Office of Education
Performance Audits

RESA 8 REPORT

JEFFERSON COUNTY SCHOOLS

MAY 2016

WEST VIRGINIA BOARD OF EDUCATION

JEFFERSON COUNTY

	Total Standard-Functions Reviewed	Distinguished	Accomplished	Emerging	Unsatisfactory
Standard-Functions Rated for All Schools	408	21	298	89	0
Percentage of Standard-Functions Rated for All Schools in Each Designation		5%	73%	22%	0%

Standard-Functions Ratings Raised	62	15%
Standard-Functions Ratings Lowered	24	6%
Standard-Functions Ratings Unchanged	322	79%
Standard-Functions Reviewed for All Schools	408	

Rating Scale:

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

	37-201 Blue Ridge Elementary		37-202 North Jefferson Elementary		37-203 Page Jackson Elementary		37-204 Ranson Elementary		37-205 Shepherdstown Elementary		37-206 C W Shipley Elementary		37-207 South Jefferson Elementary	
	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**
1. Positive Climate and Cohesive Culture														
1A - Shared Beliefs and Values	3	3	3	3	3	2	3	3	3	2	3	3	3	4
1B - High Expectations for All	3	3	3	3	3	2	3	4	3	3	3	3	3	3
1C - Safe, Orderly, Engaging Environment	3	3	3	3	3	3	3	4	3	3	3	3	3	3
2. School Leadership														
2A - Principal Leadership	3	3	3	3	3	3	3	4	3	3	3	3	3	4
2B - School Teams and Councils	3	3	3	3	3	2	3	3	3	3	3	3	3	3
2C - Teacher Leadership	2	3	3	3	3	3	3	3	2	2	2	2	3	3
2D - Student Leadership	2	2	2	2	3	3	3	3	3	3	3	3	3	3
3.Standards=Focused Curriculum, Instruction, Assessment														
3A - Classrom Learning Environment	3	3	3	3	3	3	2	3	3	3	3	3	3	3
3B - Standards-Focused Curriculum	2	2	2	2	3	3	2	3	2	2	3	3	3	3
3C - Instructional Planning	3	3	2	3	3	3	2	3	2	2	3	2	3	3
3D - Instructional Delivery	3	3	3	3	3	3	2	3	3	2	3	3	3	3
4.Student Support Services and Family/Community Connections														
4A - Positive Relationships	3	3	4	4	3	3	3	3	3	3	3	3	3	4
4B - Student Personal Development	2	3	4	4	3	3	3	4	3	3	3	3	3	3
4C - Parent/Community Partnership	3	3	3	3	3	3	3	3	3	4	3	3	3	4
5.Educator Growth and Development														
5A - Professional Development	3	3	3	3	3	3	3	4	3	3	3	2	2	3
5B - Teacher Collaboration	3	3	2	3	3	2	2	3	3	3	2	2	3	3
5C - Evaluation, Feedback and Support	3	3	3	3	3	3	3	3	3	3	2	2	3	3
6. Efficient and Effective Management														
6A - Facilities	3	3	2	3	3	3	2	3	2	2	3	3	3	3
6B - Fiscal Resources	2	2	3	3	3	3	3	3	3	3	3	3	3	3
6C - Personnel	3	3	3	3	3	3	3	3	3	3	3	3	2	3
6D - Data, Information System,Tech Tools, Infrastructure	2	2	3	3	3	3	3	3	3	3	2	2	3	2
7.Continuous Improvement														
7A - Focused and Cohesive Plan	2	3	2	3	3	2	2	3	3	3	3	3	3	3
7B - Processes and Structures	2	3	2	3	3	3	3	3	3	3	3	2	3	3
7C- Monitoring for Results	2	3	3	3	2	2	2	3	3	3	2	2	3	3

JEFFERSON COUNTY

Rating Scale:

4 = Distinguished
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1 = Unsatisfactory

	37-208 Wright Denny Intermediate		37-209 T A Lowery Elementary		37-210 Driswood Elementary		37-211 Blue Ridge Primary		37-401 Charles Town Middle		37-402 Harpers Ferry Middle		37-403 Shepherdstown Middle	
	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**
1. Positive Climate and Cohesive Culture														
1A - Shared Beliefs and Values	2	**3**	2	**2**	3	**3**	3	**3**	3	**3**	4	**4**	3	**3**
1B - High Expectations for All	3	**3**	2	**2**	3	**3**	2	**3**	3	**3**	3	**3**	2	**2**
1C - Safe, Orderly, Engaging Environment	2	**3**	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**
2. School Leadership														
2A - Principal Leadership	3	**3**	2	**3**	2	**3**	3	**3**	3	**3**	3	**3**	3	**3**
2B - School Teams and Councils	2	**3**	2	**3**	2	**2**	3	**3**	3	**3**	3	**3**	3	**3**
2C - Teacher Leadership	2	**2**	2	**3**	3	**2**	3	**3**	3	**3**	3	**3**	3	**2**
2D - Student Leadership	3	**3**	3	**3**	2	**2**	2	**3**	2	**2**	3	**3**	3	**3**
3.Standards=Focused Curriculum, Instruction, Assessment														
3A - Classrom Learning Environment	2	**2**	2	**2**	2	**3**	3	**3**	3	**3**	3	**3**	3	**3**
3B - Standards-Focused Curriculum	2	**2**	2	**3**	2	**3**	2	**3**	3	**3**	3	**3**	3	**3**
3C - Instructional Planning	2	**2**	3	**3**	3	**3**	2	**3**	2	**2**	3	**3**	3	**2**
3D - Instructional Delivery	2	**2**	2	**2**	3	**3**	3	**3**	3	**3**	3	**3**	3	**2**
4.Student Support Services and Family/Community Connections														
4A - Positive Relationships	3	**3**	3	**3**	2	**3**	3	**3**	2	**3**	3	**3**	3	**3**
4B - Student Personal Development	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	4	**4**	3	**3**
4C - Parent/Community Partnership	3	**3**	3	**3**	2	**3**	3	**3**	2	**2**	4	**4**	3	**3**
5.Educator Growth and Development														
5A - Professional Development	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	2	**2**
5B - Teacher Collaboration	3	**2**	2	**3**	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**
5C - Evaluation, Feedback and Support	2	**2**	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**
6. Efficient and Effective Management														
6A - Facilities	3	**3**	2	**2**	2	**4**	3	**3**	3	**3**	3	**3**	2	**3**
6B - Fiscal Resources	3	**3**	3	**3**	2	**3**	3	**3**	3	**3**	3	**3**	3	**3**
6C - Personnel	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**	3	**3**
6D - Data, Information System,Tech Tools, Infrastructure	2	**2**	2	**2**	2	**2**	3	**3**	3	**3**	3	**2**	3	**3**
7.Continuous Improvement														
7A - Focused and Cohesive Plan	2	**2**	2	**2**	2	**3**	2	**3**	2	**2**	3	**3**	3	**3**
7B - Processes and Structures	2	**2**	3	**3**	2	**2**	3	**3**	3	**2**	2	**3**	2	**2**
7C- Monitoring for Results	2	**2**	2	**2**	2	**3**	3	**3**	3	**2**	3	**3**	2	**2**

JEFFERSON COUNTY

Rating Scale:

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

	37-404 Wildwood Middle		37-501 Jefferson High		37-502 Washington High	
	School Rating	**Team Rating**	School Rating	**Team Rating**	School Rating	**Team Rating**
1. Positive Climate and Cohesive Culture						
1A - Shared Beliefs and Values	3	**3**	2	**2**	3	**3**
1B - High Expectations for All	3	**3**	3	**3**	3	**3**
1C - Safe, Orderly, Engaging Environment	3	**3**	3	**3**	3	**4**
2. School Leadership						
2A - Principal Leadership	2	**2**	2	**2**	3	**4**
2B - School Teams and Councils	2	**2**	2	**2**	3	**3**
2C - Teacher Leadership	2	**2**	2	**2**	3	**3**
2D - Student Leadership	4	**4**	3	**3**	3	**3**
3.Standards=Focused Curriculum, Instruction, Assessment						
3A - Classrom Learning Environment	2	**2**	3	**2**	3	**3**
3B - Standards-Focused Curriculum	3	**3**	3	**3**	4	**3**
3C - Instructional Planning	3	**2**	3	**3**	3	**3**
3D - Instructional Delivery	3	**2**	2	**2**	3	**3**
4.Student Support Services and Family/Community Connections						
4A - Positive Relationships	3	**3**	3	**3**	3	**3**
4B - Student Personal Development	3	**3**	3	**3**	3	**3**
4C - Parent/Community Partnership	3	**3**	3	**3**	2	**3**
5.Educator Growth and Development						
5A - Professional Development	2	**2**	2	**2**	2	**3**
5B - Teacher Collaboration	2	**2**	2	**2**	3	**3**
5C - Evaluation, Feedback and Support	3	**3**	3	**3**	3	**3**
6. Efficient and Effective Management						
6A - Facilities	3	**3**	3	**3**	2	**4**
6B - Fiscal Resources	4	**4**	3	**3**	2	**3**
6C - Personnel	3	**3**	3	**3**	2	**3**
6D - Data, Information System,Tech Tools, Infrastructure	2	**2**	2	**2**	2	**2**
7.Continuous Improvement						
7A - Focused and Cohesive Plan	3	**3**	2	**2**	3	**3**
7B - Processes and Structures	3	**3**	2	**2**	2	**2**
7C- Monitoring for Results	3	**2**	2	**2**	3	**3**

JEFFERSON COUNTY

Policy and Code Compliance Rating Scale: F=Full; P=Partial; N=Non Compliance	37-201 Blue Ridge Elementary		37-202 North Jefferson Elementary		37-203 Page Jackson Elementary		37-204 Ranson Elementary		37-205 Shepherdstown Elementary		37-206 C W Shipley Elementary		37-207 South Jefferson Elementary	
Policy 2320 - A Process for Improving Education	F	**F**	P	**F**	F	**F**	P	**F**	F	**F**	_	**F**	F	**F**
Policy 2340 - WV Measures of Academic Progress	F	**F**	F	**F**	F	**F**	F	**F**	F	**F**	_	**F**	F	**F**
Policy 2510 - Assuring the Quality of Education	F	**F**	P	**P**	F	**F**	F	**F**	F	**P**	_	**F**	F	**F**
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	**F**	_	**F**	F	**F**	F	**F**	F	**F**	_	**F**	F	**F**
Code: 18-2-7a - Physical Education	F	**F**	_	**P**	F	**F**	P	**F**	F	**F**	_	**F**	F	**F**
Code: 18-5-18b - Counseling Services	F	**F**	_	**F**	F	**F**	F	**F**	F	**F**	_	**F**	F	**F**
Full		**6**		**4**		**6**		**6**		**5**		**6**		**6**
Partial		**0**		**2**		**0**		**0**		**1**		**0**		**0**
Noncompliance		**0**		**0**		**0**		**0**		**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	**Y**
Policy 2419: Education of Students with Exceptionalities	Y	**Y**	Y	**Y**	Y	**Y**	_	**Y**	NA	**Y**	NA	**Y**	Y	**Y**
Fire Marshal Report	Y	**Y**	Y	**Y**	Y	**Y**	_	**Y**	Y	**Y**	Y	**Y**	Y	**Y**
Health Department Compliance Report	Y	**Y**	Y	**Y**	Y	**Y**	_	**Y**	Y	**Y**	Y	**Y**	Y	**Y**
School Building Authority Report	NA	**NA**	NA	**NA**	Y	**NA**	_	**Y**	NA	**NA**	NA	**NA**	NA	**Y**
Federal Programs Monitoring Reports.	Y	**Y**	Y	**Y**	Y	**Y**	_	**Y**	NA	**Y**	NA	**Y**	NA	**Y**
Yes		**5**		**5**		**5**		**6**		**5**		**5**		**6**
No		**0**		**0**		**0**		**0**		**0**		**0**		**0**
Not Applicable		**1**		**1**		**1**		**0**		**1**		**1**		**0**

JEFFERSON COUNTY

Policy and Code Compliance Rating Scale: F=Full; P=Partial; N=Non Compliance	37-208 Wright Denny Intermediate		37-209 T A Lowery Elementary		37-210 Driswood Elementary		37-211 Blue Ridge Primary		37-401 Charles Town Middle		37-402 Harpers Ferry Middle		37-403 Shepherdstown Middle	
Policy 2320 - A Process for Improving Education	P	**F**	F	**F**	_	**F**	F	**F**	P	**F**	F	**F**	P	**F**
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	**P**	F	**F**
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	**F**	F	**F**	_	**F**	F	**F**	F	**F**	F	**F**	F	**F**
Code: 18-2-7a - Physical Education	F	**F**	F	**F**	_	**F**	F	**F**	F	**F**	F	**F**	F	**F**
Code: 18-5-18b - Counseling Services	F	**F**	F	**F**	_	**F**	F	**F**	F	**F**	F	**F**	F	**F**
Full		**6**		**6**		**6**		**6**		**6**		**5**		**6**
Partial		**0**		**0**		**0**		**0**		**0**		**1**		**0**
Noncompliance		**0**		**0**		**0**		**0**		**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**	NA	**Y**	Y	**Y**
Policy 2419: Education of Students with Exceptionalities	NA	**Y**	Y	**Y**	NA	**Y**	Y	**Y**	Y	**Y**	NA	**Y**	Y	**Y**
Fire Marshal Report	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**
Health Department Compliance Report	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	Y	**Y**	NA	**Y**	Y	**Y**
School Building Authority Report	NA	**NA**	Y	**NA**	NA	**Y**	Y	**Y**	Y	**NA**	NA	**NA**	Y	**NA**
Federal Programs Monitoring Reports.	NA	**Y**	Y	**Y**	NA	**Y**	Y	**Y**	Y	**Y**	NA	**Y**	Y	**Y**
Yes		**5**		**5**		**6**		**6**		**5**		**5**		**5**
No		**0**		**0**		**0**		**0**		**0**		**0**		**0**
Not Applicable		**1**		**1**		**0**		**0**		**1**		**1**		**1**

JEFFERSON COUNTY

Policy and Code Compliance Rating Scale: F=Full; P=Partial; N=Non Compliance	37-404 Wildwood Middle		37-501 Jefferson High		37-502 Washington High	
Policy 2320 - A Process for Improving Education	P	**F**	_	**F**	P	**F**
Policy 2340 - WV Measures of Academic Progress	F	**F**	_	**F**	F	**F**
Policy 2510 - Assuring the Quality of Education	F	**F**	_	**F**	P	**F**
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	**F**	_	**F**	F	**F**
Code: 18-2-7a - Physical Education	F	**F**	_	**F**	F	**F**
Code: 18-5-18b - Counseling Services	F	**F**	_	**F**	F	**F**
Full		**6**		**6**		**6**
Partial		**0**		**0**		**0**
Noncompliance		**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**	NA	**Y**
Policy 2419: Education of Students with Exceptionalities	Y	**Y**	Y	**Y**	Y	**Y**
Fire Marshal Report	Y	**Y**	Y	**Y**	Y	**Y**
Health Department Compliance Report	Y	**Y**	Y	**Y**	Y	**Y**
School Building Authority Report	NA	**Y**	Y	**Y**	Y	**Y**
Federal Programs Monitoring Reports.	NA	**Y**	Y	**Y**	Y	**Y**
Yes		**6**		**6**		**6**
No		**0**		**0**		**0**
Not Applicable		**0**		**0**		**0**

TOTAL

Full	**98**	**Yes**	**92**
Partial	**4**	**No**	**0**
Noncompliance	**0**	**Not Applicable**	**10**

SCHOOL PROFILE

37-201 BLUE RIDGE ELEMENTARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	431.0	278.0	282.0	302.0	321.0
Average Class Size	20.2	19.6	20.9	22.9	23.0
Attendance Rate	99.3	99.6	98.8	94.6	not available
Pupil Admin Ratio	431.0	278.0	282.0	302.0	321.0
Pupil Teacher Ratio	14.8	14.6	14.6	16.0	16.1
Participation Rate-Math	98.98	99.50	100.00	99.54	not available
Participation Rate-Reading	99.49	99.50	100.00	99.07	not available
HQT Percentage - Total	76.7	89.8	92.2	93.8	not available
HQT Percentage - Self Contained Classroom	79.9	86.3	85.7	100.0	not available
HQT Percentage - English	23.0	100.0	100.0	91.7	not available
HQT Percentage - Reading/Language Arts	11.9	not available	100.0	90.9	not available
HQT Percentage - Mathematics	100.0	100.0	80.0	75.0	not available
HQT Percentage - Science	49.6	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	67.8	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	0.0	0.0	4.0	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.**

BLUE RIDGE ELEMENTARY SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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 faculty senate previously worked collaboratively to develop the core beliefs and mission statement. The core beliefs are: all children are capable of achieving proficiency, a partnership with parents is essential for creating a condition for student success, a safe and secure learning environment is crucial for a successful learning environment, opportunities are provided for all students to achieve mastery, and students are capable of become productive members of society by demonstrating life skills, and problem solving. These are reviewed at the beginning of each school year. A student pledge was developed to be recited each morning which includes the school beliefs. There is a school newsletter that goes out	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		monthly and some classes send out weekly newsletters. The school maintains a school website. Grade level meetings and subject area meetings are held for teachers to collaborate. They disaggregate data on students and develop ways to address student gaps and strengths.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Student Pledge is recited each morning. Teachers develop classroom expectations that are shared with students and parents. The P.R.I.D.E. Program (Responsible Student Program) has stated expectations which are taught and reinforced. It includes an economic system which is a system where the students earn pretend money for various expectations. They write out pretend checks for various expenses for example desk rent,and missing assignments. This assist them in being part of a global society. There is a student agenda. There is a student, parent and staff handbook for the school which outlines the expectations. Our classrooms have various classroom helper roles the students complete during the day. We have a Walk to Literacy Program which reaches students who need support in reading to those who need enrichment in reading. The upper grades work with math 2 days of the week and 2 days with reading. During morning announcements we have the word of the week.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and	ACCOMPLISHED	We have previously worked with the police department and a FBI agent to	**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.		provide additional training for the staff for Code Red and Active Shooter Drills. We have kept our parents informed about the reason and procedure for entering the building. The school staff takes pride in the school environment to make it engaging for the students. The showcase in the front lobby is changed seasonally. Bulletin boards are utilized to show students' work. There are cameras in the hallways, cafeteria, gym, playground and exterior entrances. There is an established pattern of hallway movement for the students during the school day. The school participates in recycling with varied containers to collect items. The staff reviews at the beginning of the year in each type of code and the procedure for them and they are actively practiced with feedback provided. Data is utilized on academics, behavior and interventions to make informed decisions about student instruction.		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	There is documentation of the various types of meetings. There is communication through emails of meeting dates and reminders. There is support for staff development by providing school monies for registrations. There are planned book studies for those individuals interested in	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendation: The OEPA Team determined the principal was an instructional leader. During the 30 minute walk to literacy intervention and literacy enrichment time, the principal worked with a small group of students. She modeled good instructional**

		participation. The books are provided to the teachers. The principal schedules before each school year the school calendar for the different meetings and activities. After input from the staff, the staff and parent handbook is completed prior to the school year. The special schedule is created by the principal to provide all grade levels common planning time. Data meetings are established and each teacher teaching reading and math are met with on a quarterly basis to discuss students' weaknesses. Staff are treated professionally. The principal doesn't micro-manage but is available if needed.		**practices for the staff, and she demonstrated high expectations for all.**
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	Campus subject area team meetings are held monthly with a teacher chair. Every teacher participates on one of the teams. Leadership Team has teachers from each of the grade levels. Wellness Committee is a campus committee with staff members from both BRE and BRP. The PE teacher chairs the committee. PRIDE committee is a faculty senate established committee which is chaired by one of the teachers and meets during faculty senate and at other times as needed. Data Team Meetings are held quarterly with the principal. Curriculum Team has members from each grade level and specialists. They meet as needed to discuss curricular issues or approve professional leave requests. Grade Level Teams meet discuss student strengths and weaknesses. They develop plans in	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		order to address the weaknesses. They also share strategies and look for ways to improve student learning and their teaching practices. In addition there is co-planning between regular ed. and special ed. teachers.		
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	Teachers chair the subject area meetings. Teachers implement the PRIDE program with a teacher chair of a committee. Teachers plan and implement the Reading and Math Family Nights with a committee in place prior to the night. Teacher maintain a data notebook. The teachers review the test data from the previous year's state wide testing. This data is utilized to review students strengths and weaknesses. STAR /PALS data is utilized to drive instruction.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined the evidence submitted exemplified an accomplished rating. Teacher teamwork was observed across grade levels and content areas. The staff also exhibited strong ownership concerning school programs and student achievement.** :
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	There is a student council in grade 5. Some classes have students setting student goals for reading and Accelerated Reading. Our PRIDE economic system provides the students to take on responsibility for their improvement and/or maintaining their monetary accounts through their decision making in academics, behavior and citizenship.	**EMERGING**	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 expand student leadership opportunities and provide age-appropriate leadership activities for Grades 2-4.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning	ACCOMPLISHED	Data collected by the teachers is utilized to assist in student instruction. Some	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		teachers have student projects incorporated into their curriculum. Most teachers utilize differentiation in their instruction. Principal observations and walk-throughs Teachers utilize student collaborations in their lessons. Technology is utilized in the classrooms. Inquiry- based learning in utilized in classrooms. Classrooms are decorated to promote learning. Student centers, student work displayed on bulletin boards,computer centers, and classroom desks are set up to promote collaboration. Student conferencing is utilized.		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.	EMERGING	Student presentations are completed using technology. Teachers design their own lessons that encourage deeper understanding of concepts. Grade Levels use standards to guide planning. Principal observation, walk-throughs, and team meetings clarify needs.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school establish a focus on the delivery of 21st Century Learning Skills and the Technology Tools.**
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based	ACCOMPLISHED	Teachers write student learning goals for their evaluation. Choices are given in assignments for students in the upper grade levels. There is team planning, weekly/monthly plans, teacher data notebooks and team meetings aid in planning. Teachers use beginning of the year interest inventories. Subjects are	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

on the needs, interests and performance levels of their students.		integrated across curriculum. Teachers utilize co-planning to differentiate.		
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	Most of the teachers utilize hands on projects and/or types of research projects in their instruction. Teachers utilize the strategy of student collaboration in their lessons. Technology integrated into instruction (digital reference materials, power point, interactive activities, smart example program, etc.) Teacher data notebooks, team meetings, principal observations and walk-throughs aid in planning.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school enhance the use of digital tools to include more interaction by students.**

