. We want early release days to do the PD we can use for student and staff achievement.	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.	Community outreach is much improved. High expectations for the success of all students by use of the leadership team and collaborative efforts throughout the school. Constant support and open communication is provided by the administration with updates on all local and state initiatives. Positive attitude by the staff and students as the construction process progressed. Common planning time is used by teachers to keep up with our curriculum as well as teach common themes across content areas.	The OEPA Team commended this practice. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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	Principal reviewed policy and shared information with staff at weekly meeting.
YES	Complete the School Monitoring Report	CTN groups and leadership team completed the SMR section 1.
YES	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process	Box of information and binders compiled and shared by staff and with staff for the OEPA monitoring report.

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

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

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

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

Implementation

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

tablish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance	Core Areas of Policy/Code
YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)

YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

uidelines 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 **lternative Education.** (S1,FC)

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

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

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

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

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

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

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

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

Compliance	**Core Areas of Policy/Code**	
YES	ime Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	N/A as we are a 9-12 school
YES	esults are shared with students and parents. (S7, FC)	

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	We have no compliance issues noted since construction. We are awaiting a visit from the new fire marshal.	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	None identified	**NO** **Health inspection done on 09/15/2015. During this inspection there were 2 findings. One has been corrected (storage.) The other has not. Hot water in the kitchen restroom does not work.**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	Our school has just completed construction with some of the funding coming from the SBA. We will address any new compliance issues.	**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	None identified	**YES**

Findings: Verification of Other School Monitoring Reports

Health Department: The school shall address all non-compliances during the 9/15/2015 Health Department Inspection. The school must repair the hot water in the kitchen restroom.

Facility Resource Needs

2. School Building
B. Interior - General:
B-2. Preventive maintenance plan was not in place and fully operational. (May adversely impact students' health and safety.)
13. General Classrooms
C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, Coordinator, Office of Education Performance Audits
Team Leader – Chris Perkins, Consultant, Office of Education Performance Audits
Team Member – Brenda Walker, Assistant Principal, Preston High School, Preston County Schools
Team Member – Trent Sherman, Principal, Martinsburg High School, Berkeley County Schools
Team Member – Deanna Massey, Principal, Shady Springs High School, Raleigh County Schools

Date of School Visit – 03/01/2016

SCHOOL PROFILE

31-502 MOOREFIELD HIGH SCHOOL – HARDY COUNTY

	2012	2013	2014	2015	2016
Enrollment	414.0	425.0	395.0	402.0	406.0
Average Class Size	18.0	17.6	17.2	16.4	17.5
Attendance Rate	96.3	95.7	96.2	92.1	not available
Graduation Rate 4 yr cohort	79.1	80.4	86.6	97.3	not available
Graduation Rate 5 yr cohort	75.9	not available	80.4	86.6	not available
Dropout Rate	2.2	2.6	1.8	0.7	not available
Pupil Admin Ratio	207.0	212.5	197.5	201.0	203.0
Pupil Teacher Ratio	16.9	17.0	15.5	16.0	16.1
Participation Rate-Math	96.88	98.90	100.00	100.00	not available
Participation Rate-Reading	95.83	98.90	100.00	100.00	not available
HQT Percentage - Total	94.4	100.0	73.3	84.0	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	100.0	100.0	77.8	95.5	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	100.0	100.0	52.9	50.0	not available
HQT Percentage - Science	100.0	100.0	90.0	95.7	not available
HQT Percentage - Foreign Languages	100.0	100.0	not available	100.0	not available
HQT Percentage - Civics and Government	100.0	100.0	100.0	100.0	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	59.6	100.0	81.8	100.0	not available
HQT Percentage - History	100.0	100.0	100.0	88.9	not available
HQT Percentage - Geography	100.0	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	1.0	1.0	2.0	7.0	4.0
Administrators not Credentialed					

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

MOOREFIELD HIGH SCHOOL in HARDY 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 around the mission and vision statement along with the core beliefs in the MHS Poster to collaborate and design items that reinforce those beliefs. Student as the professional development plan, student handbook, staff handbook, as well as our LINKS curriculum. We communicate regularly through Data and Staff Meetings as well as through the Weekly Memo and Faculty Memo. Mission, vision and core beliefs are also worked with through our LSIC and Leadership Team to enforce a team work approach among all stakeholders.	**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, through observations and interviews, did not find clear and consistent beliefs and values that were established and shared with staff, students, and stakeholders.** **Recommendation: The OEPA Team recommended the whole staff be involved in developing shared beliefs and values and relay them to students to intentionally shape the school's climate and culture.**
Function B: High Expectations for All. The staff establishes high expectations for self	EMERGING	The school has a mission and vision statement that is shared with all stakeholders of the educational community. Staff sets high expectations	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		for students and themselves through class syllabi, classroom management plans, student handbook and the teacher evaluation system. Students are involved in leadership roles through Student Council and our Student Advisory Committee. Students are given formal and informal surveys to express their opinions on school issues. Diversity is addressed through the implementation of the multi-cultural education plan designed for Moorefield High School, with assistance from the Hardy County Multi-cultural plan.		**Comment: During Learning Individualized Needs Knowledge and Skills (LINKS)/Support for Personalized Learning (SPL) time, 25% of students received remediation in math or reading while the remainder of students participated in study hall.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff provide more meaningful instruction during LINKS/SPL time. The Team recommended meaningful enrichment and remediation be provided for all students.**
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Moorefield High School is a new facility with renovated sections. The school environment is one that is safe and secure through the new facility safety procedures for students and staff. The crisis team has developed a Crisis/Safety Plan for MHS which is implemented. The staff works together collaboratively to address subject area and grade level concerns through Faculty Meetings and Data Team Meetings. The leadership team meets on a regular basis to discuss data that impact decisions regarding learning, discipline and incentives. Moorefield High School has a discipline/incentive team to discuss these issues in greater detail. The Data teams are then presented this information and ask for input as well.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Principal works with staff to create an environment of collaboration, through leadership teams, data teams and faculty meetings. The faculty memo and weekly memo go out to inform all staff of information. Data is used by the Principal to explain student achievement, discipline and attendance problems with the whole staff in order to address the problem and correct it collectively.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Comment: The OEPA Team determined the principal had a positive impact on the school. He established a positive learning environment for students and teachers. The principal's leadership was student focused. Students knew he cared. Most teachers indicated the principal was supportive.** **Rationale: Through observations and interviews, the OEPA Team determined while the principal exhibited management skills and was focused on student well-being, the Team did not establish the principal exhibited strong instructional leadership skills.** **Recommendations: The OEPA Team recommended the principal refocus and redefine teams and explore ways to expand the leadership role to include developing a better understanding of data analysis and leading teams by creating understanding of how to take the data that is received and use it to change instructional practices. Additionally, the Team recommended the principal provide constructive instructional feedback on lesson plans.**
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership,	ACCOMPLISHED	The principal provides guidance to the leadership team and faculty as a whole. As the principal directs the leadership team to create agendas for the data teams. These teams along with the business partnership committee and LSIC are involved with the strategic plan, mission and vision process for	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team observed many teams but did not confirm teams were analyzing student data and achievement to advance the mission and goals of**