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 website is kept current. The school communicates in written and digital means with the parents and community. Monthly newsletter is sent out to parents and some teachers have weekly newsletters for communication with parents. There is a student spotlight in each of the newsletter. Reading and Math Nights for parents and students are planned by the teachers. Business partners support student recognition. Parent Teacher Organization (BREA) is active and plans a number of activities for the school to build a positive relationship. Teacher representatives attend PTO meetings (BREA) and assist	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		with their different activities. Spirit Nights sponsored by the BREA Parent volunteers are utilized. PASS volunteers are utilized to work with students who need support. The school facilities are utilize by varied community groups during the evening hours. There are volunteers who support the school with food, supplies, clothing and various other needs.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	EMERGING	Students are recognized quarterly for academic improvement and for specified character trait. P.R.I.D.E. Program (Responsible Student Program) recognitions Community Free Breakfast and Lunch Federal Grant participation There could be more recognition for students. School Counselor is available to the students. School Counselor provides lessons for the students. Dental visits Students are recognized with Character Counts Awards daily/quarterly. There is a student spotlight in our newsletter. The classrooms are beginning to implement an inclusion model in their classroom with the collaboration of regular ed. and special ed. teachers. The school participates in a food backpack program. The school keeps a clothes closet.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined the evidence provided by the school exemplified a rating of accomplished.** **Commendation: The Pupils Reaching Independent Decisions Effectively (PRIDE) program included an economic component along with a positive behavior support plan. Additionally, the counselor organized the Plan for Academic, Self-esteem, and Support (PASS) program to provide a caring adult to students who may need a tutor or mentor.**
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to	ACCOMPLISHED	There is a business partner committee. There is a charity contact who provides to the needs of the students as requested and within their scope. The school utilizes the weekend backpack food program for those families in need There	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

enhance the ability to meet the needs of all students.		was a free clothes give away at the beginning of the school year. Parents participate on various committees (LSIC, Advisory) Hospice has been involved with students who have the need. There is an active PASS program in the school under the guidance of the school counselor.		

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	During grade level meetings, subject area meetings, and data meetings; teachers collaborate with their peers. Teachers will actively pursue additional trainings, for example, math academy. Math Coach provided through Title II and county funding to support math instruction. The teachers work with the math coach collaboratively to support and/or strengthen their math instruction and received whole group trainings on math instructional strategies. The staff listened at the beginning of the year to author Jeanette Walls. The staff had read her book The Glass Castle the previous year. This year the staff is reading sections of Charlotte Danielson's Framework 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 B: Teacher Collaboration. The teachers participate in high functioning professional learning	ACCOMPLISHED	Collaborate with other grade levels during the subject area meetings. The teachers are participating actively in a book study on Charlotte Danielson's Framework for Teaching. All 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.

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.		received the book and we discuss sections as part of a PLC. There has been math training with Sandy Atkins which created dialogue during the Math Team Meeting. Our Title 1 writing coach works with the teachers individually and as a group to work collaboratively to improve writing strategies. Grade level meetings are documented in their data notebooks. ELA training provided by the county on the ELA series being utilized.		
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The on-line teacher evaluation creates the opportunity for the teachers to reflect on their own strengths and weaknesses. Teachers meet with the administrator to discuss successes and receive support as needed when there are areas for growth. Goal setting for professional and student goals are completed on the on-line evaluation program for teachers after they have reviewed the student data from the on line assessment programs of STAR Reading and Math and PALS for 2nd and 3rd grade. These computer programs provide the teachers with the data, along with teacher created assessment to identify the student needs. During grade level meetings and subject area meetings, teachers collaborate with their peers. They share teaching strategies and information from professional development they had attended.	**ACCOMPLISHED**	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	There are clear procedures in place for the entrance of visitors into the building which provides for security. There was a parent written grant for the funding of trees to be planted on the school site. There is a school garden area for the student planting and harvesting. The county provides a mowing service which mows the school grounds on a regular basis during the growing seasons. Classrooms decorated and set up to promote student collaboration The grade levels are grouped together in areas of the school so they can work age appropriately. The art teacher along with students have added to our wall murals with sunflowers and a picket fence. There is a rain garden on the playground which was funded by a parent grant in addition to a butterfly garden.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	Grants have been written by teachers to provide additional materials and events for the classrooms and the school. The school allocates monies to provide each of the classrooms with technology components, for example: smart boards and Elmos to assist with classroom instruction. The state/county policies in accounting are adhered. The school is a Title 1 school which provides additional funding and support for a writing coach and reading interventionist for 4th and	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The school recently became eligible for Title I funds. The school was learning to plan and prepare for effectively spending the additional funds.**

		5th grade. Requests are made to the county office for the support of books for teachers to utilize to improve/strengthen their instructional strategies. Also, request for the support of the math coach to improve/strength their instruction math strategies.		
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	According to state policy, only teachers who have the correct certification are interviewed and the most successful candidate is hired. A hiring committee participates in the hiring process of most teacher openings to be filled. Teachers receive training at the beginning of the year and throughout the year as requested with the on line teacher evaluation. Teachers are provided dates, timelines and support for their reflections, goals and evidence. Teachers are assigned to the grade level and qualification they are approved to teach.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	All classrooms have a smart board and Elmo. All regular education teachers have a laptop and IPAD. Keyboarding is provided to each grade level. STAR and PALS technology have been used to assess goals. The school website and Live Grades are utilized to communicate with parents. The fifth grade students have been trained and have 365 accounts.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	The staff developed a mission statement, core beliefs and goals. They are reviewed at the beginning of the year. This is a work in progress and is monitored regularly. There is an established leadership team. Team meetings are held for leadership, curriculum, reading, ELA, and math.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined the school had a cohesive approach for improving student learning. This approach was also aligned with the mission and goals of the strategic plan.**
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	There is time built in the schedule for subject area team members to meet monthly. There is common planning time for the grade levels to meet. The strategic plan is something the staff works on collaboratively. This is the first year the school is utilizing the inclusion model.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined the evidence provided by the school exemplified a rating of accomplished. Additionally, the teaming effort at the school was exceptional. The curriculum, leadership, vertical, and grade level teams were focused on increasing student achievement.**
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Data meetings are held each quarter to review student progress. The strategic plan is reviewed and revised as needed throughout the year with the involvement of relevant stakeholders. Interims are sent home to update parents on student progress. Parent teacher conferences are utilized whenever necessary throughout the year.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined the evidence provided by the school exemplified a rating of accomplished. The school's data analysis teams met regularly to analyze student data to evaluate student learning and make necessary changes to instructional delivery.**

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Full Time Reading/Math Interventionist, Technology Teacher, Funds for technology, Funds for instructional materials (I. e. class sets of leveled fiction and non- fiction readers), There needs to be time for the planning of and implementation of programs. There needs to be more technology which is updated and current for the needs of the students.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Funding for substitutes or time in the school calendar for collaborative data meetings, sustained common core training, additional technology training with the time to work with the technology, co-teaching, vertical planning, and subject area meetings. There is a need for sustained and standardized staff development with feedback. There needs to be a continuous support for the teachers who are utilizing these programs for them to feel comfortable.	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.	Our Responsibility Student Program (P.R.I.D.E.) Economic System, Subject Area Meetings, Reading and Math Family Nights, Common planning times, Positive morale, Team Meetings, Walk to Model for Literacy Intervention and Enrichment	While these are valuable practices, the OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin

self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

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

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

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

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

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

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: he 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.
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	A corrective action plan was submitted to the finance office to address how the non-compliance would be addressed.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	The areas the county special education department shared with us on the last monitoring report has been addressed at our school if needed.	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Any areas the fire marshal has addressed has been areas the maintenance department has needed to correct. This information has been	**YES**

		submitted to that department.	
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Any areas the health department has requested be addressed has been corrected at the school level as needed and the maintenance department has been made aware of any areas of concern.	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		**NOT APPLICABLE**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	We are a Title 1 and a CEP school	**YES**

Facility Resource Needs

1. School Site

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

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

7. Cafeteria/Food Service Area

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

J. Food serving line was not sufficient for the size of the student population, well equipped and well organized, as required by State Board Policy 6200. (May adversely impact program delivery and student performance.)

L. Dining area seating was not adequate (8-14 ft.^{2} per student served). (May adversely impact program delivery and student performance.)

8. School Nurse Clinic/Health Service Area

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

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

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

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

9. Gymnasiums/Physical Fitness Facilities

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

13. General Classrooms

E. Lockers were not sufficient for student belongings. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

16. Band/Music

B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)
C. Sufficient storage area was not available (350 ft.^{2}). (May adversely impact program delivery and student performance.)
D. Equipment and materials were not adequate and did not include at least the following:
D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)
D-4 Podium. (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 – Kimberly Agee, Principal, Bedington Elementary School, Berkeley County Schools
Team Member – Donald Rhodes, Principal, East Hardy Early Middle School, Hardy County Schools
Team Member – Cindy Schilling, Principal, Marmet Elementary School, Kanawha County Schools
Team Member – Cindy Vance-Sigley, Principal, Belington Elementary School, Barbour County Schools

Date of School Visit – 03/16/2016

SCHOOL PROFILE

37- 202 NORTH JEFFERSON ELEMENTARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	259.0	256.0	268.0	269.0	271.0
Average Class Size	16.6	15.4	16.2	16.0	15.7
Attendance Rate	99.1	99.0	98.7	95.4	not available
Pupil Admin Ratio	219.0	256.0	268.0	269.0	271.0
Pupil Teacher Ratio	10.0	10.8	11.4	12.6	12.6
Participation Rate-Math	98.20	98.99	98.10	98.18	not available
Participation Rate-Reading	98.20	98.99	98.10	98.18	not available
HQT Percentage - Total	83.5	100.0	93.1	93.5	not available
HQT Percentage - Self Contained Classroom	88.0	100.0	100.0	76.2	not available
HQT Percentage - English	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Science	subject not present	subject not present	not available	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	33.3	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

NORTH JEFFERSON ELEMENTARY in JEFFERSON COUNTY BOARD OF EDUCATION

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	"STARS Mission: EXCEL!" is our school slogan. Teachers participate in weekly cluster meetings to share data, ideas, and strategies for improving student achievement; and planning times are coordinated in order to enable teachers to engage in vertical planning. Teachers continue to work collaboratively in formal and informal settings to unpack the Next Generation Standards and design instruction in accordance with these standards. Teachers implement the Daily 5 reading/writing strategies and are beginning to implement Daily 3 in mathematics. Teachers use WOW writing notebooks. Multiple writing samples follow students from grade to grade. Teachers participate in regular IPI	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		data collection. Findings are shared and discussed with all teachers. Lessons are modeled to further promote engagement. We regularly communicate with our families and community stakeholders to inform them of our beliefs and values and seek their active participation in fostering them with us.		
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	All students are expected to learn every day. Student /Teacher/Parent expectations are laid out in our Student/Teacher/Parent Compacts signed by all parties at the beginning of the year. Our school values diversity and works to be inclusive. Special needs students participate with their peers in the general education setting, specials, assemblies,lunch and recess, as well as in all Title I and PTO sponsored family events. Our teachers set high expectations for themselves and discuss improving student engagement and goal setting during "Tuesday Teacher Talks" meetings after school. The "Question of the Day" is a vital part of our morning exercise. Most classrooms start the day with a bellringer. Objectives and schedules are posted for the day. We teach Character Education traits to all students and recognize students who model exemplary character traits monthly with assemblies and SMORES luncheons. School rules are posted. A uniform discipline form is used for most students.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe,	ACCOMPLISHED	All exterior doors are locked. Staff use	**ACCOMPLISHED**	The evidence provided by the school and the additional

Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		badge entry. Outsiders must ring the doorbell and show ID to gain entry. Students follow a daily schedule. Teachers use the discipline form for students whose behavior poses a danger. This is our fourth year using IIPI process at our school. Six teachers are data collectors. Quarterly, all staff meet and are informed about the results. Goals are formulated after each report session. All teachers are given opportunity to ask for additional help and are encouraged to make suggestions. Teachers use Marzano's strategies, Lucy Caulkins writing strategies, the Daily 5, Number talks, Student conversations, Word Nerds, and Math Solutions.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The Principal communicates directly with the staff regularly via email, mailboxes, and meetings. The Principal has supported and initiated the framework for the collaborative and cluster weekly meetings. The Principal monitors the effectiveness of the weekly cluster meetings by surveying staff and discussing various needs during these meetings. The Principal communicates directly with parents and business partners using a "Refrigerator Letter to Parents" document written at least twice monthly. This letter provides important information about our school values,	**ACCOMPLISHED**	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:** • **Wednesday cluster meetings and agendas clearly demonstrated a focus on instruction that was data driven.** • **Book studies supported school-wide engagement and appropriate behaviors.** • **"Share to learn and learn to share" was the principal's expectation for teachers.**

		beliefs, accomplishments and needs. The Principal manages the finances for the school according to the WV State Accounting Procedures . Also the Principal works with the county coach for new teachers as well as the county curriculum support personnel.		
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	Agendas are distributed before each meeting. Data is shared in cluster, school curriculum, LSIC, SAT, Strategic, Discipline, Events, Technology, Parent Advisory Council, and Title I committee meetings. The Principal attends these meetings or delegates the opportunity to a designee. Professional development for the year is based on school data and school culture needs. The majority of the staff attends the professional development sessions. Staff also have opportunities to request certain types of staff development,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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 Strategic Planning committee determines which professional development would be beneficial to our school after reviewing the test data. Teachers use best practices i.e. Marzano, Lucy Calkins, the Daily 5 to instruct students. Teachers also encourage students to use technology programs such as Discovery Education, Study Island, Odyssey and Reading Eggs to reinforce learning. Teachers and the Principal share results of opportunities given to students in collaborative and cluster meetings.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	A student leadership council has been formed with the school counselor as the facilitator. The students in this group in fourth and fifth grades were selected based on being past Character Counts winners. The students meet at least monthly with the school counselor. Other leadership opportunities for students include classroom jobs/needs, computer lab and cafeteria work details, K-2 and 3-5 Art, PE, and Library Clubs, fourth and fifth grade choirs, and fourth and fifth grade reading to kindergarten students weekly program.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school provide age-appropriate leadership opportunities for all students.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	IPI staff development and discussions enhance the classroom environment. Teachers meet and discuss ways of obtaining more 5"s and 6's in student engagement which are more opportunities for students to determine their learning as opposed to the teachers directing the learning. Mission and core belief statements are located in every classroom. School rules are posted in every room. Students determine their choices for behavior and many classroom routines.	**ACCOMPLISHED**	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	EMERGING	Teachers are not completely knowledgeable and comfortable with the implementation of the standards. Textbook reliance is still evidenced in teacher planning. Teachers meet in	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: The OEPA Team substantiated the schools rating. However, due to a large number of new**

with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		cluster to discuss, learn, and share new strategies for the common core standards. Writing across the curriculum is also a major emphasis at this time.		**teachers, to strengthen the function, the Team recommended additional support in delivery of a standards-focused curriculum be provided.**
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	Besides using textbooks and online curriculum resources to plan, teachers also have weekly opportunities to plan together during their collaboration time which is built into the master schedule. Bi-weekly, two grade levels meet or same grade level teachers meet. The Principal meets either with two grade levels or one depending on the week. Teachers discuss with other teachers and the Principal short and long term goals, accomplishments and issues. Teachers share to offer suggestions or to ask for assistance.	**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: Most teachers had long and short term instructional plans which documented standards for delivery of instruction. Teachers indicated the principal collaborated with the grade level teams to support instructional planning. Interviews and review of cluster meeting agendas indicated the meetings were very productive. The teams reviewed quality lesson plans and analyzed STAR reading and math data to plan for interventions.**
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	Technology resources are located directly in classrooms or in the computer lab. Most teachers have SMARTBOARDS, laptops and IPads to enhance learning. Teachers, students, and parents have access to Study Island and Reading Eggs which are two online programs that are aligned with Common Core and Next Generation Standards. These programs are used in the classroom for differentiated instruction and learning, supplemental instruction or remediation. IPI data collection is done at least four times during the year 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.

		assesss student engagement improvement. Results are shared with all staff. Formative assessments are shared by teachers in cluster and collaborative meetings.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	DISTINGUISHED	As a Title I school, positive relationships with families and the community are strongly encouraged to ensure student success. Parents are provided meals and babysitting services to attend evening Title I events. These events center around reading, math and parent involvement. Teachers contact parents through LIVE GRADES and email, phone, or letter. The school agenda assignment book is to be reviewed by the parent at least weekly. Parents are represented in PTO, LSIC and the Strategic Planning committee.. At the beginning of each school year, students and parents sign a compact with the school to do their very best to ensure that excellent learning takes place in school. Parents and other interested stakeholders are regularly invited to assemblies and special classroom culminating activities. Additional trainings for parents are offered as requested by or active PTO, Parent Advisory Council, Title I coordinator, Parent Involvement Coordinator or school counselor.	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: In addition to the school's evidence, the Team noted the following.** • **The school had six business partnerships.** • **The school had a very active parent teacher organization (PTO) and local school improvement council (LSIC).** • **The principal worked to assure parents attended all student assistance team (SAT) meetings.**
Function B: Student Personal	DISTINGUISHED	North Jefferson Elementary is for the	**DISTINGUISHED**	The evidence provided by the school and the additional

Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		fourth year operating under the state Free Meals grant program. All students eat breakfast and lunch at no charge with Grab and Go option. All students including special needs students eat lunch, go to recess, and attend assemblies with their regular peers. Our school encourages extra physical movement through our track walking requirement, "Go Noodle", and movement during morning announcements music. Our business partners, the Coast Guard and BB&T bank working with the guidance counselor, acknowledge in assembly selected students bi-monthly for displaying good character and academic traits in school. Needy parents are provided with household supplies by the Parent Involvement Coordinator. Teachers eat with students on Fridays "Lunch Bunch" in class. Dental visits are scheduled in school for some students. A local dentist provides instruction and good dental hygiene to all students. SAT/IEP teams are active.		evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team noted the activities listed in the school's evidence were practiced at a pervasive level.**
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	North Jefferson has eight active business partners. Shepherd University offers cultural event previews to the school whenever possible. The local authorities are in partnership with our school. We encourage them to come to our school. The school also has ties to two WV legislators through family and teacher connections. We received $20,000 from the WV legislature to improve our current track for students. Our students	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		are required to walk the track twice daily before play. Parents are required to sign any discipline form which includes detention or more severe restrictions. We are also in partnership with the National Park Service, Project Watershed and the Audubon Society.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Teachers, in cluster meetings, share data and come up with staff development needs. Minutes, samples are kept in a notebook in the meeting room. The Strategic Planning committee then makes the plan for when, where, how, why the staff development is needed based on current data. Currently teachers are learning more about STAR-Data Analysis and Intervention, Emerging Technology to Engage Digital Learners, Dr. Atkins for Building Conceptual Depth in Mathematics, Next Generation Standards, Clarity, and Ruby Payne training. County professional development is focused on improving math achievement and aligning the new reading series to Next Generation Standards.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to	EMERGING	The framework has been provided for teacher collaboration. Teachers still need to establish the essential questions, skills, and strategies that are to be used and provide evidence that this will help all student improve. Teachers are discussing	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined most teachers participated in high function professional learning communities (PLCs). It was evident the principal**

collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		data results and beginning to reflect on the data for their own classroom. Teachers are beginning to establish targets for meeting student success. For example, using STAR Reading and Math, teachers established a target date for completing four benchmarks with all students in Grades K-5 so that referrals could be made to the SAT team or Title I teacher for follow up with tiered instruction.		**collaborated with the grade level teams in regard to instructional planning. Interviews and review of cluster meeting agendas indicated the teams were functioning at an accomplished level.** **Comment: Specialist teachers were not included in collaborative planning efforts.** **Recommendation: The OEPA Team recommended the school pursue opportunities for specialist teachers to participate in cluster meetings.**
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	All teachers and the Principal have completed their WVEIS WOW Self-reflection and Student Goals sections of the evaluation tool. All beginning teachers have been observed. Lesson plans for all teachers have been checked with positive or encouraging comments written. Principal checks lesson plans at least four times a year. All new teachers are being mentored, observed and meet with the county instructional coach. A staff development fund is utilized by teachers for additional training that will enhance plannings and offer additional strategies to help teachers better work with students.Principal does weekly walk-throughs as well as the Technology Resource Facilitator.	**ACCOMPLISHED**	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	EMERGING	Our major fire, health, and safety inspections have been at least satisfactory. While our two custodians	**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.

and secure, aesthetically pleasing, and configured to meet the learning needs of students.		work very hard to clean the school, more attention to details in the classroom is needed i.e. regular cleaning of the sinks, cobwebs. Classrooms often appear cluttered due to lack of storage space. Banners have been added all around the school to encourage student success. Our front hall display case is lit each night. Anyone looking in from the outside can see our excellent student work in the case. Over 100 additional trees have been planted at the school recently courtesy of a grant through WV Cacapon Institute. The PTO added a new marquee sign with additional landscaping.		**Rationale: THE OEPA Team determined the building was safe, well maintained, and clean.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Our business partners provide supplies, services and funds to enhance student learning. The PTO has four major fundraisers per year. This organization follows policies and procedures for finance as stipulated in the WV School Accounting Procedures. The principal oversees and reconciles all financial transactions at the school along with the Head Teacher.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Staff at North Jefferson Elementary are certified and highly-qualified according to the WV Department of Education certification and licensure standards. The county office initiates the hiring process after the request is made by the principal. The Principal then works with the school hiring committee to select highly qualified teachers. Service personnel are generally recommended by seniority date and supervisor 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.