planning, and problem-solving.		MHS.		**the school .** **Recommendation: The OEPA Team recommended the staff develop a focus to improve school teams. The Team recommended teams transition from making changes based on information provided by a consultant group to using the knowledge gained through 'Compelling Conversations'. The Team determined this would help teachers take ownership of analyzing data, student work, and teaching practices and use the results to inform instructional practices.**
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 creates a professional atmosphere where teachers are empowered through the school leadership team, crisis/safety team, discipline/incentive team and data teams. The leadership team positions are funded by the central office to assist and work collaboratively with the administration to create an atmosphere of teamwork. The principal conducts observations, evaluations, compelling conversations, walk-throughs and lesson plan checks as a way to assist and support teacher growth. Teachers seek professional growth opportunities through our PD plan, AP training and classes to be recertified.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team noted the staff was cooperative and willing to do whatever was asked of them. Some staff members indicated they were willing to meet every week in leadership teams and data teams to improve the school. The Team determined the staff was looking for direction and were willing to do the work to make positive changes.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of	ACCOMPLISHED	Students at MHS are provided with numerous leadership opportunities within the framework of our school. Students can be apart of Student Council, Student Advisory Committee, Leadership roles with an organization or being a class officer. These opportunities allow students to voice their opinions 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.

responsibility for improving self, school, and community.		improvement. Student surveys are also conducted to gather information from the student body on where improvement can and should occur.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Teachers create a classroom environment of support and learning through their syllabi, classroom management plan, incentives/discipline team, performance based assessment and AP classes. Data teams and grade level support teams work together to create a strong school environment through the previous examples. Social development of students is addressed through our LINKS curriculum. SPL is provided for students needing extra help in RLA and Math, and these students are tested by the star program. DI is used in lesson plans to address the unique needs of each learner.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff receive support in providing differentiated instruction to assist with creating an inviting classroom environment that is student-centered.**
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 implement a standards aligned curriculum through the use of WV CSO's documented in teachers lesson plans. Performance Based Assessments are used to evaluate content knowledge and understanding of CSO's. Electives also align with state and/or county policy. Grade level support teams, data teams and department teams use cross curricular activities to engage students in process of inter-related topics.	**EMERGING**	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 incorporate additional use of technology, utilizing 21st Century Learning Skills and Technology Tools to provide opportunities for students to create, question, and problem solve.**
Function C: Instructional	EMERGING	Teachers develop lesson plans that work to address students needs through DI,	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.		and skills needed to master the CSO. Performance bases assessments are used to actively engage students while monitoring their progress. CSO and strategies are documented in the lesson plans which are initialed by the administration on a weekly basis and review for feedback on a quarterly basis.		school's self-rating for this function. **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers make note of changes occurring with long term planning. Additionally, the Team recommended the staff plan for use of technology and provide procedural details that a substitute could follow.**
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	Teachers are expected to post the objective and goal of the lesson on the board and in the lesson plans. Plans are evaluated for many areas including instructional strategies implemented into the classroom lesson. Teachers encourage students through positive reinforcement through their classroom management plan and/or bee positives slips.	**EMERGING**	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 provide more performance-based instruction and provide more opportunities for student use of technology.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The school has structures to encourage positive relationships between all stakeholders of the educational community. WELD radio station sponsors a Student of the Week program which is aired each week. The positive behavior/incentive plan is in place along with positive incentives listed in the classroom management plans. When the	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		new school is complete an open house will be conducted as homecoming for the community. The school also offers parent/teacher conferences to stay in touch with the families of our students. AP night is conducted to inform students and parents of our AP program and explain the benefits of being a part of the program. The guidance department provides a financial aid night in partnership with the local community college to help students and parents complete the FASFA. Parents and community have input through our LSIC, Business Partnership Committee and Sports Boosters. Communication is conducted by school messenger, email, website, SAT's and calls home.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	The school uses the LINKS program, our PE and Health classes along with our Health and Wellness Plan to advance the physical and social needs of each student. In doing this they connect with a adult on a regular basis or ensure advising during our LINKS program. The guidance department documents in their log book activities conducted that align with state standards. The guidance department also conducts Financial Aid nights, works on lessons within the LINKS and Freshman Academy classes as well as meets with students and parents on PEP's. SAT teams or Grade level teams meet to discuss students needs and make recommendations of appropriate support needed. The school	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through observations and interviews, the OEPA Team did not verify the LINKS program was being delivered with fidelity .** **Recommendations: The OEPA Team recommended the staff utilize the LINKS program as intended. Additionally, the Team recommended the staff utilize community health and wellness services to assist with meeting the needs of students.**