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	SMARTBOARDS are located in more than 90% of the classrooms. IPad carts are located in the Library, Third, Fourth, and Fifth grade classrooms. Laptop carts are located on the Primary end of the building and in Special ed. rooms. Every teacher has an Elmo, flip camera, laptop and speakers and document camera. We also have a Computer Lab on the Primary end of the building. All students have completed the Cyberbulling lessons. All students and parents have signed the "internet policy" county procedure form. We also have the services of a County Technology Resource Facilitator to assist us. Also one school staff person serves as the liason for technology problems at the school until repairs can be made. Staff use a Technology Request form on our website to request repairs. Every fifth grade student has access to Office 365. A technology committee surveys staff for future technology needs and works with the Principal to purchase needed items.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	EMERGING	Strategic Planning committee has met twice to share vision and communicate input regarding SMART goals which have been established. As formative data is relayed and finalized, strategic plan will be revised by the committee to reflect the pathway for professional	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined most teachers discussed the school's goals and embraced the school's strategic plan.**

strategic plan.		development and implementation of agreed upon strategies and best practices in an on-going basis. Our strategic plan has been shared with the LSIC committee, the Faculty Senate and Business Partners. Our Strategic Planning committee will meet again this year to assess our progress with the SMART goals established.		
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	While the framework is in place for productive meeting sessions, we are still developing "Teacher Leaders" who are willing to share and learn regardless of seniority, specialty, or accomplishment. We are making progress and the IPI process has helped us a great deal. We need to focus more on our student needs derived from the data, formative and summative, and access more support from our stakeholders outside of our school walls. We are making sure student and teacher celebrations are communicated via written form or website production.	**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 evidence from cluster meetings demonstrated the staff was building professional relationships and working together to improve instruction.**
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	The principal shares information with stakeholders about our school data in oral and written formats. The principal talks with each child about their individual progress on formative and summative assessments: Smarter Balanced and STAR Reading and Math. Teachers talk with students about their individual STAR reports. Reteaching is implemented when needed. Lesson plan checks and walk-throughs verify this process. Parent Teacher conferences and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		parent/teacher communication is required. Extended day instruction includes students who are below grade level in grades 1-5. For those students who cannot stay after school four days a week, online programs are offered if internet is available in the home.		

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.	Workroom:computer and printer access Library:incomplete work stations, no online periodical indexes, limited copying abilities, no smartboard Pre-K/K Classroom:inadequate shelving and storage space, inadequate pupil storage space, bathroom facilities Classrooms:no storage, need outlets, 1 room needs door window, phone lines school wide Art: limited material, no kiln Music: maintenance on all instruments PE:presentation technology, outlets	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs in the area of musical instrument maintenance.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	North Jefferson Elementary needs continuous understanding, implementation and exploration of the WV Next Generation Standards as related to the instructional shifts. Peer conversation and Quality Questioning to improve student engagement is of utmost importance to teachers at the present time. We want to continue to recognize and build on home and school partnerships by celebrating student success in school.	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.	Building a master schedule framework for teachers to be able to meet weekly to discuss student progress, strategies for learning, best practices, book studies and goal-setting called the cluster and collaborative meetings. Implementation of the writing process school-wide utilizing the Daily 5 best practice, thumb drives and folders for writing, editing, and publishing writing which follows every student from grade to grade.	While these are 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. Commendation: The Team commended the staff and administration for a positive climate and culture that was collaborative.

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

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

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
NOT FOUND	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: e 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	PARTIAL COMPLIANCE	**PARTIAL COMPLIANCE** **The OEPA Team verified recess was taken for detention.**

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND **Guidelines for Implementation.** (S1,FC)

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

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

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

NOT FOUND **Alternative Education.** (S1,FC)

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

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.		
E . Physical Education W. Va. Code §18-2-7a	NOT FOUND	**PARTIAL-COMPLIANCE** **The alternative physical education (PE) plan was a year old and not entered online for approval from the West Virginia Department of Education (WVDE) for the current year.** **Lesson plans did not reveal (PE) instruction to address the required number of minutes for PE per 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
NOT FOUND	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.
NOT FOUND	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
NOT FOUND	esults are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b	NOT FOUND	**FULL COMPLIANCE**

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

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

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

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

Compliance	Core Areas of Policy/Code
NOT FOUND	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
NOT FOUND	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:			
	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	Principal now does all of the financial transactions for the school and will continue throughout the school year in accordance with WV School Accounting and Finance Procedures.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	No citings	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	No citiings	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	No citings	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		**NOT APPLICABLE**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	No citings	**YES**

Facility Resource Needs

7. Cafeteria/Food Service Area

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

12. Pre-kindergarten/Kindergarten Classrooms

C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:

C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Tom Sanders, OEPA Consultant
Team Member – Randall Farley, Administrative Assistant, Curriculum & Instruction, Marion County Schools
Team Member – Krista Vaughn, Principal, Sistersville Elementary School, Tyler County Schools

Team Member – Tana Burkhart, Principal, Opequon Elementary School, Berkeley County Schools

Date of School Visit – 03/16/2016

SCHOOL PROFILE

37-203 PAGE JACKSON ELEMENTARY SCHOOL - JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	472.0	419.0	442.0	447.0	423.0
Average Class Size	23.3	22.8	22.9	22.6	21.9
Attendance Rate	99.7	99.9	100.0	95.4	not available
Pupil Admin Ratio	432.0	419.0	442.0	447.0	423.0
Pupil Teacher Ratio	16.1	17.0	17.5	17.3	17.6
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	95.0	94.7	95.0	not available
HQT Percentage - Self Contained Classroom	100.0	94.4	94.7	95.0	not available
HQT Percentage - English	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Mathematics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	100.0	subject not present	subject not present	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	2.0	1.0	0.0	0.0	0.0
Administrators not Credentialed	1.0	1.0	1.0	0.0	0.0

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

PAGE JACKSON ELEMENTARY in JEFFERSON 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 through collaboration with the school's stakeholders, such as, LSIC, leadership team, our students and other community members use a shared set of beliefs and values to shape the positive culture and climate of our school. Our mission statement is posted throughout our builiding.	**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 discovered most staff were unable to articulate the school's core beliefs and values. The school's mission statement presented during the morning announcements did not match the one in the strategic plan.** **Recommendation: The OEPA Team recommended the school administration and staff work collaboratively to determine the beliefs and values of the school and continue working to shape the school's climate and culture through the use of teambuilding activities.**
Function B: High Expectations for All. The staff establishes high	ACCOMPLISHED	Through our schoolwide Positive Behavior Plan, written and verbalized mission statement, and constant practices	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined

expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		the expectations are set high. We use a variety of incentives, such as Panda Paws and Staying on Green for the Day. We offer attendance incentives for perfect attendance. We give a Friday morning message about character education.		a lower rating for this function. **Rationale: Through observations and interviews, the OEPA Team discovered implementation of the schoolwide positive behavior plan was inconsistent. Approximately one-third of the classrooms did not have classroom rules posted, and more than half of the teachers were not using the "staying on green" charts.** **Recommendation: The OEPA Team recommended the staff revisit the plan and determine a path forward to full implementation.**
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Our school has had excellent reports from the Fire Marshall and health department. The work of the custodians is monitored on a regular basis. Doors are checked to be sure they are locked and safe. A new set of cameras and entry system have been installed. Our staff works collaboratively to embrace continuous improvement of student achievement. Our parents are kept informed about our learning goals, and we encourage their involvement and welcome them. Our classrooms are child-centered and developmentally appropriate. This year we have had a total number of 66 volunteers and 68 chaperones. WIth our Raptor system we have logged a daily average by visitors and volunteers at 10. Our Christmas program for 2nd grade had over 600 people attend. Our Panda Praise awards has on average 60 parents.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Our administrators have established a sense of team work through our leadership team and various other groups, such as LSIC and Leadership team; including our families and community members. Our efforts are focused on the best interests of students and positive relationships through respect and trust, which sometimes may involve courageous conversations. Teachers are encouraged to collaberate and integrate technology into the curriculum daily. Decision making is a shared process through the LSIC, Leadership team and other committees and surveys. Communication occurs through staff emails, meetings, week at a glance memos, and staff/parent calendars, newsletters (Panda Post), and the school's website which are all produced by the Principal, as well as, staff meetings, faculty senate meetings and staff development.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal conduct structured walk-throughs with feedback and follow-up provided to teachers. Additionally, the Team recommended the school examine the distributive leadership approach to determine its effectiveness.**
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 LSIC, Leadership team, Curriculum team, Discipline team, PTVO and others work together to problem solve and plan. Grade level team meetings occur monthly with an agenda and minutes given to the Principal. The Principal will give feedback to minutes. Teams have input and staff oppinions are sought out and valued. Other teams: IPI, Climate	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiated the school's rating; the Team determined a lower rating for this function. **Rationale: Through interviews and observations, the OEPA Team determined school teams and councils were not functioning effectively due to lack of structure for distribution of leadership.**

		committee, Discipline comm., Crisis Team, PTVO liasion, SAT team, Faculty Senate, Multicultural comm., Wellness comm., Relay for life team, Staff dev. coor., and Technology team,		**Recommendation: The OEPA Team recommended all school teams and councils have agendas and minutes for meetings and share the meeting outcomes with the remaining staff.**
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 are willing to participate in county responsibilities such as Wellness committee, Textbook Adoption and Standards-based Progress report committees. They regularly seek out opportunities to improve their practice through professional development. Teachers are encouraged to seek out leadership opportunities throughout the school and county.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff be provided authentic opportunities to lead and influence professional practices.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Students are chosen by teachers and peers for classroom leader, monitor and other classroom leadership positions. The second graders (our oldest) work with Kindergarten as reading buddies. We also have a second grade choir- Panda Singers, and a school wide Trail Blazers, a running group. The pledge to the USA and to WV flags are recited by students each morning over intercom school wide. Each classroom is selected on a rotating basis to recite the pledge with the Principal each morning.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment.	ACCOMPLISHED	Teachers foster an environment for inquiry and learning through group work and self- directed, independent work.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		Teachers are implementing choice time in their daily schedule. They are embracing movement to increase physical activity throughout the day. Teachers have been given direction on Depth of Knowledge questioning. We have implemented an IPI team to encourage more DOK higher order questions. Teachers focus on student achievement data to create differentiated instruction based on student needs. Administration works with the maintenance dept. for continuous upkeep our our facility. We have a group of boyscouts and girlscouts who work on our flower beds out front. We have written several grants for the walking trail, wetlands, tree planting and garden. We created a laptop lab at the beginning of the school year, in addition to our computer lab, and portable ipad cart. We also have an ipad tub for each grade level to share for reading/math small groups.		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	ACCOMPLISHED	Teachers have been provided many opportunities for staff development with our new Next Generation Standards in English language arts and mathematics. They have integrated the learning sequence into a seamless day. Lesson plans reflect these strategies. THis years focus has been on a county wide math goal with on-going staff development with a grade level focus. Teachers have been provided data on state standard	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Learning Skills and Technology Tools.		testing results of our feeder school in order to plan and focus our instruction on our weaknesses.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Teachers have worked together as a grade level team for comprehensive planning. Working together, they create common formative assessments which drive their instruction. The grade level teams meet on a regular basis to discuss differentiation and grouping for reading and math. Teachers plan long and short term goals as a team. Teachers use a variety of assessments to make good instrctional choices. We use STAR, Number Sense and a few grade level created assessments. THe teachers use progress monitoring to create flexible 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.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers provide engaging lessons that are relevant and address students' specific needs. Targeted interventions are approached in the classroom as well as in a personalized setting with a specialist. In second grade the students are grouped for reading based on data analysis. (switching from homerooms) Teachers have been provided a variety of technology tools to enhance instruction.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 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	Positive relationships exist between the school staff and the students' families. A consistent flow of volunteers and visitors from the community provide evidence and support of our strong relationships. Ex: our yearly Christmas/winter program had over 600 parents attending. On average we have 10 volunteers a day. During our parents lunch weeks we have 15-20 parents each day that visit for lunch. Our ties with the community and businesses is very strong. We have over 200 items donated for our annual auction and dinner. We also give back to the community center each year with coat and food drives throughout the year. Our website is frequently updated with calendar information and school photo highlights.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	The school's guidance counselor and staff provide consistent support through our child nutrition program, developmental guidance lessons, health and physical education opportunities, as well as character education awards. Other supports inlude positive behavior incentives, parent workshops, special education and ESL services. We hold a Panda Praise Awards assembly every 9 weeks where a child from each classroom is selected to be given the award for that character trait and a	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		sunshine award, as well as, most improved at the end of the year. We consistently promote a positve self image and safe and secure environment. Our Guidance Counselor meets with each classroom as well as individuals and some small groups.		
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	The school has developed a strong bond with local colleges and businesses, such as American Public University, Frontier Communications, Roy Rogers, and Papa John's. We are also connected to Shenandoah Behavioral Office, and other medical offices through our Nurse. She has helped coordinate the WVU dental program for our students too.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Staff development has been provided by our county and RESA. While there have been many changes in our calendar, our staff reamins dedicated to continue working to improve our school. We will be hosting the county wide math training for K-2 teachers on Jan. 25-26. We have two staff development coordinators who work with the staff in surveying for staff development needs amoung the staff. The leadership team in coordination with the administration have provided on-going training to prepare for the OEPA visit. There have also been a few trainings organized and implemented by our own staff, such as planbook.com on	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended follow-up and monitoring of professional development implementation be included in professional development plans to ensure integration of learned strategies into classroom instructional delivery.**

		a Saturday. Several staff members recently completed their masters degree. The average years of experience in the staff for professionals is 14.8 and the average for service personell is 11.7.		
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	Our leadership team and grade-level teams work together with the reading interventionist to review student data and design and implement personalized instructional plans for our students. Planned whole grade level team meetings are done by changing the schedules and kindergarten aides covering classes, due to the large number of teachers per grade. (6 classes per grade)	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiated the school's rating; the Team determined a lower rating for this function. **Comment: Through observations and interviews, the OEPA Team determined teachers met in grade-level teams but did not demonstrate they had command of the practices required to be considered a high functioning professional learning community.** **Recommendation: The OEPA Team recommended the school revisit the norms and processes for collaborative planning time and ensure this time is used efficiently to study relevant data, problem solve, and discuss strategies to improve instructional practice.**
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	Our staff is working diligently to evaluate themselves meaningfully using the WV teacher evaluation process. This provides an avenue for self reflection and professional growth. Consistent review of student data and achievement within the grade level teams and school administration. Teachers review their goals with administration and progress is monitored.	**ACCOMPLISHED**	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	Consistent monitoring of the building and facilities allows for a well maintained, safe and secure building. Our central office has efficient online process for responding to our maintenance requests. Our major areas of need are addressed through our LSIC process with the board. All doors are locked and the front doors have an access key buzzer entry only.	**ACCOMPLISHED**	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	Our school finances are accurately maintained with multiple checks and balances. Our annual audit confirmed that our recordkeeping has been consistently error-free.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Our personnel are selected according to policy and meet all requirements in WV code and policy. The average	**ACCOMPLISHED**	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	ACCOMPLISHED	The school has prioritized technology for our students and staff. A variety of local and state resources have contributed to our success in acquiring technology tools. We have smart boards and Elmo	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		document cameras in every classroom. We also have a laptop lab for student use, iPads, and an active computer lab.		

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	Student performance goals are based on formative assessment data, STAR reading and math snapshots. Currently, our early learning teachers are using the state assessment system to guide instruction and evaluate emerging and developing standards. The school's strategic plan has been shared with staff, the LSIC, and PTVO. The goals and actions are monitored for improvment.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through interviews, the OEPA Team determined the staff could not discuss the mission and goals as outlined in the strategic plan.** **Recommendation: The OEPA Team recommended the administration and the staff, as a single entity, revisit the strategic plan.**
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	The staff use a variety of instructional resources and strategies to improve student learning. PASS volunteers from the community help our students. We also provide an afterschool, extended-day program for struggling students. Our reading interventionist supports our targeted students. Our special education teacher supports our urgent intervention students.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendation: The OEPA Team commended the efforts of the school counselor in the organization of the Provide Academic Self-Esteem Support (PASS) program, as well as other efforts she coordinates.**
Function C: Monitoring for	EMERGING	The principal and staff meet regularly to	**EMERGING**	The evidence provided by the school and the additional

Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		discuss best practices and student learning. The staff communicates student progress to parents and the leadership team. Grade-level meetings and cross-grade level meetings occur quarterly.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The LSIC council and leadership team have decided that an additional reading/math interventionist would be highly beneficial to student improvement. The school has 440 students only grades Kindergarten though second grade, many students could benefit from additional intervention resources. Based on the number of students in need of intervention.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	We need more resources for funding and time to provide high quality professional development for our staff to improve student performance. We have begun inquiries into staff development for more student intervention strategies/differentiation.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	The school wide discipline plan has greatly impacted student behaviors. We use a color coded system. The students start their day on green and can move down to other colors and then have the opportunity to move back up if they show improvement. The staff have implemented a Trail Blazers club, which meets weekly after school in the Fall and Spring, to run on the trail that goes around the school, They also work towards running or walking miles during recess and they earn shoe charms.	While the Trail Blazer Club was valuable, 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: e 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.
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		**NOT APPLICABLE**

F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		**YES**

Facility Resource Needs

5. Counselor Office(s)

A. Counselors' offices were not adequate (100-125 ft.^{2}) per counselor. (Did not adversely impact program delivery and student performance.)

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

6. Library, Media, and Technology Centers

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

B-2. Computer work stations with printers. (May adversely impact program delivery and student performance.)

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

7. Cafeteria/Food Service Area

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

8. School Nurse Clinic/Health Service Area

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

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

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

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

9. Gymnasiums/Physical Fitness Facilities

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

C. Locations of physical fitness facilities were not away from quiet areas of the school building or are acoustically treated. (May adversely impact program delivery and student performance.)

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.)

12. Pre-kindergarten/Kindergarten Classrooms

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

C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:

C-3. Adequate storage areas for supplies and locker type storage for pupil belongings. (May adversely impact program delivery and student performance.)

13. General Classrooms

A. Classrooms were not of adequate classroom size (28-30 ft.^{2}/student). (Did not adversely impact program delivery and student performance.)

D. Classrooms were not located near related educational areas and away from disruptive noises. (May adversely impact program delivery and student performance.)

16. Band/Music

A. Band/music facilities were not adequate (30-40 ft.^{2}/student). (May adversely impact program delivery and student performance.)

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

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

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

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

D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)

D-4 Podium. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Suzette Cook, OEPA Consultant
Team Member – Kimberly Agee, Principal, Bedington Elementary School, Berkeley County Schools
Team Member – Donald Rhodes, Principal, East Hardy Early Middle School, Hardy County Schools
Team Member – Cindy Schilling, Principal, Marmet Elementary School, Kanawha County Schools
Team Member – Cindy Vance-Sigley, Principal, Belington Elementary School, Barbour County Schools

Date of School Visit – 03/15/2016

SCHOOL PROFILE

37-204 RANSON ELEMENTARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	377.0	434.0	432.0	458.0	447.0
Average Class Size	16.9	17.1	18.8	19.2	16.2
Attendance Rate	99.9	99.9	99.9	94.8	not available
Pupil Admin Ratio	377.0	434.0	432.0	458.0	447.0
Pupil Teacher Ratio	12.3	14.1	13.4	14.8	17.2
Participation Rate-Math	100.00	100.00	99.43	100.00	not available
Participation Rate-Reading	100.00	100.00	99.43	100.00	not available
HQT Percentage - Total	83.3	100.0	97.6	100.0	not available
HQT Percentage - Self Contained Classroom	82.2	100.0	100.0	100.0	not available
HQT Percentage - English	not available	100.0	0.0	100.0	not available
HQT Percentage - Reading/Language Arts	60.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	100.0	100.0	100.0	100.0	not available
HQT Percentage - Science	100.0	100.0	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	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	1.0	1.0	1.0	1.0	0.0

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

RANSON ELEMENTARY SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	Ranson Elementary has clearly defined and shared Vision Statement, Mission Statement, Goals Statements and School Credo. These educational beliefs can be found in each student's agenda and on the school's website. These documents are displayed throughout the school and drive the curriculum, the environment, the behaviors and the philosophies of the staff while addressing the culture of the school. Students collaborate with teachers to create classroom mission and norms which bolster the school vision statement. Students, parents and staff complete climate surveys regarding the school. Results are shared at committee meetings and changed to support 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. **Comment: The staff demonstrated a strong belief in the mission and vision and a professional dedication to help students succeed.**
Function B: High Expectations for	ACCOMPLISHED	Responsibilities and expectations are established in the Title I Compact which	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		is signed by every student, classroom teacher, the principal and the parents. The Compact is sent home, explained at back to school night and referenced at conferences. Students are rewarded for achievements by becoming Students of the Month, Principal Award Winners, Super Lunch Students, Bringing Up Grades awards, and end of year honors. Students can earn "Red Rockets" by their behavior and good work, which may be exchanged for prizes, school supplies or used to be a school helper such as a class reader. Classroom goals are stated on homework folders. A "Clean Award" has been established to encourage students to care for their environments. Attendance awards can be earned. Golden Spatula is awarded to lunch groups with positive behaviors. Home Communication/newsletter is available in Spanish. Cultural Diversity Committee provides activities, programs and an annual fair. They also write/receive grants.		higher rating than the school's self-rating for this function. **Rationale: The principal exhibited high expectations for staff and students, and the respect was reciprocated.**
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	The cleanliness of the school is immediately observable. Ranson Elementary is one of the oldest schools in the county, creating challenges for the custodial staff, but visitors are immediately impressed with the neatness and cleanliness of the school. Student work is on display in the halls, which is constantly changing. The work is meaningful to students, staff and school visitors. These displays serve as	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: an atmosphere of safety was apparent through additional resources including police and fire department partnerships and emergency backpacks for each student.**

		educational tools for all viewers. The cafeteria and kitchen meet and exceed health inspection requirements. Other indicators of a safe and clean school include: Classroom Clean Awards, identification for all staff at all times, locked doors, visitor sign in with proper identification, practice drills, working relationship with local police department, students are taught orderly movement in the hallways and designated areas for dismissal. Cameras in halls, lights in parking lots for evening events and emergency bags all contribute to a safer environment.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal brings key staff development and resource personnel to provide quality learning experiences for the teachers that impact student achievement. Information such as data and teaching strategies (APL) are topics of regular Team Planning, Data Meetings and Grade Level Meetings. Pre-scheduled meetings for current school year are provided as an effective management tool. The principal attends meetings offers input, and reviews data through collegial conversations. The principal is available and visible throughout the school daily. Principal attends RESA/County staff development sessions as well as National Title I	**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 principal managed the school with professionalism and empowered the staff to grow professionally.**

		Conferences. All staff members participate in setting goals and making reflections guided by the principal. The principal meets proactively with students and parents to prevent conflicts and facilitate open communications. Leadership opportunities are shared, empowering others (i.e.,Title I Facilitator, Coaches, Head Teacher, Committee Chairs for school improvement).		
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	Our teams function effectively to further the advancement of all stakeholders, for example, after reviewing data, our third-grade team designed a new curriculum map aligned with Next Generation Standards. All teams: Team Planning, Grade Level, vertical planning, K-5 Leadership, REA, LSIC, Title I, regularly meet and address current school needs. Each committee has established goals to address their specific role, and responsibilities. These focused committees share data with other entities for input, planning and implementation to foster learning and student success. Our Leadership team's vision provides a focus for continued school improvement and planning. They determine through data, our strengths and weaknesses. Through collaboration with all stakeholders, this team addresses how best to meet our goals and support our mission. For example, we have instituted a Best Attendance Award, and the counselor started a lunch group for those	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		with low attendance.		
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	All teachers at Ranson are highly qualified and highly motivated. They attend required and voluntary staff development. Teachers are encouraged to share information after attending workshops and training. They implement new ideas in order to improve their teaching and participate in our Support Group which mentors non-tenured teachers. Research shows we need to encourage independence, engagement and higher level thinking so teachers are involved in a book study: "Total Participation Techniques," by Himmele to maximize student engagement in every classroom. Teachers are trained in APL teaching practices. This year's academic book study is "Quality Questioning" by Beth Sattes to improve depth of knowledge and individual classrooms are creating questioning norms.The principal and coaches conduct walk-throughs to promote teacher growth through feedback to monitor and improve the APL strategies.Staff takes leadership roles in REA (PTA), Faculty Senate as officers and committee chairs.	**ACCOMPLISHED**	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-	ACCOMPLISHED	Students at Ranson Elementary are elected to offices in Student Council and serve as classroom representatives. They may become "Voices of Ranson" and deliver the morning announcements. The students, as Safety Patrol members, ensure the safe dismissal of all students	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school explore**

direction and a sense of responsibility for improving self, school, and community.		from the building daily. Leadership opportunities within classrooms are also provided. Students are recognized for their academic achievement, outstanding attendance, character development, and good behavior as defined by R.E.S.P.E.C.T. Students Council members serve as class readers, greeters (oral and intrapersonal skills), and Peer Mediators. Students engage in "Test Talks" in order to set achievement goals.		**opportunities to expand student leadership responsibilities for primary grades beyond the classroom.**

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 apply Marcia Tate, APL and Total Participation Techniques to enhance the learning environment of their classrooms. Lighting, seating, music, work stations, available materials, and technology tools are thoughtfully considered to accommodate student needs and interests. Teachers align lessons and strategies with test data, student interests, and Next Generation Standards. "I Can" statements are posted that align with standards. PD on "Unpacking the Standards" and quality questioning in order to increase depth of knowledge. School Improvement Specialist (Sally), County Curriculum coordinators and Title I Coaches provide pacing guides and action plans for standards. Questioning norms questioning levels are posted in classrooms. Monthly support group for	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Most classrooms used effective classroom management consistently throughout the building. Teachers created a supportive environment that was student-centered and invited learning.**

		non-tenured & new to school teachers, provides pedagogical support. Instructional coaches provide on-going, embedded professional development. Students engage in "Test Talks" as well as reflect and set goals.		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Lesson plans reflect the teachers' study of the Next Generation Standards and Objectives. The implementation of technology tools and websites support the teachers understanding and proper delivery of the standards. Monthly vertical planning (grades 4 and 5) provides for a better understanding of previous and next grade level instruction. Professional Development on Common Core Math and Reading was conducted by RESA VIII at the school. "Unpacking the Standards" training has been offered by Title I staff. Text levels are obtained to ensure success at reading at appropriate instructional levels.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The school's level of implementation of the evidence cited was present in most classrooms. Additionally, technology was widely used by students and teachers to deliver instruction, engage students, and personalize learning.**
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Teachers collaboratively design curriculum maps for the school year, based on Next Generation Standards and Objectives while remaining flexible to meet student progress. Teachers' plans reflect weekly and daily efforts to provide instruction for all standards in a designated time period. Teachers use leveled reading, formative assessment and progress data to address the varied needs of students. Interventionists work with teachers and students to provide learning at the level which is necessary for students to master the standards.	**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 Team determined teachers designed short and long term plans to guide mastery of State standards. Standards were identified in lesson plans and often posted and communicated in student friendly terms. During interviews, teachers could discuss the standards and planning with professionalism.**

		S.M.A.R.T. Goals are developed and implemented by the school and by each teacher. Self reflection is an important part of personal teacher growth. Students throughout the school participate in Daily Five, which offers them the opportunity to make individual choices about their learning. Test Talks guides students to set appropriate goals and reflect on learning. Monthly vertical planning (grades 4-5) provides collegial content support.		
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 address a variety of learning styles which include tools such as graphic organizers, computers, I Pads, manipulatives, etc. Assessments include teacher-created, STAR Assessment, unit tests, written assignments, project-based learning, IXL, and Odyessy. Both student engagement and quality questioning are our focus areas. They determine student growth and help to focus on continuous school improvement planning. Students in our school consistently connect mathematics to real-life contexts. Our students explore literacy through environmental print. Students and teachers use interactive daily and weekly journals for ongoing self-assessment and progress monitoring. Smarter Balanced-like performance tasks engage students in real-life, collaborative activities. General Summative Assessment diagnostics allow for familiarity of testing format and use of technology tools. Data walls create a	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Multiple strategies were observed implementing technology tools and resources. Specific strategies and support personnel were evident in every classroom.**

		visual representation of student performance accessible to all teachers.		

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 promotes positive connections to parents through agendas, menus noting upcoming important dates, newsletters, school and teacher websites. The school hosts events that bring the staff, parents and larger community together including our back to school night and end of year picnic. Parent teacher conferences keep parents informed of their children's progress. REA meetings and programs provide information, education and fellowship between the school and families. Business Partners support the school through the Super Lunch program and Bringing Up Grades program and provide materials and clothing for students. Principal sends regular emails to staff to give information and positive encouragement. Morale committee celebrates each other and accomplishments, and organizes teacher events. We offer an open communication policy and opportunities for volunteering. Counselor meets with at risk attendance students for lunch groups and holds parent meetings to encourage attendance.	**ACCOMPLISHED**	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: Positive relationships between staff and students created a sense of family and fellowship inviting the students to learn.**
Function B: Student Personal Development. The	ACCOMPLISHED	We provide free meals to all students (breakfast, lunch and after school	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

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.		dinner). A Fresh Fruit and Vegetable Program provides nutritious/delicious snacks three times a week. Deaf and Hard of Hearing Program, Program for Gifted Students, Speech Program, ELL Program, Guidance and Special Education services support students as needed. Our Wellness Committee works toward better health for students and staff. Each student participates in physical activity (PE and recess). We have defined plans for SAT Meetings to address needs of students. Students participate in peer mediation. Our counselor matches students with teachers for advisory purposes and meets with attendance, divorce and anger groups. We offer food bags, safety patrol, dental program and a clothes closet. Each month a student who demonstrates good character in one of the pillars of Character Counts is nominated and recognized by their teacher & principal. Outside health agencies and services are contacted as needed.		higher rating than the school's self-rating for this function. **Commendation: Instilling pride was evident through the consistent display of student work. The counselor provided valuable support to both students and personnel. Multiple resources were available to meet all students' needs.**
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Our partnership with the Ranson Police department helps to ensure safety to the school on a regular basis. Our Business Partners attend Awards Assemblies to honor deserving students. A local bank sponsors weekly savings bank day for students. A "Banker of the Month" is selected with the student receiving a prize from the bank. The local Kiwanis provides pencils and certificates for students who "Bring up Grades." 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.

		City of Ranson works closely with the school to integrate the school into community events, (i.e., school chorus sings at city celebrations) and opportunities for the staff to apply for school grants. Businesses provide school materials, clothing and meals for students/families in need, as well as volunteering as classroom readers and other school support. We participate in Relay for Life with a team and plant sale. We currently have 17 active business partners that enhance our ability in meeting the needs of our 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	Teachers participate in school, county, state and university professional development to continually upgrade and improve their teaching practices. Some recent staff development includes: Data Analysis, Reflection and Goal Setting, ELL Standards and WESTELL results, WVDE Policy 2525 Inclusive Classroom /Formative Assessment, Collecting Evidence, Common Core ELA, Close Reading, Word Nerds, Building Text-Dependent Questions, Current Art Trends, STEM day, Schools and Exercise/Mega Brain-Power Boosters Program for Excellence, Technology, Evaluation Procedures, Total Participation Techniques, Masters and National Boards, and Policies and	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Considerable support personnel were available within the school to assist with job embedded professional development. Multiple trainings were completed and implemented in classrooms which was documented in lesson plans, and observed consistently.**

		Procedures. Early learning involves using Early Learning Scale and E.L.S. Readiness. Teams meet monthly with a professional liaison to help with Quality Questioning. Research suggests we promote less direct instruction and more student independent and collaborative work, as well as time on task. Math Consultant meets with grade levels monthly.		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Data meetings throughout all grade levels inform staff of gaps or needs and are recorded on data tracking sheets. Data walls provide visual representation of areas of needs and stimulate dialog on student achievement among building professionals. Teachers participate in ongoing staff development provided by S. Piepenbrink to enhance student engagement. New teachers share collaboratively to encourage and upgrade teaching practices through our Support Group. Coaches meet regularly with teachers to examine best practices. The Leadership Team meets to address school needs, student needs, and policy changes. Our internal data system is developed to improve external accountability results (GSA). Observation and walk-through results provide feedback and effectiveness. Coaches model, team teach and provide support. K assistants and paraprofessionals take courses to acquire ECCAT authorization. Educators participate in evaluation for self	**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: Time was afforded for multiple collaboration meetings and were documented with agendas and minutes.**

		reflection		
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	Each staff member completes a personal evaluation with appropriate accompanying documentation of their own professional growth. End of year reflections monitored by the principal guide the teachers' self evaluation process going in to the following school year. Our consistent collaboration sustains our school-improvement efforts while creating capacity for change and renewal. Our principal follows the state mandated policy on staff evaluation. New faculty and new to our school faculty participate in a monthly session addressing school goals, current pedagogy practices and specific school idiosyncrasies. New staff are assigned instructional coaches to support, model, co-teach, set goals and provide embedded professional development.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	The custodial staff maintains a clean and orderly building. The cafeteria and kitchen meet and exceed health inspection requirements. Any maintenance issues are reported immediately to the county maintenance. All doors are locked and current identification is necessary to enter the building. The playground is fenced with locked gates. Emergency drills are practiced regularly. Fire, bombing,	**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: Facilities were well kept and maintained. Students were taught to assist in respecting the school and space.** **Recommendation: While the OEPA Team substantiated a higher rating, they recommended removing the storage unit from the playground area. The unit is very close to the modular on the**

		inside and outside breaches, and weather related drills are preset and practiced. Safety programs such as Fire Safety and Health Care are presented annually to the students and staff. We have 16 security cameras. The counselor leads a community/Student Council beautification project. Volunteers, students and staff decorate the halls with student work and educational messages. The school vision statement with a focus on RESPECT is posted throughout the school. Grade levels are generally located in clusters throughout the building. Our special education population is located centrally.		**playground and could be a safety hazard.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The school follows all policies and procedures established by the county office. REA, Faculty Senate, RIF, teacher requisitions, Book Fair, Student Council and all other finance involved programs adhere to the same policies. Teachers also utilize community resources and outside grants for additional educational resources annually. We collaborate with the City of Ranson to provide a Safe Routes to School Grant. Teacher requisitions are submitted to principal, Title I staff, or the Board Office for review and final approval. Faculty Senate votes on their purchases prior to submitting requisitions.	**ACCOMPLISHED**	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	ACCOMPLISHED	Permanent teachers at Ranson Elementary are recognized as a Highly Qualified teacher according to state	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.		standards. In addition, as a Title I school, this is a Federal requirement. We have a hiring committee through Faculty Senate which follows County and State guidelines for staff selection. We have highly qualified support staff Pre-K, K Special Ed, ESL and two paraprofessionals. Recruitment is offered through the county and the county hiring matrix/point system is in place to insure fairness and appropriate placement. Benefits such as health, dental and vision are offered by the County. Levy incentives are offered throughout the year.		school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Ranson has a five COWS consisting of one hundred and thirty five laptops, three IPad stations and a computer lab with thirty desktops with a computer station designated for staff. Every classroom is equipped with a SmartBoard, an Elmo, TV, teacher laptop, printer, speakers and three classroom desktops. Classroom sets of responders are available. Money has been allocated for the purchase of software and apps to support management, instructional delivery and student learning. Kindergarten and first grade teachers have county provided IPads to assist with classroom instruction and evaluations. Our guidance counselor teaches our cyber-safety course for all our students ensuring that they can access the world beyond our school in a safe inclusive manner. Our parents learn about LiveGrades and other data sources	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		for their children through the County website and at Title I evening technology event. Library computers are made available to parents. Support services include County, and scho.		

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	Ranson Elementary School has a clearly defined Vision Statement, Mission Statement, Goals Statement and School Credo. Title I team, School Improvement Specialist and teachers review General Summative Assessment data to help create goals and determine action steps towards achievement of these goals. The results and any changes or ideas are discussed and shared with the Leadership Team and LSIC as well as staff before adjustments are made to the Strategic Plan. Technical support is provided from other entities such as RESA 8, and our Board of Education as needed and requested. Data results drive our goals and action steps to achieve the goals. Title I staff reviews the strategic plan regularly and discusses assessment data to track progress and action steps are working towards improving student performance.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: During interviews, the staff could discussed the strategic plan and the School Monitoring Report. The documents were reviewed regularly. Documentation of meetings was evidence of implementation of the plan.**
Function B: Processes and Structures. The staff has well-defined structures for building professional	ACCOMPLISHED	Title I Compact is distributed to all families the first day of school. Responsibilities and expectations are established which is signed by every student, each classroom teacher, 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.

relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		principal and parents. The Compact is explained at our back to school night and referenced at parent teacher conferences. Parent, SAT and IEP meetings, ELL teachers and translators as well as interpreters for hard of hearing, interventionists, ECAT (classroom aides), Prek and SPED paraprofessionals all have professional relationships and collaborate in a variety of methods with classroom teachers to address student learning and increase achievement. Grade level teams meet weekly to discuss student learning and identify needs. In addition, weekly SAT teams meetings are scheduled to address individual student needs and set a process to follow.		
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	Assessment data, including formative, summative, progress monitoring and walk-throughs are reviewed and analyzed to note trends and address needs. Data meetings are held at grade level, vertical teams and committees to make adjustments in action plans. Parent conferences and parent test communication/meetings are held to communicate at the student level. Test talks with students are held to set goals and share assessment results as well as reflect on their learning. The Title I team regularly monitors the Strategic Plan action steps and adjusts components accordingly and then shares progress with staff at monthly meetings.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Multiple levels of monitoring for results were evident through agendas, data boards, plan books, and classroom instructional practices.**

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.	Insufficient space in our multipurpose room Not enough bathrooms for students or staff Three portables used for classrooms. One used for Title I office work and for meetings An inadequate nurse's station and inadequate staffing hours for nurse Undersized kindergarten classrooms Need: Storage space, conference room, rooms for teaching of the gifted, Band Room, book room, OT and PT room Larger cafeteria	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. The Team determined these decisions should be made at the local board of education.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Monthly, on-going professional development during the school day with a focus addressing school-wide and classroom goals.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs. The Team could not confirm this would significantly impact staff's ability to improve student achievement.

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.	Outstanding: * Staff communication through meetings, emails and memos * Parent involvement; volunteers, REA, PAC, PASS, Title I events * Business Partners promote community involvement * Communication to parents through newsletter, calls, agendas, emails, website, calendar, conferences and social interactions * PD that addresses school, county, state and federal policies as well as engaging teaching strategies * Nutrition program (Fresh Fruit & Vegetable program, supper program)	The OEPA Team commended these practices: • Nutrition Program • Bringing Up Grades Incentive Program (Bugs) However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	The school leadership team has begun working on Policy 2322 and this information has been shared at Staff, Grade Level and Team Meetings.
NO	Complete the School Monitoring Report	In progress.
NO	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE	In progress.

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)	In progress.
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)	On going.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: e 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	In progress.

	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.)	Open to revision as necessary.

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin

self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

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

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

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

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

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

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

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

YES

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

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

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	**Guidelines for Implementation.** (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).
YES	**Alternative Education.** (S1,FC)

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

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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	Formal physical education classes are provided to all students once or twice a week. All students have active recess time every day of the week. Teachers imbed physical activities in their individual classrooms, for example, "Brain Breaks."

	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)
NO	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?	NOT FOUND		**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT FOUND		**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NOT FOUND		**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NOT FOUND		**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT FOUND		**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT FOUND		**YES**

Facility Resource Needs

1. School Site

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

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

B. Site did not have sufficient parking for staff, visitors, and individuals with disabilities. (Did not adversely impact program delivery and student performance.) (May impede access for individuals with limited mobility.)

3. Administrative Office Area

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

4. Teacher Workroom(s)

A. Teachers' work areas were not adequate. (150-250 ft.^{2}) (Did not adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

B. Kitchen was not adequate to meet food production needs and meal service. (May adversely impact program delivery and student performance.)

E. Perishable and non-perishable food storage areas were not adequate without overflow into general kitchen area. (May adversely impact program delivery and student performance.)

H. Separate area was not available for washing pots, pans, dishes and eating utensils. (May adversely impact students' health and safety.)

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

K. Equipment and space were not available to serve fresh fruits and vegetables. (May adversely impact students' health and safety.)

L. Dining area seating was not adequate (8-14 ft.^{2} per student served). (May adversely impact program delivery and student performance.)
M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
A-3. Work counter with sink. (May adversely impact students' health and safety.)
A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
B. Clinic/health service area was not adequate in size (250-400 ft.^{2}). (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities

A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
A-1. Elementary Schools - 65 ft.^{2}/student. (May adversely impact program delivery and student performance.)
A-2. Middle Schools - 125 ft.^{2}/student with 5,400 ft.^{2} minimum. (May adversely impact program delivery and student performance.)
A-3. High Schools - 125 ft.^{2}/student with 7,000 ft.^{2} minimum. (May adversely impact program delivery and student performance.)
E. Physical fitness facilities did not include at least the following items:
E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)
E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)
C-3. Adequate storage areas for supplies and locker type storage for pupil belongings. (May adversely impact program delivery and student performance.)