		also conducts a college visit for the freshman class, and seniors are given five college visits. AP night is conducted, and Vo-tech visits are conducted for all sophomores. The Business Partners work with our students and school to provide any items needed to enhance the learning experience at Moorefield High School.		
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	The school works to form relationships through our LSIC, Business Partnership and vocational programs. Our Ag. and Hospitality programs work with the extension service in our community and they also have advisory boards that help build relationships between their program and the services available in the community.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Commendation: The OEPA Team commended the school for building partnerships with community groups to provide incentives for students.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	The administration works to recognize accomplishments of staff and students through excellent academic activities such as AP, Envirothon and standardized testing. The staff is encouraged to receive extra training, such as AP training, which is then paid for by school PD money. The PD plan is created with teacher growth in mind, one key area of focus with the leadership team this school year is working to train teachers on performance based assessments.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate	EMERGING	Teachers meet collaboratively in Data Teams and Grade Level Support Teams. These teams discuss students needs and	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		review data to determine the correct course of action to improve student achievement. Performance based assessments are used to answer the essential questions of what student know, need to know and how they know. The leadership team works collaboratively to review data and training sessions on performance based assessment and then work with their data teams to accomplish our goals. We have set up a Math Co-hort that meets every other week to work collaboratively as a team on planning and instruction.		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 receive support in developing high functioning professional learning communities (PLCs) and data teams.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Technology engaging professional development strategies are included in the Moorefield High School PD plan. These were put in place not only to teach the teachers how to operate their new technology but to also demonstrate ways to utilize them to actively engage students. Administration conducts observations, evaluations, compelling conversations, walk-through and the county conducts walk-throughs as well. Lesson plans are also checked weekly and collected once a quarter to evaluate and give feedback.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	EMERGING	The school is a brand new facility that is clean, well maintained and secure. All exterior doors are locked throughout the day, and people have to come to the main	**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 facility was well designed and student**

pleasing, and configured to meet the learning needs of students.		office in order to sign in. Interior doors have locks and are locked throughout the day as well. The school has a Crisis/Safety plan in order to keep all people of the school on the same page as to how to handle a situation.		**centered. The building was clean and well maintained.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Effective and efficient accounting procedures are in place and followed by all. Our current fiscal audit showed a finding for segregation of duties, and two findings with sports tickets. These two areas are continuing to be addressed for improvement. The school is proactive in utilize local business to secure some funds for MHS. We received two donations from EA Hawse Health Center for our Ag and Hospitality program. American Woodmark donated money to the school through our business partnership and we also received a grant written by our Hospitality teacher. The PD plan is created to help complete the school's mission, vision and strategic plan. Money from the PD plan, Faculty Senate and Math and Science money are used to help teachers secure materials for teaching.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	The principal works with the central office staff to hire highly qualified teachers. The principal completes the highly qualified paperwork for MHS. Designation of teachers and evaluations are conducted by the principal, and evaluations are documented in the online teacher evaluation tool in WVEIS WOW. The leadership team sets high	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		expectations for the instructional staff, for beginning and veteran teachers. We have a school mentor who is assigned to work with new employees of the building. This mentor collaborates with the RESA VIII mentor to provide new teachers with information, guidance and materials to be successful. The principal conducts policies and procedures training that is documented in the staff handbook.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	The principal uses the WVEIS Wow to update information, the school administrative assistant updates all teacher and student information at the beginning of the year and as necessary throughout the year. With assistance from the central office technology is in place for student learning, and purchased through the technology fund. Teachers have access to brand new technology in their classroom to promote technology and academic achievement. Technology is used to promote safe and health living during our Health classes, and our LINKS program conducts a cyber safety program for all grade levels.	**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: On the day of the on-site review, students, teachers, and the OEPA Team could not maintain wireless connectivity.** **Recommendation: The OEPA Team recommended the school continue to work with central office technology staff and the local provider to address the bandwidth/connectivity issues.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on	ACCOMPLISHED	The leadership team worked to revise the mission, vision and smart goals for the new school year. The leadership team then took the information to the Data Teams for input from staff members. The leadership then got back together to	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: During interviews, the staff could not elaborate on the development of the strategic plan or**