14. Remedial Instructional Areas

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

15. Art

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

16. Band/Music

A. Band/music facilities were not adequate (30-40 ft.^{2}/student). (May adversely impact program delivery and student performance.)
B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)
C. Sufficient storage area was not available (350 ft.^{2}). (May adversely impact program delivery and student performance.)

D. Equipment and materials were not adequate and did not include at least the following:
D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Cheryl Workman, OEPA Consultant
Team Member – Tony Nichols, Director of Instruction, Nicholas County Schools
Team Member – Jamie McBride, Principal, West Virginia Schools for the Deaf and the Blind
Team Member – Erica Propst, Principal, Rosemont Elementary School, Berkeley County Schools
Team Member – Barbara Miller, Principal, Greenwood Elementary School, Morgan County Schools

Date of School Visit – 03/16/2016

SCHOOL PROFILE

37-205 SHEPHERDSTOWN ELEMENTARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	472.0	433.0	415.0	419.0	435.0
Average Class Size	22.9	21.6	21.2	20.6	22.6
Attendance Rate	99.3	99.3	99.4	95.4	not available
Pupil Admin Ratio	452.0	433.0	415.0	419.0	435.0
Pupil Teacher Ratio	15.2	16.5	17.1	15.6	18.1
Participation Rate-Math	100.00	99.55	99.07	99.05	not available
Participation Rate-Reading	100.00	100.00	99.07	99.05	not available
HQT Percentage - Total	92.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	98.4	100.0	100.0	100.0	not available
HQT Percentage - English	subject not present	not available	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	100.0	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	33.3	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	1.0	1.0	1.0	1.0	0.0

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

SHEPHERDSTOWN ELEMENTARY SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	Administration and the leadership team have developed core beliefs that are shared within the school through Rules Assemblies, posters, and in morning announcements. The staff works with stakeholders, parents and community to ground those beliefs in practice through a consistent focus on student learning, healthy lifestyles, and ethical behavior. We've developed the Essential 10 behavioral expectations and displayed character posters in the hallways. We recognize good citizens monthly for students who exemplify one of six pillars of character.	**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 teacher interviews the staff was asked about the school's shared beliefs and values. While some teachers could discuss these clearly and how they were being used to guide classroom management and curriculum delivery, most teachers could not clearly speak to these. Many teachers stated they did not have input into the development and revisions to the beliefs and values.** **Recommendation: The OEPA Team recommended all staff members participate in the development of the mission and core beliefs to make the knowledge of them pervasive.**
Function B: High Expectations for All. The staff	ACCOMPLISHED	The school mission and core beliefs and values are shared publicly in the school	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		on posters and in verbal messages. The principal includes daily character messages in the morning announcements. The students and staff participate in annual community events including Day of Caring; donations to charities like Caring Cupboard, animal shelters, Jump Rope for Heart, Horses with Heart, St. Jude's Mathathon, and Jefferson County Community Ministries affording them opportunities to engage in community service experiences. The annual Multicultural event includes a focus on geography, languages, customs, culture and foods expanding students' awareness of diversity of the world population. The school receives strong support from community members who volunteer as tutors, readers, clean-up crews, and in leadership roles to assist the school in its educational goals. In the annual Redbud Festival students display their talents in art, music, and literary works for the community.		school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	The school has developed clear and consistent schedules for teachers and other school employees that adhere to the state code and meet the needs of students. The school locks all exterior doors and uses a swipe card system for employee access and the Raptor system to identify school visitors. Staff wear identification badges and visitors wear visitor badges in the building. Classrooms are clustered by grade levels and special education rooms are	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		integrated within the general education environment. The LSIC as well as school teams examine school data to guide instructional decisions about teaching and learning.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Principal takes the initiative to work with parents, local law enforcement, and community members to establish a sense of the school's role in the community. Through the weekly newsletter, school website, and other social media the principal communicates news about the school. The principal works with community members including state legislators, the mayor, service organization members (Rotary, Women's Club), Shepherd University (Performing Arts Series, sports teams, education dept), and non-profits (Potomac Valley Audubon, Shepherdstown SPEAK series, Shepherdstown Business Association) to garner additional resources and opportunities for the school. The principal maintains a library of current educational materials available to all staff and shares professional articles from current literature.	**ACCOMPLISHED**	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 principal to be organized, knowledgeable, and having a clear direction for the school, while providing opportunities for teachers to lead.**
Function B: School Teams and Councils. The school teams and councils function effectively to advance the	ACCOMPLISHED	The principal works with school teams including grade level teams, leadership group, wellness committee, multicultural committee, and Faculty Senate to develop cohesive planning for	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

mission and goals of the school through leadership, planning, and problem-solving.		continuous improvement. The principal works with new teachers in mentoring activities, book studies to develop skills, and facilitates new teachers' opportunities to observe peer educators.		
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	Teachers participate in leadership roles by serving on the Leadership teams and taking responsibility for many school activities. Teachers serve as Faculty Senate officers, take positions on the LSIC, serve as liaisons to Business Partners and the Shepherdstown Elementary Association. Teachers participate in textbook adoption committees and guide that exploration process on the school level. Grade 3-5 teachers have studied Standards Based grading through an online professional development course and are studying for implementing a pilot program for the county. Some teachers have completed the Policy 5000 training and participate in the hiring process. Some teachers have taken IPI training and serve as data collectors and analyzers.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: While the school had opportunities for teachers to lead, through interviews, the OEPA Team found only some teachers were taking advantage of these opportunities.**
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	ACCOMPLISHED	The SES student body operates with a student council with elected representatives from each homeroom. These students meet to make decisions on charitable giving, fun theme days for everyone, and may bring problems to the attention of the school administration. Students take responsibility for working in school gardens, flag teams, recycling teams, and help maintain records of participation in the schoolwide running	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

community.		club. Students have participated in a Kids' Krafts Holiday Market which provides opportunities for student entrepreneurs. Each classroom has organized classroom helpers and assistants to help students develop leadership and responsibility skills.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Classrooms have multiple resources including textbooks, teaching materials, and electronic devices for teaching and learning. Teachers work together to provide a rigorous curriculum for students. Teachers share duties and opportunities so that they can flexibly meet the needs of all students. Teachers share assessments and monitor student performance to provide meaningful feedback. Teachers have participated in Total Participation Techniques to enhance student engagement through planned strategies.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team found the classrooms to be well maintained, clean, and educationally stimulating. Students were given opportunities for self-reflection and intellectual inquiry.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation	EMERGING	All classroom teachers generate teaching goals based on the Next Generation Standards as referenced in lesson plans. Teachers utilize standards, curriculum checklists and pacing guides to assure adherence to standards. Beginning teachers participate in a book study and peer observations to enhance their professional practice. Teachers use formative assessments effectively to increase student performance toward	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Learning Skills and Technology Tools.		mastery and through test reviews using visible learning practices.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Classroom teachers work in grade level teams to monitor student progress on the standards and to make adjustments to achieve learning targets. Teachers assess classroom needs and supplement with additional resources. Fourth grade teachers are working with Potomac Valley Audubon Society in their watershed program. Fifth grade teachers have taken their students for a week's participation in the Starbase program in Math and Science at the local Air National Guard. CRTs have used supplemental resources in Reasoning Mind (math in Grades 2-3), Study Island (math), Curriculum Associates (math in Grades 2-5), and Spelling City (online spelling practice for Grades 2-5).	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	During direct instruction teachers share specific goals for learning, build background knowledge, focus on rigorous text, and develop high quality questioning prompts that lead to more engaged thinking for students. Teachers employ a variety of methods for introducing new concepts including concept maps, diagrams, graphs, and dramatizations to enhance student understanding. Teachers conclude lessons with summarizing strategies.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through classroom observations, teacher interviews, and lesson plan review, the OEPA Team observed minimal instructional strategies being utilized. Teacher-directed instruction was predominant. There was minimal observation of centers or small group instruction.** **Recommendation: The OEPA Team recommended professional development in the area of varied instructional practices and student engagement.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The school sponsors "Back to School" nights that staff voluntary participate in to start off the year. The school issues a weekly newsletter, "Roadrunner Tracks" in hard copy and on website to parents, Our Business Partner, Jefferson Security Bank, sponsors the annual Duck Buck Races recognizing students for exemplary attendance and behavior. Our parent organization, the SEA funds playground equipment and maintenance, field trips, allocation to teachers for classroom supplies, and supports many special speakers and assemblies. Our LSIC and Business Partners meet regularly and have committed much time and effort to assessing the long range needs of schools in the Shepherdstown community. SES collaborates with its adjacent receiver school, Shepherdstown Middle School, in cultural, academic, and athletic events. Parents guide an after-school book club and a yoga/mindfulness class for students.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	ACCOMPLISHED	Students are provided many opportunities to engage in community service through days of caring, contributing to the local food banks, donating to Shoe and Coat fund. The school counselor provides monthly guidance classes in each homeroom and supports students through individual	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

nutrition, character education, guidance and counseling, special education, and English as a Second Language.		counseling and small support groups. Students are encouraged to consume healthy meals through breakfast, grab n' go breakfasts, and the school lunch program. Parents have guidelines for providing healthy snacks at school. We have a fall and winter after-school Runner's club, a DEA dance program, and an after-school yoga class. Our before and after school childcare service, AlphaBest, provides homework and academic support as well as active recreational time. Our SAT team meets regularly to address special student needs and we have an active PASS (Providing Academic and Self-Esteem Support) program with community volunteers.		
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	The school has an active LSIC, Business Partner organization, and parent organization (Shepherdstown Elementary Association). Over 140 parents and community members volunteer regularly in the school as read aloud volunteers, classroom aides, tutors, Roots and Shoots volunteers (community gardening), PASS partners, playground and landscaping clean-up crews, and fund-raisers. The SEA has paid for all of the playground equipment estimated at over $100,000 in the last 10 years. We work with Shepherd University as a training place for pre-service teachers, specific training for Health and PE program (archery and environmental education), and participate in the	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team found school and community relationships were varied and pervasive. All staff could discuss the variety of partnerships and the positive impact each had on the school and the community organization.**

		Performing Arts Series. The Shepherdstown Music and Dance Society shares young artists for concerts with our 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	All staff members have participated in staff development opportunities offered within the school calendar including new reading series, One Drive, and math training. Grade 3-5 teachers have been exploring Standards Based grading through professional development, school visits, analysis of formative assessments, and examination of Standards Based report card models. We participate in IPI data collection, analysis, and subsequent discussion. School leaders observe in classrooms and provide opportunities for beginning teachers to observe in classrooms with more experienced teachers.. Grade level meetings, cross grade level meetings, and staff development have focused on improving math teaching and learning, a need identified through analysis of summative testing.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of	ACCOMPLISHED	Classroom teachers participate in joint team planning on a minimum of 1x per week. Meetings focus on instruction and student development. Informally, grade level classrooms are clustered facilitating daily collaboration during lunch and at class change times. The school has a	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Teachers reported many opportunities for vertical and horizontal collaboration. It was evident teachers were aware of the needs of students in all**

student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		PLC which meets to identify areas of growth, opportunity, and/or need for addressing student learning.		**aspects of the school.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The staff participates in evaluation processes and feedback. They utilize the IPI process, classroom walk-throughs, and benchmark assessments to analyze student progress. Some teachers are able to take advantage of trainings in technology outside the building; they share these opportunities with each other. They have examined the use of student responders for classroom participation and new developments in power point which are interactive with students.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: During teacher interviews many teachers stated they received minimal feedback on walkthroughs.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal provide formal feedback following walkthroughs.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	Built in 1957, Shepherdstown Elementary has some site and building challenges. Our two custodians have a regular schedule of cleaning and maintaining the building. During school closures, custodians address larger cleaner tasks. The school has installed phones in every classroom to communicate with the office and other classrooms. We use walkie-talkies to communicate from the playground. The parent organization organizes	**EMERGING**	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 building, which was aged, was well maintained, clean, and educationally stimulating.**

		playground clean-ups and has developed a variety of plantings including butterfly garden, sunflower garden, wetlands plantings, and songbird thicket to enhance instruction. The school celebrates Earth Day annually with morning birdwalks with the principal, grade level lessons from the Habitat group, and a trash fashion show from 5th grade.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The school receives an annual allocation from the Board of Education which is directed at purchasing instructional materials for students. Beyond basic supplies, we purchase technology tools and supplemental instructional resources to enhance instruction. The school has applied for grants to enhance technology resources and effectively utilizes the school allocation, parent and school fundraising to add to the teaching materials in the school.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	All classroom teachers are considered highly qualified; all kindergarten aides have completed enhanced certification in early childhood development. The principal has mentored three individuals in pursuing advanced degrees in administration. New teachers have opportunities to collaborate with their peers and share with other new teachers. We utilize some Shepherd University Federal Work Study students who are education majors. In the past five of those students have completed their degrees and gone on to successful	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		teaching careers in the local schools.		
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	School personnel regularly update WVEIS to reflect changes in enrollment and student status. All classrooms have desktop computers; all teachers have a personal iPad. The school has a computer lab with Smartboard; additional workstations in the library which has a Smartboard. All teachers in Grades 1-5 have a Smartboard and Elmo in classrooms. There are 3 laptop carts with at least 25 computers, three ipad carts with at least 20 ipads, and a 30 tablet device cart. Students are provided information to access teaching activities at home via the internet. All staff and students are trained in internet safety, appropriate use, and cyberbullying.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The school's leadership team and LSIC work to develop a cohesive vision and plan for the school. The staff accesses and uses curriculum pacing guides and formative and summative assessments to develop a cohesive plan of instruction. Teachers utilize instructional tools included in textbook series, Discovery Education, Study Island, Spelling City, Everyday Math suite, and Smartboard technology to enhance instruction.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B:	ACCOMPLISHED	The principal and head teacher meet	**ACCOMPLISHED**	The evidence provided by the school and the additional

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.		regularly with school teams at the grade level, the leadership team, and PLCs to implement goals from the plan. During school meetings the principal shares articles from professional journals about changes in the teaching profession. Beginning teachers participate in book studies and discussion groups about the profession and problems that they encounter in their classrooms.		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	Through leadership meetings, PLCs, and grade level meetings, the staff monitors the progress of student learning. Teaching staff have reviewed results of summative and benchmark assessments to develop school goals and personal goals to improve teaching and learning. Teachers share results of their efforts with colleagues through the context of grade level meetings and leadership meetings.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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 bandwidth and access to the internet is limited in the building. At times, not all students in a classroom can utilize a wireless device. We have structural barriers like metal construction and older construction techniques that inhibit wireless internet functioning in the building. We are attempting to remedy the problem with access points that are plugged into the cabling in each classroom rather than hallway shared access points.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The staff needs additional staff development in the subject area of math in preparation for new types of assessments that emphasize student understanding and application of	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building

	mathematical practices.	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.	In a pilot initiative the Grade 3-5 teachers have studied Standards Based Grading through Solution Tree's online course. They've met for discussion about the overall benefits and challenges to providing meaningful feedback to students about their learning. They visited a school in adjacent Washington County, MD where they have been working on Standards Based reporting for three years. They will work this summer on common assessments and identifying a reporting tool to pilot for Jefferson County	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)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	**PARTIAL COMPLIANCE** **Staff members were utilizing recess for student discipline.**

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)
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?	NOT APPLICABLE		**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		**NOT APPLICABLE**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		**YES**

Facility Resource Needs

1. School Site

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

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

5. Counselor Office(s)

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

7. Cafeteria/Food Service Area

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

H. Separate area was not available for washing pots, pans, dishes and eating utensils. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

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

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

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

A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities

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

C. Locations of physical fitness facilities were not away from quiet areas of the school building or are acoustically treated. (May adversely impact program delivery and student performance.)

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

E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

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

13. General Classrooms

A. Classrooms were not of adequate classroom size (28-30 ft.^{2}/student). (May adversely impact program delivery and student performance.)

14. Remedial Instructional Areas

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

15. Art

A. Art facility area was not adequate in size (45-50 ft.^{2}/student). (May adversely impact program delivery and student performance.)

16. Band/Music

A. Band/music facilities were not adequate (30-40 ft.^{2}/student). (May adversely impact program delivery and student performance.)

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

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

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

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

D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)

D-4 Podium. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen D. Brock, Coordinator, Office of Education Performance Audits
Team Leader – Tom Sanders, Consultant, Office of Education Performance Audits
Team Member – Tana Burkhart, Principal, Opequon Elementary School, Berkeley County Schools
Team Member – Krista DeVaughn, Principal, Sistersville Elementary School, Tyler County Schools
Team Member – Randall Farley, Administrative Assistant, Central Office, Marion County Schools

Date of School Visit – 03/15/2016

SCHOOL PROFILE

37-206 C. W. SHIPLEY ELEMENTARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	391.0	364.0	376.0	370.0	382.0
Average Class Size	21.9	23.8	20.4	20.7	23.5
Attendance Rate	99.8	99.9	99.6	95.3	not available
Pupil Admin Ratio	391.0	364.0	376.0	370.0	382.0
Pupil Teacher Ratio	15.5	15.2	15.6	14.3	15.3
Participation Rate-Math	99.51	100.00	100.00	100.00	not available
Participation Rate-Reading	99.51	100.00	100.00	100.00	not available
HQT Percentage - Total	96.9	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	96.3	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	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Mathematics	100.0	100.0	100.0	100.0	not available
HQT Percentage - Science	100.0	100.0	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	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	1.0	1.0	1.0	1.0	0.0

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

C. W. SHIPLEY ELEMENTARY SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	1. All teachers collaborated to examine and revise (as necessary) the school mission statement, goals, needs, objectives, guidelines, and discipline program in August 2015. 2. The school's mission statement and goals are shared with parents in many methods (school handbook, website, newsletters, and in the beginning of year open house presentation. 3. All CW Shipley staff, as well as the parent-teacher organization, business partners, parent volunteers, and LSIC committee review and use the mission statement, beliefs, and goals to guide decisions . 4. All teachers collaborate to set grade level goals and to work together to ease student transitions to each grade level. 5. CW Shipley has 158 volunteers for the	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		2014-15 school year, who help students practice, enrich, and remediate -- which greatly helps students achieve to their potential. Up to this point for the 2015-2016 we have had _____ volunteers.		
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	1. CW Shipley was recognized as a 2014 National Blue Ribbon School, has been named a WV Exemplary School 8 times, a 2002-2003 WV School of Excellence, and was a 2014 WV High Progress and High Performing School. These honors are reflective of the high expectations that teachers and students set for themselves and for each other. 2. The Faculty Senate worked collaboratively to revise the school mission statement, to make it easier to understand and remember in August 2014, which is shared via the handbook, website, teacher newsletters, and at the Beginning of Year Open House. The new mission statement, "Engaged learners preparing for the future," shows the school's dedication to make sure that they will receive a firm foundation to prepare them for any endeavor they desire in life. 3. Administration, teachers, and parents work together to make sure students are responsible for their own 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.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to	ACCOMPLISHED	1. All CW Shipley staff -- including the office, teachers, aides, cooks and custodians -- work together to provide a safe and welcoming atmosphere. Students and parents often comment on the caring and welcoming atmosphere at	**ACCOMPLISHED**	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 found the school to be clean and**

an engaging and inclusive atmosphere for learning.		CWS. 2. Students are consistently challenged and engaged in active learning. CWS averages 4 volunteers per day, which helps students benefit from more one-on-one practice. 3. WV State Testing data and STAR Test Data are regularly analyzed as a group and considered by grade levels when working on goals for the year, when considering how to tweak instruction to better help students achieve, when considering which children would benefit most from SPL, and when considering best practices for individual students.		**well managed, to strengthen the function, the Team recommended the furnace closets be locked and all playground areas have enough mulch to create a safe fall zone.**

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	1. The principal collaborates with all grade levels, the parent-teacher organization, business partners, community members, and service personnel to improve facilities and student learning (e.g., collaborating with Freedom's Run and local doctor and teachers to fund and have a new track built to promote wellness, organizing academic game nights and tutoring), 2. The principal uses knowledge of students/personnel and conflict resolution to keep the focus on positive edification. When situations arise that must be addressed, the principal consistently addresses them in accordance to school and county policy.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Note: The school's rating appeared to be reflective of the former principal. The current principal filled the position July 1, 2015.** **Comments: The OEPA Team determined the principal made strides in establishing a leadership team, collaborative teams, and providing data analysis to the staff. The Team noted the principal communicated effectively and related well to teachers and students** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal continue efforts to develop the leadership team and grade level teams/professional learning communities (PLCs). Additionally, while**

		3. The principal is proficient at using email and website functions to communicate, and has mastered creating and obtaining data from online surveys this year. She also worked to introduce and use technology (CPS Responders) during the opening presentation to create a more authentic hands-on experience for teachers and to show the possibilities the Responders open up.		**teachers indicated the principal was providing constructive lesson plan and walkthrough feedback during staff and team meetings, the Team recommended the principal provide constructive comments in writing for lesson plan reviews and walkthroughs to encourage implementation of effective high yield instructional strategies specific to each teacher.**
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	1. The principal supplies the Faculty Senate, LSIC, and parent-teacher organization guidelines from the state and county to guide their meetings and functions, and makes sure that those guidelines are followed. 2. The principal requested that the Faculty Senate look over the longer mission statement of previous years and consider revising it for the current year, which they did in August 2014. 3. The principal is sharing more responsibility with teams and councils, and is working to make each group a more dynamic entity.	**ACCOMPLISHED**	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 confirmed a leadership team and school teams were recently established. However, there was lack of communication to all stakeholders concerning issues discussed in some team meetings.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school improve communication across teams regarding each teams' efforts. Additionally, the Team recommended the school continue to develop the newly created grade level team meetings to assure they are functioning effectively.**
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead	EMERGING	1. The principal started a leadership team and holds bi-monthly meetings in which ideas, concerns and ways to improve instruction are discussed. All teachers have the opportunity to share and discuss ideas. 2. The principal encourages teachers to think for themselves, supports and advertises professional development opportunities.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers continue to intentionally seek professional growth opportunities that develop leadership skills necessary to influence the quality of professional practice.**

and influence professional practice.		3. The principal uses feedback from teachers on a regular basis, and is working towards using One Drive on a regular basis to share files and receive feedback. 4. Teachers are encouraged and supported by the principal to fill out grant applications.		
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	1. We have a student representative on the LSIC committee and students often attend the parent-teacher organization meetings. 2. We started a student council in which members were elected to help the school overall, help with events in the community, and collaborate with the principal on new ideas. 3. Students often collaborate on projects and practice, students in different grade levels are paired as "reading buddies," students are aided to become classroom leaders in regard to organization, responsibility, and character. These characteristics are encouraged in all students and recognized. 4. Teachers and the principal listens to and considers any ideas, suggestions, and concerns students bring to them and respond in a timely manner after consideration as needed.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team confirmed multiple opportunities for student leadership, including student council, reading buddies, and various clubs, such as the science, technology, engineering, arts, and math (STEAM), tennis and chess clubs.**

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.	ACCOMPLISHED	1. Teachers consider all characteristics including strengths/areas in need of improvement, learning styles, interests,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		talents, and home support when developing lessons and engaging students. 2. Teachers use multiple methods of monitoring student progress (e.g., classwork, homework, collaborative projects, observations, and formative/summative assessments) and analyze these to evaluate student mastery of objectives. 3. Teachers collaborate within their grade level and with students to analyze and monitor student learning and provide valuable feedback to each other. 4. Teachers collaborate within grade levels and across grade levels to create standards based lessons that incorporate hands-on learning and technology as appropriate and to support one another and allow for maximal student success.		**Comment: The OEPA Team determined most classrooms fostered student reflection and intellectual inquiry.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all staff implement strategies to effectively monitor student learning and create a school focus that provides opportunities for students to lead, create, question, and problem solve to foster intellectual inquiry and self-direction in all classrooms.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	1. Teachers collaborate within and across grade levels to create meaningful lessons that incorporate hands-on manipulatives and technology as appropriate. 2. Teachers are gaining more technology (SMART boards, ipads) and have appropriate support to incorporate technology in their classrooms. 3. Teachers understand and follow state and county guidelines and state objectives when creating lessons to make sure students have a good understanding/mastery of grade level concepts. 4. Teachers are using close reading prompts (from Summer 2014 Professional Development) and key concepts from Visible Learning (2014	**ACCOMPLISHED**	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: Although the OEPA Team discovered the teachers were utilizing the county pacing guide, clear connections between standards and the lessons were not evident in some classrooms. Also, differentiated instruction was not evident in some classrooms. The Team did not observe student use of technology in most classrooms.** **Recommendations: The OEPA Team recommended the staff explore ways to improve implementation of the State standards in all classrooms. Additionally, the Team recommended teachers increase student use of available technology tools during the instructional**

		back to school presentation and book study) to advance student learning.		**process.**
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	1. Teachers gather, analyze and evaluate student data (e.g., previous report cards, standardized tests, STAR tests, formative/summative assessments, homework/classwork, observations, collaborative projects, etc.) to determine progress, identify needs, and adjust lesson plans. 2. Teachers take student characteristics (strengths/weaknesses, talents, background, interests, home support) into account when developing plans. Plans and assignments are often individualized based on student needs. 3. Teachers keep a record of when Next Generation Standards and Objectives are introduced each year.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through observations, interviews, and review of lesson plans, the OEPA Team could not confirm most teachers were participating in long term planning.** **Recommendation: The OEPA Team recommended long term collaborative planning utilizing formative assessment and progress monitoring to guide instruction.**
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	1. Teachers consistently use multiple strategies (e.g., hands-on manipulatives, technology, group/partner work, demonstrations, graphic organizers, linking knowledge to something known, mneumonics, etc.) to help students master objectives, concepts, and skills. 2. Teachers and all staff at CW Shipley consistently promote use of proper grammar, word usage, spelling, and respect and expect the same of students. 3. All the personnel at CW Shipley support student success and reflect on teaching practices and strategies to ensure that students are engaged and mastering objectives, skills, and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team determined most classrooms were student-centered and fostered student self-reflection and demonstrated use of multiple instructional strategies to provide engaging instructional experiences aligned to instructional targets. However, most classrooms were not utilizing technology for instructional delivery.** **Recommendation: While to OEPA Team substantiated the school's rating, in order to build capacity for all teachers, the OEPA Team recommended the school receive continued support in the use of multiple strategies, formative assessment, and use of digital tools for instructional delivery.**

		concepts.		

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	1. There is a strong communication system established including notes/calls home, class newsletters, websites, Live Grades, items posted/announced, and timely submittal of news items for the press. 2. The school offers ideas to help students at home via Quick Links on the website, notes/newsletters, items to be checked out of the library, and conferences. 3. CW Shipley has 158 volunteers for the 2014-15 school year. Many of these help out to listen to children read or practice math facts, or other one on one academic practice. This not only helps the children gain valuable practice and one-on-one feedback, but it also helps the parents learn ways to help their own children. 4. All suggestions -- from students, parents, and teachers -- are listened to and given due consideration. Parents are also a direct part of decision making through the parent-teacher organization, LSIC, and as business partners.	**ACCOMPLISHED**	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 building positive relationships with parents and the community. The parent tutoring program was very active at the school. The Team observed multiple parents working with children throughout the building.**
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for	ACCOMPLISHED	1. CW Shipley has a 1/2 time guidance counselor, who creates and implements lessons focused around timely topics that adhere to WV standards and objectives. Some topics include drug awareness/healthy choices, respect/harrassment/this is how we do	**ACCOMPLISHED**	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 working with the community to develop the Provide Academic Self-esteem Support (PASS) program. This program provided mentors for at risk students to**

health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		school, safety/peer pressure/when to report, responsibility/study skills/test taking, citizenship/career awareness. 2. The SAT team meetings are scheduled in a timely manner to accommodate the needs of all students. 3. Teachers collaborate to ensure smooth transitions from each grade level. The guidance counselor creates and implements lessons concerning transitions to middle school, and CW Shipley works with the middle school to schedule a preview trip/presentation to help make that transition smooth. 4. CW Shipley uses the PASS program and volunteers to establish positive student-adult connections. The school is also exploring the viability of having business partners help with tutoring students.		**assure student well-being and social-emotional needs were met. Staff interviews revealed high regard for the counselor for fostering a sense of responsibility for adults to be role models for the students.**
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	1. CW Shipley began a volunteer appreciation day in 2014 to honor and show appreciation of our parents and volunteers. 2. CW Shipley has an active partnership with three of the business partners and is working to find ways to increase the two-way partnership with our less active partners. 3. CW Shipley hosts many community groups including basketball, soccer, tennis, 4-H, girl scouts, and boy scouts and has a good relationship with each of these organizations.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Through interviews, the OEPA Team confirmed multiple relationships with parents and community were formed. For example, contributions were made by River Riders, Woman's Club, and Charlestown Bank. In addition, business partners, community members, and staff provided food for families in need during Thanksgiving and Christmas holidays.**

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	1. Most of the teachers attend county-offered professional development with focus on improving for the benefit of students. 2. Many of CW Shipley teachers have sought out professional development or taken at least 1 course on their own time in the past 2 years. 3. Approximately 20% of CW Shipley teachers have signed up for a book study on Visible Learning for the 2014-15 year. 4. Students are consistently awarded for academic, attendance, and good behavior. Staff are commended verbally and in writing as time allows and as called 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: Although the OEPA Team observed evidence of professional development, the Team could not confirm full implementation into classroom practice.** **Recommendations: The OEPA Team recommended the school pursue professional development related to student use of technology, implementation of professional learning communities, and continuation of the 'Total Participation Conversations' study that is currently taking place. In addition, the Team recommended the staff and administrator formulate a plan to ensure professional development is embedded, on-going, and monitored for implementation of strategies learned through walkthrough data and review of lesson plans.**
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	EMERGING	1. Teachers are consistently allotted time prior to school starting to analyze data, reflect on it, and generate goals based on it. 2. Teachers at each grade level collaborate weekly (if not daily) to discuss data, techniques that worked/did not work, resources, and to establish targets for individuals and classes. 3. All grade levels (with the exception of kindergarten) are given 1 hour planning at the same time each day to encourage collaboration, although a specific collaborative period has not been set. 4.	**EMERGING**	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 receive support in developing professional learning communities that utilize agendas to assure focus on analyzing data, student work, and instructional practices to inform instruction.**

improve instructional practice.		Bi-weekly meetings agendas are set in which the principal meets with grade-level teams to disseminate data and review diagnostic reports.		
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	1. The principal is mindful of state regulations regarding evaluation and observes every teacher at least once per year (advanced category) or the number of evaluations mandated for intermediate/advanced categories. The principal visits classrooms on a regular basis to conduct walkthroughs and informal visits. 2. Teachers will need additional training on upcoming standards, and possible training on the use of iPads in the classroom.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	1. CW Shipley's custodial staff makes sure that all facilities are spotless and keeps the principal apprised of anything that needs to be referred to maintenance in a timely manner. 2. In the last 2 years, the school has sought out grants and dononations and was awarded grants for the walking track, the school funded fire retardant curtains, and a new bus loop (and part of the walking track) was funded by the board of education. 3. CW Shipley regularly used the Raptor identification system with all visitors, ensures all doors are locked, and has procedures/regular drills for emergency incidents. 4. CW Shipley	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		has partnered with local law enforcement to provide 3 trainings in the last 2 years to help teachers understand and be prepared for emergencies.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	1. In the last 2 years, CW Shipley has received a gold and a silver award for perfect and near-perfect audits. All personnel have received training in using their p-cards and understand the processes involved in school accounting procedures. All financial documents are kept in an efficient and effective manner according to state and county guidelines. 2. The principal works directly with the county office and other principals to secure materials and professional development needed by teachers. 3. All school stakeholders including parents, the parent-teacher organization, business partners, community organizations, and business partners have helped provide ideas regarding facility 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. **Comment: The OEPA Team verified staff applied for grants to enhance school resources.**
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	1. The principal works with the current staff and with the human resource department to help advertise new openings. 2. All candidates' applications are reviewed extensively in accordance to WV code to ensure that the most qualified candidate is offered an open position. 3. All current staff help welcome new personnel and help them become acclimated to CW Shipley. The grade level teachers and administrative staff make sure that productive meetings	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team confirmed the professional staff were highly qualified.**

		are held to ensure that mentoring sessions are productive and fit the needs of new teachers.		
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	1. The principal has collaborated with the county technology resource facilitator and the directors of elementary curriculum and instruction to procure SMART boards for all general education classrooms by the end of 2015-16. 2. CW Shipley teachers often use laptops, ELMOs, and Discovery Ed to supplement/present lessons. Some teachers are getting more proficient with CPS responders, Mimios, and iPads. The staff is working together with the county technology resource facilitator to become more comfortable with these technologies and to find ways to accentuate lessons using them. 3. CW teachers ensure that students have completed the cyber safety lesson prior to using the internet and ensure that students use all technology at school in an appropriate fashion. The guidance counselor and teachers help students understand the need to use safe practices with technology both at school and at home.	**EMERGING**	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 collaborate with county personnel to explore avenues to fund additional technology tools to ensure student development of 21st Century Learning Skills and Technology Tools.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach	ACCOMPLISHED	1. Representatives from all segments of the school were consulted and had input in the school plan. 2. Goals were worked on by grade levels and shared	**ACCOMPLISHED**	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**

for improving the performance of students based on the mission and goals outlined in the strategic plan.		throughout the school to help make the goals a school-wide collaborative effort. 3. School data and input from stakeholders was used by the leadership team to create the school plan.		**the school's rating, to strengthen the function, the Team recommended the school work to continue developing high functioning collaborative teams.**
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	1. The principal and leadership team ensure that grade level teachers have time to productively and collaboratively meet at least weekly. 2. The principal, leadership team, and county C&I directors ensure that staff has ongoing, relevant professional development and that what is learned at the trainings is put into practice. 3. The county technology resource facilitator is working with the school to give teachers support and professional development regarding technology. 4. The principal is working with the school staff to make consensual decisions.	**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 need for additional focus on teacher data analysis and use of progress monitoring to inform instruction.** **Recommendation: The OEPA Team recommended the school develop well-defined structures for analysis of student progress and implement instruction to increase student learning.**
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	1. With renewed emphasis on collaborative decision making and goal setting, it is anticipated that most of the staff will be able to articulate the school's goals, action steps, and their part in the goals. 2. The principal, teachers, and interventionist work together to secure data, analyze it, and make decisions with it in mind. 3. SMART goals are reviewed and discussed with the teachers -- and adjusted as needed.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team determined the staff had developed SMART goals, but were not monitoring progress in meeting goals.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended implementation of a formal process to analyze student data and instructional delivery; set goals for improvement; attempt new processes; study results; and continuously take action to increase student learning.**

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	1. An additional iPad Cart would be helpful for instruction, especially during small group instruction. Additionally, classroom computers would be helpful, as most have two, one of which is for the classroom teacher. 2. Upgraded/improved bathrooms to help students attend to necessity and return to instruction as quickly as possible.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified needs for technology, but could not confirm the need for upgraded restrooms.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	1. Professional Development on Smarter Balanced Tests, the new standards that are to go into place next Fall, ways to use technology that are user-friendly for both staff and students, and working with Special Needs students.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. In addition, the Team recommended the staff receive support in the following areas: • Student use of technology • Implementation of professional learning communities. • Continuation of 'Total Participation Conversations'

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	1. Communication and collaboration within grade levels. 2. A new focus on Total Participation Techniques. 3. Parent-school communication/partnership. 4. Consistency in discipline plan and expectations. 5. Working on APL techniques, and use of technology, and a focus on STEAM-related activities.	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice. However, the Team determined 'Total Participation Techniques', APL strategies, and STEAM activities were valuable practices.

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

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

POLICY and CODE

OEPA Team Notes: All responses "NOT FOUND" for each policy or Code indicated the compliance checklists were not completed and submitted properly. The Team verified each policy and Code based on interviews, observations, and a review of documentation to determine the compliance status.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
NOT FOUND	Develop Knowledge of Policy 2322
NOT FOUND	Complete the School Monitoring Report
NOT FOUND	Participate in the on-site review process Prepare for the review – the principal shall: 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:

NOT FOUND	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)

NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: 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)
NOT FOUND	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	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

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

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance	Core Areas of Policy/Code
NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education

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

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

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

NOT FOUND

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

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

(S6,FD)

- Principal walkthrough data collected on EWalk. Shared at faculty meetings, charts and graphs.

NOT FOUND

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

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team
- Technology, Curriculum, and leadership are combined but on agendas for each meeting.

D . Policy 4373: Expected Behavior in Safe/Supportive Schools	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND **Guidelines for Implementation.** (S1,FC)

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

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

	Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).
NOT FOUND	**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	NOT FOUND	**FULL COMPLIANCE**

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

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

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

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

Compliance	Core Areas of Policy/Code
NOT FOUND	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.
NOT FOUND	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
NOT FOUND	esults are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b	NOT FOUND	**FULL COMPLIANCE**

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

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

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

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

Compliance	Core Areas of Policy/Code
NOT FOUND	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
NOT FOUND	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:			
	School Response	**School Comments**	**OEPA Team Comments**
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	1. One voided entry proof sheet was not signed. All proof sheets, voided or not, are signed by bookkeeper and principal.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	No non-compliance issues identified.	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	1. Custodians make sure trash cans are not blocking exit doors to corridor. 2. Portable 3: Exit light fixed. All exit lights are checked routinely along with the fire extinguishers.	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	1. Dishwasher heat adjusted. 2. Personal items not stored above dry goods. 3. Water fountain fixed. 4. All ceiling leaks fixed. 5. Urinal fixed. 6. Outside sliding board railing fortified.	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	No non-compliance issues identified.	**NOT APPLICABLE**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	No non-compliance issues identified.	**YES**

Facility Resource Needs

1. School Site

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

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

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

5. Counselor Office(s)

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

8. School Nurse Clinic/Health Service Area

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

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

A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

16. Band/Music

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

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

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Judith Johnson, OEPA Consultant
Team Member – Stacey Losh, Curriculum Specialist, Edgewood Elementary School, Kanawha County Schools
Team Member – Laura Trent, Principal, Lost Creek Elementary School, Harrison County Schools
Team Member – Kim Cain, Principal, Glendale Elementary School, Kanawha County Schools

Date of School Visit – 03/15/2016

SCHOOL PROFILE

37-207 SOUTH JEFFERSON ELEMENTARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	531.0	523.0	498.0	493.0	480.0
Average Class Size	24.2	23.1	20.6	22.4	22.1
Attendance Rate	99.0	98.9	99.1	94.7	not available
Pupil Admin Ratio	531.0	523.0	498.0	493.0	480.0
Pupil Teacher Ratio	16.5	17.8	16.9	16.9	16.0
Participation Rate-Math	100.00	100.00	100.00	98.66	not available
Participation Rate-Reading	100.00	100.00	100.00	98.66	not available
HQT Percentage - Total	99.4	100.0	100.0	95.4	not available
HQT Percentage - Self Contained Classroom	99.3	100.0	100.0	95.2	not available
HQT Percentage - English	subject not present	subject not present	not available	not available	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	not available	not available	not available
HQT Percentage - Mathematics	subject not present	subject not present	not available	not available	not available
HQT Percentage - Science	subject not present	subject not present	not available	85.7	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	not available	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	4.0	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.**

SOUTH JEFFERSON ELEMENTARY SCHOOL in JEFFERSON 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	*SJES abides by the PLC philosophy and created our Leadership Team and Curriculum Team to develop a culture of shared leadership: *Leadership Team meets to review Principal Meeting Notes. Membership on the committee is comprised of representatives from each grade level, Service, Special Ed and Specialists. *Our Curriculum Team meets to evaluate assessment data, curriculum and to develop consistent structures to promote student success. (i.e. 6 + 1 Traits of Writing, NumberTalks, etc.) *Mission statement collaboratively created by staff and community *Consistent Code of Conduct developed by staff to cultivate a positive school environment: 3 Rules	**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 school demonstrated they worked collaboratively around shared belief and values at a pervasive level.**

		of Respect (Respect Yourself, Respect Others and Respect Our School). The staff also "walks the walk" of the three rules by modeling appropriate and expected behaviors for our students. *Monthly STAR employee nominated and recognized by fellow staff members *Annual school theme: 2016: Health and Wellness *Students of the Week		
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	*Consistent Code of Conduct--Three Rules of Respect *Our school has a yearly theme that encompasses all grade levels and content (2016: Health & Wellness) *Fifth Grade Ceremony recognizes the top 25 scholars, Specialists awards, and highlights our fifth graders' accomplishments *Attendance Incentive Badges *Students review assessment data with teachers/administration. *Test Talks conducted with students by teachers/administration *STAR Employee of the month *Students of the Week *Business Partner recognition *United Bank Christmas tree is decorated by students with ornaments created by students each year *SJE Staff Handbook/SJE Family Handbook *Mission Statement collaboratively created by staff and community *Academic Intervention Documentation *WOW goals/student goals *Young Writers	**ACCOMPLISHED**	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	*The 4th/5th grade Engineering Club was created to cultivate math, science	**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.		and engineering principles with students *HCA Ambassadors-students selected to develop healthy choices among families & to facilitate healthy events (i.e. physical challenges, dances, Treats for Troops, etc.) *Guidance programs (Social Skills group, Lunch Bunch, etc.) *Raptor Visitor System *Required parent ID at dismissal/daily visitors *Two-way radios *Consistent Code of Conduct---Three Respect Rules Used as a consistent framework in all areas of our school *Administration visibility *School personnel ID badges required *Locked and secured doors, fenced and gated school grounds, updates to the playground *Climate survey implemented and reviewed to make facility decisions *Practice/implementation of Code Drills and Fire Drills *Parent volunteers/PASS partners *School/community bulletin board displays *Security Cameras throughout the building/emergency call buttons in each classroom		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	ACCOMPLISHED	*SJES has a true "PLC" philosophy which allows for collaborative leadership *Through assessment and data, the Leadership Team and Curriculum Team collaborated and	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations, interviews, and verification of the school's evidence, the OEPA**

that reflect strong leadership and effective management.		developed a writing philosophy and program that is implemented throughout all grade levels to support our students' achievement *Monthly "Principal's Corner" in the newsletter, Roadrunner Tracks, to communicate with parents/community *Always available for conferring.effectively facilitates meetings between personnel, families and students to manage conflict and to develop resolutions in a timely and professional manner *Administrative presence/visibility *Daily emails to staff/regularly scheduled staff meetings *Lunch duties and arrival/dismissal duties *Attends after school events *Friendly, reliable and calm demeanor, daily attendance is impeccable, open communication, leads by example, creates positive working environment *Formed Leadership and Curriculum Teams to develop leadership opportunities for staff members		**Team determined principal leadership exemplified a distinguished rating. Distributed leadership was pervasive and included the following:** • **rotation of leadership opportunities among staff;** • **open communication between staff and administration;** • **teacher input for planning professional development opportunities;** • **teachers input before purchasing resources;** • **both principals modeled high expectations.**
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	*Leadership Team focuses on the daily operations of the school and/or concerns of the staff *LSIC helps guide school culture/climate with community and staff input/support *Boy Scout and Girl Scout troops are charter members of our school and help to maintain school trails and gardens, as well as work with PTO and school events *WHS Teacher Cadets team teach with SJES teachers *Curriculum Team addresses student achievement/learning	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: School teams and councils were utilized across the school, which allowed two-way communication to express concerns and address issues. Furthermore, the OEPA Team observed the school counselor worked effectively with students.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school counselor be included**