the mission and goals outlined in the strategic plan.		create a final draft that was submitted at the next faculty meeting for faculty approval. The leadership team works with data such as Westest, star testing, and performance based assessments to make decisions regarding student learning. Through the formation of our leadership team, data teams, SAT (grade level teams) the whole staff is represented and as a say before any decision is made about the school. The input is then delivered in faculty meetings, school messenger, website, email of faculty memos.		**its components. Additionally, the strategic plan that was submitted to the OEPA Team was not current. It was dated January 1, 2015.** **Recommendation: The OEPA Team recommended the staff become knowledgeable of the components and the goals of the strategic plan. Additionally, the Team recommended the strategic plan remain current to establish a coherent approach for school improvement.**
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	The principal, leadership team, faculty senate staff and students work to identify leadership positions for all stakeholders including LSIC positions, sports boosters, business partnership and the student advisory committee, which in turn generates support. The master schedule of classes is discussed with teachers before the schedule is formulated, because of the size of the school it is difficulty to have collaborative planning, however we have collaboration meetings after school. The leadership team is responsible for the creation, implementation and changes made to the professional development plan. Data teams meet with their leadership team member representative to address any issues of discussion on a weekly 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.
Function C: Monitoring for	EMERGING	The principal and leadership along with staff worked to create the MHS mission	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		statement, vision and smart goals. They are posted in every classroom. The teacher handbook also contains these items. The leadership team collaborates together and with their Data Teams to study data, and make decisions about student learning and teaching. These items are revisited throughout the year and changes occur if necessary.		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.	With the students and staff moving into the new building at Moorefield High School previous resource and facility needs are no longer a concern. The facility is state of the art with new technology for the students and staff.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Our school leadership team continues to review the professional development plan to meet the needs of the staff at Moorefield High School. Staff surveys are used to determine what areas teachers need to be trained on to help them raise student achievement.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. The OEPA Team recommend the school include items within the strategic plan which would address specific needs for student learning. Additionally, the Team recommended the school receive support in the following areas: • support of personalized learning; • technology in instruction; • differentiated instruction; • performance-based instruction; • data analysis for informing instruction for all staff.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the	Implementation of Data Teams to work together in a collaborative effort to evaluate student/school data to make	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for

accreditation process and communicated to other schools.	informed decisions.	consideration as a best practice.

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

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

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	FULL COMPLIANCE	**PARTIAL COMPLIANCE** **The Strategic Plan was not current. It was submitted January 1, 2015.**

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Training on policy 2322 was delivered to staff.
YES	Complete the School Monitoring Report	School monitoring report completed with input from all staff.
YES	Participate in the on-site review process Prepare for the review – the principal shall:	We are working on the on-site process as we gear up for our on-site evaluation next

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

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

school year.

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.

tablish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work

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

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance	Core Areas of Policy/Code
YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed.

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

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

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

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

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

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

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

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

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

YES

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

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

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

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

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

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

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	**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	Segregation of duties was identified, lack of staffing cause this issue. The other findings were sports related. The athletic director and administration discussed with auditors on how to correct.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		**NOT APPLICABLE** **A report was not available. The building was occupied in October, 2014.**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		**YES**

Facility Resource Needs

1. School Site

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

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Jim Strader, OEPA Consultant
Team Member – Belinda Moss, Principal, Bruceton School, Preston County Schools
Team Member – Lewis McClung, Assistant Principal, Greenbrier West High School, Greenbrier County Schools
Team Member – Holly Kleppner, Principal, Musselman High School, Berkeley County Schools
Team Member – Jack Reger, Assistant Superintendent, Upshur County Schools

Date of School Visit – 03/02/2016