		*Grade level team planning/Meeting Documentation *Minutes from Leadership/Curriculum meetings shared with all *Full time counselor facilitates student groups such as the Lunch Bunch, Social Skills Group *SAT Team/Meetings *Faculty Senate Committees/Meetings *Data review *School-wide theme *Grant-writing success for the Arts, Engineering Club and Multicultural events		**in the leadership team to gain a perspective of the global school environment.**
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	*As members of the Leadership Team, teachers are given a voice in decision-making that impacts student learning, building climate and cultivates leadership opportunities. *Team planning/Meeting documentation *Professional Development with Dr. Atkins (Math) *WOW goals are aligned with student success and overall climate of SJES *Extended Day math intervention for students in grades 1-2 *Staff Morale Committee *Amer Ed Week events *SAT meetings are held to assist students, families and staff *Staff suggestion box allows staff members to provide suggestions for "hot spots" or issues in the building; reviewed by Leadership/Administration to resolve issues fairly and efficiently *6+1 Traits of Writing focus/implementation across all grade levels *Continuing education is encouraged and supported; each year, at least one staff member is pursuing additional education/degree	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		*Hiring Committee formed to assist with hiring process to seek highly-qualified applicants		
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	*Healthy Choice Ambassadors impact the culture of our school. Their leadership roles allow them the opportunity to create healthy activities for our school and community (i.e. Mother/Son Olympics, Father/Daughter dance, Treats for Troops, etc.) *Student Engineering Club members create independent projects based on engineering principles learned *Library Assistants, Technology Helpers and Specials' Coaches assist staff members and students *Math Field Day provides independent learning and leadership opportunities *Reading Buddies is a cross-curricular reading program *Chorus and Band are leadership/responsibility opportunities for students. Their performances are highly attended and successful community events. *Daily student-led morning announcements *Students of the Week *Teams/Student coaches in specials *SJES Annual Food Drive *Classroom helpers *Consistent Code of Conduct system: Three Rules of Respect shared and modeled by all staff and students	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	*Consistent Code of Conduct: Three Rules of Respect shared and modeled by all staff and students *Policy 4373 *Test Talks are conducted by administration/teachers with the students and goals are created based on previous year's testing data *Data cards are maintained on each student, data/assessments reviewed with Administration and adjustments/intervention is provided based on this data *Assignment Books used by all students in grades 3-5 to develop organization among students *Purple communication folders for each K-2 student *School wide theme is woven throughout the curriculum, content and grade level activities, culminating with a year end showcase of learning. *Project-based learning, higher level thinking/problem solving encouraged, varieties of instructional methods used, grade level content rotations *Utilization of technology to deliver instruction: Smart Boards, iPad cart, tech labs, COWS, etc.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended increased student engagement and collaboration during the learning process along with decreased teacher-led instruction.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next	ACCOMPLISHED	*Number Talks used to support math instruction/delivery and to further develop number fluency among students *School wide theme incorporated throughout the curriculum, across grade levels and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers reexamine and identify**

Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		specials *Healthy Choice Ambassadors influence science/health content throughout the year through activities, demonstrations, and family events *Engineering Club gives students an opportunity to explore engineering, math and science principles to augment and support science/math curriculum in class *6 + 1 Traits of Writing used at all grade levels/specialists *All teachers plan and implement content using current NextGen standards *Technology programs (i.e. STAR, Discovery Education,etc.) are used to support instruction and learning and to provide feedback on student achievement and perhaps need for intervention/enrichment		**gaps in implementation of State standards and the 21st Century Learning Skills and Technology Tools.**
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	*Curriculum mapping *Lesson plans *Intervention "push in" *Extended Day instruction for math *Data cards on each student/data review is conducted to facilitate intervention support or enrichment *IEP goals are created with NextGen standards *STAR goals/Progress Monitoring and intervention are utilized by teachers to support student learning as well as impact instructional goals *SPL Intervention and goals *WOW goals/reflections are designed with high expectations for all students *Goal setting is previous assessments/data and creating goals for future assessments	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team noted teachers were utilizing a planning period each week to participate in vertical and horizontal planning and collaboration.**
Function D:	ACCOMPLISHED	*Formal/informal assessments *Pre	**ACCOMPLISHED**	The evidence provided by the school and the additional

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.		and post tests *Best practices *Differentiated instruction *Intervention in reading and/or math *APL Strategies *Healthy Choice Ambassadors *SJES Career Day *Math Extended Day *Themed units of study *STAR *Odyssey *iPad cart/ELMO's *COWS (Computers on Wheels) *Type to Learn *Discovery Education *Teacher Tube/You Tube *Multi-modality teaching methods (i.e. Kodaly method in music) *Art projects/Art Shows *Academic Achievement Awards *Classroom routines/procedures taught and modeled by teachers		evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendation: The OEPA Team commended six teachers for effective student use of technology to enhance instructional content and delivery.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended these teachers serve as models to assist with building capacity for all teachers to increase creative 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	*PTO Family events (Fall Festival, Milk and Cookies with Santa, Egg Hunt, Reading Night, Movie Night, etc.) are well attended by community members. *Science Fair *PASS partners are volunteers who assist students and facilitate safety measures *Business partner school events (ie Career Day) *Annual South Jefferson Public Library Art Show showcase *Monthly newsletter shares SJES news and information to our community *Web page/social media *LiveGrades, emails, phone calls, monthly newsletter, notes, etc. are ways that teachers regularly communicate with	**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 strong evidence of community, businesses, and parent support was demonstrated. The relationships contributed to the academic, social and emotional, and physical well-being of students. This along with the school's evidence exemplified a distinguished rating.**

		our families *SJES's Hoops for Heart Campaign was #1 in the state for participation/fundraising for four straight years *SJES Annual Community Ministries Food Drive *Classroom "adoptions" for VA hospital, animal shelter, nursing home *MS Walk *Youth Art Month with Jefferson County Arts Council *WHS students/cadets team teach with SJES teachers *Band/Chorus Concerts *United Bank bulletin board/Christmas tree decoration		
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 Admin/Counselor meetings to address high-risk students *Students of the Week *Attendance Incentive program *Consistent Code of Conduct: 3 Rules of Respect *SPL Intervention *PASS volunteer program *Monthly guidance lessons *Morning Meetings *Healthy Choice Ambassadors *5th Grade Cardiac Care *Medical Care Plans *Counselor's Lunch Bunch *Social Skills Group (Lego Group) *Fluoride Treatment program *Before and after school tutoring *PTO family events *Watershed Project *Ag Lab visit *Full time counselor *ESL teacher, SPED teachers *Physical and Occupational therapists *Full time nurse *Food policy followed stringently *Gifted program *Fitness Trail *Runner's Club *Library Assistants *Chorus participation	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendable: The OEPA Team commended the school for implementation of the attendance initiative to increase student and teacher attendance. Each month participants received a colorful dog tag to add to a collection. The tags were displayed by students and teachers and were held in high regard. The school experienced a positive impact on student and teacher attendance.**
Function C: Parent and	ACCOMPLISHED	*PTO *South Jefferson Ruritan *WHS students (FFA, Cadets) *Business	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		partners *Harpers Ferry National Parks Service *Back Pack Exchange *Rotary Club *Community Ministries Food Drive *Hats/Mittens Drive *PASS partners *Shepherd University Education students *Free Dental Clinic *Alphabest		higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined the evidence submitted by the school was pervasive in nature. Furthermore, community stakeholders were actively involved in the school. For example, multiple business partners greeted students the first day of school. Also, businesses presented at career day and supported the school financially.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	*Professional development (Our focus is on math instruction and professional development with Dr. Sandy Atkins; this is being provided for all teachers and is ongoing throughout the year) *Curriculum Committee *Team planning *Teacher Book Club *Curriculum Team *Mentor Meetings between Administration and new teachers	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team recognized a concerted effort to provide opportunities for teachers to attend conferences and there was an observed effort to support math instruction.** **Recommendation: While the OEPA Team substantiated a higher rating for this function, to strengthen the function, the Team recommended the staff create a plan to seek site-based opportunities to address professional development needs listed by the school in section two of the School Monitoring Report.**
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of	ACCOMPLISHED	*Attendance Incentive Program created to promote attendance for students and staff *Intervention Awards/Assemblies for students *Full time Reading Specialist *Team planning/sharing *Flexible Intervention grouping *PLC philosophy *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.

student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		*Curriculum Team *SAT meetings *Teacher Book Club *Data Team Meetings/review *STAR data/review *Extended Day (after school tutoring) *Faculty Senate Committees *SJES Faculty meetings *Parent/Teacher conferences *Parent/Teacher email		
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	*WOW reflections/goals are created with high student expectations in mind. Goals are developed within teams to further advance student learning and success. *Lesson plans/Curriculum Maps are facilitated to implement best instructional practices. *Professional development/continuing education are encouraged and supported: SJES teachers pursuing advanced degrees, Dr. Atkins math training throughout the year, etc. *Curriculum Team reviews and shares best practices, studies data and makes curricular decisions to facilitate student learning and teacher development *End of year Administrative review and evaluation by staff *Administrative E-Walks	**ACCOMPLISHED**	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	ACCOMPLISHED	*Raptor System *Property completely fenced *Gate *Handicap entrances/ramps *Buzzer system for entrance to school *New blacktop in parking lot and sidewalk *Cameras throughout the building and outside the building *Two-way radios throughout	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

of students.		building and at recess *Bullhorns on playgrounds during recess *Employee ID system *New rubber mulch on playground *new Pre-K, K playground *Trees removed from property that were hazardous *Roadrunner Clean Up Day *Playground/grounds are well-maintained		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	*Faculty Senate Budget Committee *Faculty Senate treasurer *Grants *Policies and processes are properly managed *Financial policies are shared at Policies and Procedures and in Staff Handbook *Finances are shared at each Leadership Meeting	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team observed the school was economical in how the school funded events/activities.**
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	*New hiring process/committee for hiring assists Administration in hiring practices designed to secure the most suitable and highly-qualified applicants for jobs at SJES. *Evaluations are utilized to document teachers/staff members' effectiveness in the classroom and in support of student achievement *Licensure requirements are monitored and kept up to date *Mentoring meetings with admin/new teachers	**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. **Comment: The OEPA Team observed a high percentage of highly qualified staff and a low turn-over rate.**
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information	ACCOMPLISHED	*SJES made a concerted effort and designed a plan to maximize technology and infrastructure for student learning, teacher performance, etc. *SMARTBoards were purchased and systematically placed throughout the school so that all grade level students had access. We currently have	**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: Due to increased use of technology and frequent power surges, the school experienced Internet connectivity issues. In addition, outdated**

systems and technology tools to support management, instructional delivery, and student learning.		a SMART Board in every classroom, including Special Education, as well as two computer labs. *3 Computer Labs are available at SJES and use is scheduled and documented *iPad Cart is scheduled so that all students have access *COWS (Computers on Wheels) and ELMO's are available for use *STAR data is used to support instructional delivery and student learning and to develop intervention groups and supports		**equipment was used for instructional purposes in some classrooms.** **Recommendations: The OEPA Team recommended the county and school investigate the possibility of replacing outdated computers and smart boards. Additionally, the Team recommended the principal collaborate with central office technology staff to resolve the cause of outside power surges.**

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	*Mission statement created collaboratively by faculty, staff and community *Strategic Plan input from all staff and stakeholders and reviewed *Leadership/Management Team makes school-based decisions in partnership with administration *LSIC membership reflects a cross-section of our school and community and is involved in the decision making of our school *PTO events are successfully attended *Curriculum Team members collect and analyze data to inform instruction and promote student achievement *Faculty Senate Committees work in conjunction with Administration to facilitate school climate and culture *Intervention/SPL and Progress Monitoring *Consistent Code of Conduct: 3 Rules of Respect *Smarter	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Balance goal setting/Test Talks/Data review *6 + 1 Traits of Writing used throughout the school		
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	*Grade level team planning *Leadership Management Team *Curriculum Team *Content rotations *Intervention "push in"/documentation *Data meetings/review *SAT team meetings with parents/teachers *Parent/Teacher Conferences and "Meet the Teacher" *Positive environment/relationships encouraged (monthly STAR Employee Award, Staff Morale Committee created) *Staff Suggestion Box *Monthly newsletter shared with families *SJES Web page used as an informational tool for families and communities *LSIC comprised of community members and staff; this team reviews school culture and data *School Climate Survey is reviewed to make informed decisions about SJES, our students, our staff and our overall building 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 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	SJES staff members evaluate student learning and make adjustments as necessary based on the following data: *Smarter Balance data review *STAR assessments/review *Informal/formal assessments in classrooms *Climate Survey *IEP meetings *Anecdotal records *Team planning *WOW evaluation system focused on school-wide achievement *LiveGrades *SJES staff members engage in processes designed to implement 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.

		assessments/curriculum/methods, such as Dr. Sandy Atkins math professional development, 6 + 1 Writing method, etc. *School progress is communicated to all stakeholders through the use of LSIC presentations, PTO meetings, Parent Teacher conferences, Meet the Teacher, monthly newsletters, SJES web page, administrative daily emails and media resources such as the local paper, etc.		

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.	*Smaller class sizes *Supplemental materials/staffing needed for adequate intervention/SPL *Up to date/reliable computers needed in classrooms *More leadership opportunities for K-2 students	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the following school's identified resource and/or facility needs: • Updated reliable computers in classrooms for students and teachers • Updated reliable technology for instructional purposes • More leadership opportunities for K-2 students The OEPA Team did not confirm the following school's identified resource and/or facility needs: • Smaller class sizes • Supplemental materials • Staffing
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	*County professional development needs to be consistent with expectations *Need more professional development opportunities with technology (iPad cart, SMARTBoards, continued support with the reading process, Number Talks	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the following school's identified professional development: Based upon observations, interviews, and general review of

	follow up, Intervention/SPL training, new grading system, core curriculum/NextGEn training, IEP implementation staff development	evidence, the OEPA Team confirmed the school's identified professional development needs with the exception of "County professional development needs to be consistent with expectations." The Team could not determine this would impact staff's ability to improve student performance.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	*Consistent Student Code of Conduct: 3 Rules of Respect *Dr. Sandy Atkins' Math practices *6 + 1 Traits of Writing implemented school-wide *Number Talks *APL Teaching Strategies *Team planning *SPL Intervention/Collaboration/CoTeaching *Problem Based Learning/Projects *Healthy Choice Ambassadors *Engineering Club *STAR Base Program (Math/Science Curriculum at WV Air National Guard) *School wide theme *SJE Science Fair *Young Writers *PTO events *Educational field trips	The OEPA Team commended these practices: • Consistent Student Code of Conduct • Health Choice Ambassadors • Engineering Club • STARBASE Program • Attendance Program for students and staff However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14)
	In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process
	Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA 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.
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	areas of concerns have been submitted for repair	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	noted concerns have been submitted for repair	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		**YES**

Facility Resource Needs

16. Band/Music

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

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Cheryl Workman, OEPA Consultant
Team Member – Tony Nichols, Director of Instruction, Nicholas County Schools
Team Member – Jamie McBride, Principal, West Virginia Schools for the Deaf and the Blind
Team Member – Barbara Miller, Greenwood Elementary School, Morgan County Schools
Team Member—Erica Propst, Principal, Rosemont Elementary School, Berkeley County Schools

Date of School Visit – 03/15/2016

SCHOOL PROFILE

37-208 WRIGHT DENNY INTERMEDIATE SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	418.0	412.0	391.0	398.0	423.0
Average Class Size	22.7	23.5	25.4	25.0	24.8
Attendance Rate	99.6	99.5	99.5	95.6	not available
Pupil Admin Ratio	418.0	412.0	391.0	398.0	423.0
Pupil Teacher Ratio	16.7	17.1	17.2	17.4	18.4
Participation Rate-Math	100.00	99.75	100.00	99.00	not available
Participation Rate-Reading	100.00	99.75	100.00	99.75	not available
HQT Percentage - Total	99.2	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	99.1	100.0	not available	not available	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	1.0	1.0	1.0	1.0	0.0

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

WRIGHT DENNY INTERMEDIATE SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	School mission statement 5 year strategic plan driven by our leadership team and implemented by our entire staff School Leadership Team Collaborative grade level meetings Co-teaching collaboration (vertical and horizontal) Instructional Activities are data driven. Parent volunteer system Collaboration with the PTO and LSIC during montly meetings	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through interviews, the OEPA Team confirmed most teachers were aware of the school's shared beliefs and values. These teachers could discuss how the beliefs and values were being integrated in classroom management and curriculum delivery.**
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated	ACCOMPLISHED	Mission statement is reviewed daily on the morning announcements and is printed in the agenda which serves as a communicaation tool with our parents and teachers. Teachers hold students to high expectations Smart Choices Activity Academic	**ACCOMPLISHED**	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 readily observed in educational practice and personal behavior.		ceremonies Student government Safety patrol Media assistants Behavioral Reflections		
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	Collaborative grade level meetings STAR Benchmark Support for Personalized Learning (SPL) Social Skills Groups with Guidance Counselor Safety Patrol SAT Meetings Fire and Safety Drills	**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, through building and classroom observations, the school was well managed and orderly. Most classrooms were engaging and inclusive, and conducive to the learning process.**

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	Collaborative grade level meetings Classroom walk-throughs Utilization of coaching strategies within school Communication with families Staff luncheons Honor Roll recognition Website acknowledgement of student success End-of-the-year Academic Awards Assembly 5th Grade Recognition B.U.G.S (bringing up grades) Monthly LSIC and PTO meetings and shared leadership Remind 101	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function	EMERGING	Active leader/participant in all school committees and councils such as LSIC and PTO Five Year plan reviewed with staff and LSIC as a	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined a higher rating for**

effective to advance the mission and goals of the school through leadership, planning, and problem-solving.		working document Faculty Senate Committee Meetings Weekly collaborative meetings and organized trainings		**this function through staff interviews. Communication between teams was clear. Teachers could discuss the role of the individual teams and councils and also the educational benefits of these meetings.**
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Summer staff offerings Beginning of the year county-wide and school opportunities Trainings of school-wide initiives on activty days and team planning Weekly trainings involving Total Participation Techniques, Technology Integration and Data Analysis	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue use of the Instructional Practices Inventory (IPI) on a regular basis.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Student government Safety Patrol Morning announcements by Student Government Officers Volunteers from community PASS Volunteers Jobs and responsibilities in the classroom Media Assistants 4th grade orientation tour guides 5th Grade Band, Chorus, and Art Club K-Kids Classroom Jobs	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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.	EMERGING	Student Interest Inventories given Daily 5 Readers Workshop Word Nerds Number Talks Project-Based	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		Learning Word Study Collaborative planning and instructional practices Collaborative Team Meetings and Staff Developments Fire Drills and Safety Drlls Data Notebooks		rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue to collaboratively plan, incorporate IPI data to increase student engagement, and use peer observations to share strategies.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Collaborative team meetings Next Generation Standards and Objectives drive instructional practices Standards checklist Trout in the Classroom STARBASE for 5th grade students DC Museums trip for 4th grade students Udvar-Haze trip for 3rd grade students	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	STAR Scores Formative Assessments Screening Pacing Guides Diagnostic Tests SPL	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended professional development in the utilization of professional learning communities (PLCs) to provide structure and focus to data meetings and collaborative planning to improve student achievement.**

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	Summer staff development offered Beginning of the year staff development provided by both county and school Training provided for school innitiatives on school-wide activities and team planning Building Conceptual Depth traiings with Sandy Atkins Total Participation Techniques Trainings Technology Integration Trainings	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	LSIC and PTO School utilized by community groups Use of agendas and LiveGrades to keep parents involved PASS Volunteers Parent Volunteer/Parent Volunteer Coordinator Monthly menus and events sent home Website updates with information for parents Business Partners Dictionaries and Thesauri donations from Rotary Club of Charles Town Remind 101 K-Kids	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student	ACCOMPLISHED	PASS Guidance lessons based on	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence

Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		student needs Social Skills groups facilitated by the counselor Organizational Skills groups facilitated by the counselor Transition visits/trips/meetings IEP coordination between schools Shared counseling services between schools Communication with teachers from SAT Translated materials for ESL population/students Collaborative Planning		collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Community Business Partners Television signings Spirit Nights Internet recognition of partners through the school website School-wide Food Drive Career Day Choir singing in the community Trout In The Classroom (Trout Unlimited) Garden Club Kohl's Cares K-Kids Race for Recess New Teacher Academy and 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.

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	ACCOMPLISHED	Staff Development opportunitites are offered at the beginning of the year. Staff Development opportunities provided during school-wide	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

opportunities for professional growth designed to improve school and classroom practice.		activities and team plannings. Utilization of Team Meetings as staff development opportunities for Total Participatio Techniques and Technology Integration Creating AHAS: Building Conceptual Depth in Mathematics		
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	Grade level teams meet on Wednesday afternoons Data binders reviewed during team meetings IPI data reviewed during meetings Staff development opportunities provided during school-wide activities and team planning. Creating AHAS with Sandy Atkins	**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 structures for collaborative teams were in place; however, clear collaborative planning and using data to guide instruction were not evident through these meetings.** **Recommendation: The OEPA Team recommended professional development utilizing professional learning communities (PLCs) to formalize the continuous school improvement process.**
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	Employee self-reflection and goals IPI 0-3 Mentor meetings Instructional coaches Review of Walkthrough data and IPI data to drive needs for professional development opportunities	**EMERGING**	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	Local law enforcement worked with staff and LSIC to create a crisis plan that is effective for the staff and students at Wright Denny Work order system is in place for building maintenance needs through county maintenance department, and technology department. School-wide crisis drills Active Shooter Trainings and Simulations	**ACCOMPLISHED**	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	2014-15 audit is pending 2013-14 2 non-compliances 2012-13 found no non-compliances School staff and PTO utilize multi-faceted approach of raising funds through various grants, fund-raising programs, and community resources, including business partners	**ACCOMPLISHED**	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	Leadership team trained on new evaluation system and then implemented through presentation to entire staff Grade level support systems for new teachers Principal-led trainings Colleague Coaching with experienced educator Opportunities to observe fellow educators in the building and in other buildings in the county New Teacher Academy and Mentor System Walkthroughs	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D:	EMERGING	Smart Boards, document cameras,	**EMERGING**	The evidence provided by the school and the additional evidence

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.		iPads and teacher laptos in classrooms Multiple mobile technology carts (laptops and iPads) utilized to embed technology throughout the curriculum One PC lab Subscriptions to Discovery Ed and BrainPop Distance Learning Cart Remind 101 Cyber bullying Training		collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	5-year strategic plan IPI and Walkthrough data SPL Self Monitoring Report STAR Mid-term reports Diagnostic Assessment Behavior Reteach Reflections SAT 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 Team recommended the school continue IPI reviews and continue to strengthen core instruction in mathematics and reading.**
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes	EMERGING	Grade-level teams Collaborative Teams Faculty Senate Committees Parent Teacher Conferences LSIC Remind 101 WV General Summative Assessment Data Review to target bottom quartile	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

necessary to collaboratively engage all stakeholders in actions to increase student learning.				
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	STAR testing State standardized testing results Diagnostic Assessments Word Study Inventory SPL Benchmarking LSIC Meetings Review of the 5 Year plan 3 times a year and review of the self-monitoring report with the staff, PTO and LSIC	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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.	Professional development opportunities Instructional materials used to implement the Next Generations Standards Technology Updates	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	On-going professional development in implementing Next Generations Standards in English language arts and mathematics Next Generation Science Standard training	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the OEPA Team recommended professional development in the following areas: • incorporating multiple instructional strategies and integration of technology; and • utilizing professional learning communities (PLCs) to formalize the continuous school improvement process.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	The evaluation of IPI and Walkthrough to make decisions involving staff deveopment and using the county-level resources to provide trainigs during team meetings to address areas of need.	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)	PARTIAL COMPLIANCE	**FULL COMPLIANCE** **The school was prepared and did participate in the on-site review process.**

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Leadership Team Training on October 3, 2014 School-wide training on October 13, 2014 LSIC training on October 21, 2014
YES	Complete the School Monitoring Report	Completed by school Leadership Team October 3, 2014 Reviewed for

		discussion and adjustments by school staff October 13, 2014 Reviewed for discussion and adjustments by LSIC October 21, 2014
NO	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations 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	Scheduled for review March 14-18, 2016

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)	Collaborative Team Meetings Team Trainings Leadership Team Faculty Senate Committees SAT Teams .
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)	Completed by school Leadership Team October 3, 2014 Reviewed for discussion and adjustments by school staff October 13, 2014 Reviewed for discussion and adjustments by LSIC October 21, 2014 Employee evaluations completed according to state timelines
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.)	Strategic Plan is developed yearly by the school leadership team and reviewed, discussed, and implemented by the staff and LSIC

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	Security codes/passwords are locked and secured and released daily All students and staff are trained on testing procedures prior to examination
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	Our school's goal is to maintain a 100% participation rate from all students Accomadations are provided based upon the child's IEP, which is entered into WVEIS
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	Our school's goal is to maintain a 100% participation rate from all students Accomadations are provided based upon the child's 504 plan, which is entered into WVEIS

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)	Policy 2510 has been reviewed with all staff and is adhered to appropriately
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)	Policy 2510 has been reviewed with all staff and is adhered to appropriately
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	Policy 2510 has been reviewed with all staff and is adhered to appropriately

	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	Policy 2510 has been reviewed with all staff and is adhered to appropriately

	at higher academic levels. (S6,FD)	
YES	The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) • Technology Team • Local School Improvement Council (LSIC) • Faculty Senate • School Curriculum Team • Student Assistance Team (SAT) • Leadership Team	All teams are in place and active, with participation from all staff

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	**Guidelines for Implementation.** (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).	All requirements are in place

	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.	In compliance with state code and county policy and procedure
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.	Physical Education classes meet for all students twice a week Students run/walk 10 minutes daily and must choose an organized physical activity for the additional 20 minutes of recess daily
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	4th and 5th grade participate in annual fitness testing during physical education class
YES	esults are shared with students and parents. (S7, FC)	All results are shared with students and parents

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts.	Whole group guidance lessons Small group skill support Individual support as needed –look for patterns of behavior from forms, teacher referrals for lunch group to transition to middle school. Lunch groups run for 6

	(S4,FB)	weeks.
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)	Whole group guidance lessons Small group skill support Individual support as needed

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	Yearly audits are performed and 2013-2014 audit found no non-compliances	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	Not applicable at this time; county is currently being reviewed	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	All school-based modifications suggested by the fire marshal have been addressed and work orders have been placed to the maintenance department	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	There were no critical non-compliances during the last inspection; other issues were addressed immediately	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	No SBA review	**NOT APPLICABLE**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	Wright Denny was not cited for non-compliances housed within the building	**YES**

Facility Resource Needs

1. School Site

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

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

4. Teacher Workroom(s)

A. Teachers' work areas were not adequate. (150-250 ft.^{2}) (Did not adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

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

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

8. School Nurse Clinic/Health Service Area

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

13. General Classrooms

A. Classrooms were not of adequate classroom size (28-30 ft.^{2}/student). (May adversely impact program delivery and student performance.)

15. Art

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

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

Education Performance Audit Team

Team Chair – Allen Brock, Coordinator, Office of Education Performance Audits
Team Leader – Judith Johnson, Consultant, Office of Education Performance Audits
Team Member – Kim Cain, Principal, Glendale Elementary School, Kanawha County Schools
Team Member – Stacey Losh, Curriculum Specialist, Edgewood Elementary School, Kanawha County Schools
Team Member – Laura Trent, Principal, Lost Creek Elementary School, Harrison County Schools

Date of School Visit – 04/16/2016

SCHOOL PROFILE

37-209 T A LOWERY ELEMENTARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	589.0	603.0	588.0	572.0	519.0
Average Class Size	20.0	21.1	22.2	19.3	19.9
Attendance Rate	99.2	99.2	99.1	94.5	not available
Pupil Admin Ratio	470.0	603.0	588.0	572.0	519.0
Pupil Teacher Ratio	12.3	15.8	16.5	15.9	13.8
Participation Rate-Math	99.12	99.18	99.16	97.40	not available
Participation Rate-Reading	98.23	99.18	99.16	96.97	not available
HQT Percentage - Total	85.8	86.4	86.5	91.9	not available
HQT Percentage - Self Contained Classroom	89.8	85.7	86.5	91.2	not available
HQT Percentage - English	subject not present	subject not present	not available	not available	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Science	subject not present	subject not present	not available	not available	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	50.0	100.0	subject not present	not available	not available
HQT Percentage - History	subject not present	subject not present	not available	not available	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	2.0	8.0	6.0	3.0	1.0
Administrators not Credentialed	1.0	1.0	1.0	1.0	1.0

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

T A LOWERY ELEMENTARY SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	Our Leadership Team has worked collaboratively with their grade level teams to develop the mission: Quality Teaching and Engaged Learning Equals Success. In addition, on August 4, 2015 we developed our core beliefs: 1. Together, we are all responsible for engaged learning. 2. A safe and caring environment is essential to learning. 3. Learning thrives with parent and community partnerships. Our mission and core beliefs are posted throughout the building, in addition, we say them everyday on the morning announcements. In the beginning of the school year, we held an assembly to explain our expectations regarding student behavior and school rules.	**EMERGING**	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	EMERGING	Our expectations are related to our	**EMERGING**	The evidence provided by the school and the additional

Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		mission and core beliefs. Our focus is on student engagement with the curriculum. We regularly monitor the level of engagement through IPI coding, and Total Participation Techniques during instructional delivery. Our faculty conversations regarding our IPI data occur on our Faculty Senate days. Our students are recognized for appropriate behavior, grades, and overall improvements through our six week awards assembly and school store. We have a blended preschool program in addition to a partnership with the Grafton school within our building. With our large special education population, we do ensure that all students and adults are treated with dignity. The school culture and practices are monitored through our committees and the School Climate Survey, and are modified if needed. Our K-Kids, Peer Tutors, Student Government, and Safety Patrol provides leadership opportunities for our students.		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 the Instructional Practices Inventory (IPI) to improve student engagement.**
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	We monitor our practices and procedures through the use of student data. We have regularly scheduled data meetings for academics and behavior. Student data such as STAR, behavior, and anecdotal records are monitored and used to drive decisions regarding instruction and behavior. We have our Crisis Plan in place which outlines our procedures for emergency drills, re-location, and intruders. We work closely with law	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		enforcement to practice drills such as active shooter in addition to having law enforcement follow up with each teacher to discuss the layout of each classroom. All visitors must sign in through our Raptor system, and all of our doors are locked with the exception of morning arrival and afternoon dismissal when our front doors are opened and staff are on duty.		

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	Staff are informed using a variety of methods: email, staff meetings, school newsletters, school website, and annual calendar of meetings, events, and committee meetings. In addition, we hold monthly grade level meetings and new teacher meetings. We have several structures in place to recognize the success of students: Caught Being Good for students, Bringing Up Grades awards, Character Counts, Perfect Attendance, and Principal's Party,	**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, through the detailed evidence presented by the principal and the staff, the school was well organized and well managed. The principal was highly organized and knowledgeable of the needs of the students and school.**
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	We have committees established and functioning as noted through our calendar and committee minutes. Our goal is to focus more on our Strategic Plan to drive our meetings. In addition, a discipline committee was formed at the will of the staff to address some areas of our discipline policy that needed to be changed for the betterment of our students and staff.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team verified evidence of all required teams and councils; furthermore, there was evidence of teacher leadership promoting positive change in the school.**

Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Our Leadership Team has one representative from each grade level and department. That representative serves as the liaison between the grade level and the leadership team. The representative also facilitates grade level meetings within their team. In addition, a discipline committee was formed by teachers to adjust our discipline policy. We hold Collaboration Wednesday meetings when teachers would like to share strategies with their colleagues.	**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 evidence teachers and stakeholders were involved and collaborated in the operations and functions of the school. Teachers were taking leadership roles to lead and influence professional practice.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Our fourth and fifth grade students have the opportunity to be involved with K-Kids. K-Kids provides students with leadership opportunities within the school and community. Our K-Kids students are part of our safety patrol and our recycling committee. Our fifth grade students also have the opportunity to be peer tutors. Peer tutors assist students with academic skills in the mornings during breakfast. Special education students participate in K-Kids, recycling, and peer tutors as well. We have incorporated a Student Government Association for our students this year.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	EMERGING	Teachers create student learning goals based on the Next Generation standards. Classroom environments are physically and emotionally safe. Support for Personalized Learning data meetings 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.

environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		scheduled to review data and progress of students.		
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 integrate the themes of the Next Generation Standards into the design and delivery of the curriculum and formative assessments. IEPs are standards based and focus not only on the Next Generation Standards but the Extended Content Standards as well.	**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, through teacher interviews and a review of lesson plans, the use of standards-based lessons through pacing guides and lesson plan development. Most teachers were fully utilizing a standards-based curriculum.**
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 are developed and aligned with Next Generation themes. Lessons are delivered in whole and small group settings. Assignments are differentiated to personalize instruction. Number Talks and Total Participation Techniques Strategies are incorporated. Long term planning has been evident through team planning days where grade level teams look at their strategies, pacing guides and curriculum maps.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the	EMERGING	Teachers collaborate with their grade level teams to identify interests and connect content to real world experiences. Our focus on Instructional Practices Inventory and Total Participation Techniques has helped us to increase student engagement with the	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended more effective use of Title I personnel and professional development on**

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The school works hard to build relationships between the home and school. Means of communication include: monthly newsletters, website, Facebook page, parent conferences, family night events, and PTO meetings. Title I Literacy Family Nights focus on parental involvement and strengthening literacy at home. Story Pirates Family Night focused on Writing and Warm Up With a Good Book focused on Reading. Our annual PTO fundraiser, Terrier Spring Fling promotes family involvement and generates funding to support the students.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: 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,	ACCOMPLISHED	Our Student Assistance Team meets regularly on Tuesday mornings. We ensure that staff, parents, and support staff plan for collaborative interventions for students' well being and success. Our guidance program is a component of our SAT team. We have volunteers who come in regularly to work with students individually or to read in the classrooms. We have a full time nurse to support our	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

special education, and English as a Second Language.		students with medical needs. A nutritionist worked with our third grade students at the beginning of the year. We have a partnership with the Grafton School who maintains a classroom within our building.		
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 are invited in to help recognize students during our six week student recognition assemblies, which are held during student lunches. Our students have made thank you cards for our business partners, and we have honored them with a breakfast. We have a positive rapport with local, state, and federal law enforcement who visit regularly and greet students and staff. Read Aloud volunteers and parent volunteers visit our school regularly. Community members who donated items to our Candy Cane Express program to help families during the holidays were also honored during a Candy Cane Express Donor Appreciation luncheon.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	We hold "Collaboration Wednesday" meetings where staff have the opportunity to work on improving standards-based instructional practices. In addition, we have developed a professional development schedule for this year which includes WV General Summative Assessment Data review, Instructional Practices Inventory	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Training/Coding/Data Review, and the implementation of the book, "Total Participation Techniques."		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Teachers have common planning time daily. In addition, teachers collaborate during our Support For Personalized Learning data team meetings. Teachers are afforded planning days which allow for long term planning.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through interviews and documentation, the OEPA Team determined there was strong evidence of collaborative, functioning teams. Teachers could discuss the vertical and horizontal collaboration process and reported great educational benefits from these efforts.**
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	Classroom teachers are observed based on the progressions identified in the teacher evaluation system, Policy 5310. In addition, informal walkthroughs are completed. Lesson plans are reviewed quarterly and comments are noted in plans. Monthly meetings are scheduled for teachers who have less than four years of teaching experience. Support is provided through coaches for instruction, math, school improvement, and writing.	**ACCOMPLISHED**	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	EMERGING	We have implemented the Raptor System for three years. Visitors and volunteers must present their photo ID	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

and secure, aesthetically pleasing, and configured to meet the learning needs of students.		when signing in through the main office. Visitors may not go past the front lobby without signing in for a scheduled appointment. The physical building is divided into sections in which each custodian is responsible for maintaining his or her section. A work order process is in place for larger needs to be addressed by maintenance.		school's self-rating for this function. **Recommendation**: **While the OEPA Team substantiated the school's rating and found evidence of a safe school, to strengthen the function, the Team recommended the school improve cleanliness in some areas and organize some classrooms more efficiently.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	We follow all state and county policy and procedures for effective management of fiscal resources. We use a system of checks and balances involving multiple staff members with varying responsiblities. We have used funding through grants, Curriculum and Instruction, and Title I to secure resources to support teaching and learning.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Staff are assigned and evaluated according to Policy 5000 and Policy 5310. New teachers attend monthly mentor meetings at the school to discuss instructional strategies, concerns, and to share ideas. Service personnel participate in appropriate professional development workshops and department meetings.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate	EMERGING	All of our students participated in the Cyber Safety lesson through the Common Sense Media website. Students have daily access to computers, iPads, SmartBoards, and the Distance Learning	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		Cart. Software programs are available throughout the school such as: TumbleBooks, Discovery Education, Star, and Learning A-Z. Title I has assisted with upgrading our wireless infrastructure throughout the building.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Our leadership team is comprised of one representative from each grade level and department. The leadership team has developed a mission statement utilizing the input from grade level teams and departments. Strategic plan goals are defined using assessment data.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school-wide goals include the PreK-2 teachers.**
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Our master schedule provides common planning time daily for each grade level. In addition, the principal meets monthly with each grade level and department to facilitate improvement in learning for all students. Our leadership team has monthly scheduled meetings which focus on the strategeic plan and uses data to drive our instruction. We have several professional development initiatives occurring throughout the school year which focus on increasing student engagement with the curriculum.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for	EMERGING	The leadership team meets monthly. The	**EMERGING**	The evidence provided by the school and the additional

Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		mission of our leadership team is school improvement. The Leadership team monitors the strategic plan goals through each grade level meeting. Goals are reviewed and action steps are completed to achieve each goal. When we receive our School Climate Survey results, we will review the data and make changes based on that data. In the fall, all grade levels met to disaggregate the WV General Summative Assessment data. In addition, we are analyzing our data to develop academic interventions afterschool for our students who need additional support. We have developed SMART goals to monitor the improvement of our academic program.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Time that is built into the school calendar for professional development is crucial to our success.	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.	Through Title I and Curriculum and Instruction funds, we have been able to provide embedded and ongoing professional development for staff through a writing coach, school improvement specialist, and a math consultant. Staff have been able to disaggregate assessment data, work collaboratively, and design lessons through the Next Generation Standards. We hope to continue these professional relationships with the contracted support with whom we have developed a rapport.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	At the end of the 2014-2015 school year it was observed that our discipline policy needed to be modified. A group of teachers formed a discipline committee who met two times during the summer of 2015. The committee modified our discipline color plan and documentation to meet the needs of our students and staff. On August 12, 2015, the discipline committee shared the new discipline forms and updates with the staff. We have seen an increase in the effectiveness of the discipline forms.	The OEPA Team commended this practice: • T A Lowery new discipline plan. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Staff were given copies of the School Monitoring Report, Rubric, and checklists.
YES	Complete the School Monitoring Report	Staff were given copies of the School Monitoring Report, Rubric, and checklists.
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)	Through Title I, we have created a professional development schedule for this year. A survey was provided for staff to complete questions regarding the school monitoring plan.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	With the school improvement specialist, we have reviewed our WESTEST data to identify our weaknesses.
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)	Staff reviewed the school monitoring report, rubrics, and checklists during grade level meetings.
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.)	The strategic plan is being developed through collaborative efforts by the Leadership Team, LSIC, and grade level teams. The principal will monitor the implementation of the plan through grade level meetings and committee meetings.

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	Test Security policies and procedures are reviewed annually with staff during specified training times.
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)
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		**NOT APPLICABLE**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		**YES**

Facility Resource Needs

No facility resource needs were identified.

Education Performance Audit Team

Team Chair – Allen Brock, OEPA Coordinator
Team Leader – Judith Johnson, OEPA Consultant
Team Member – Tana Burkhart, Principal, Opequon Elementary School, Berkeley County Schools
Team Member – Kim Cain, Principal, Glendale Elementary School, Kanawha County Schools
Team Member – Krista DeVaughn, Principal, Sistersville Elementary School, Tyler County Schools
Team Member – Randall Farley, Administrative Assistant of Curriculum & Instruction, Central Office, Marion County Schools
Team Member – Stacey Losh, Curriculum Specialist, Edgewood Elementary School, Kanawha County Schools
Team Member – Laura Trent, Principal, Lost Creek Elementary School, Harrison County Schools

Date of School Visit – 04/17/2016

SCHOOL PROFILE

37-210 DRISWOOD ELEMENTARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	496.0	518.0	517.0	500.0	491.0
Average Class Size	21.6	20.8	21.6	23.2	22.9
Attendance Rate	99.7	99.7	98.9	95.6	not available
Pupil Admin Ratio	496.0	518.0	517.0	500.0	491.0
Pupil Teacher Ratio	15.5	17.3	15.7	16.4	16.9
Participation Rate-Math	100.00	100.00	100.00	99.58	not available
Participation Rate-Reading	100.00	100.00	100.00	99.58	not available
HQT Percentage - Total	99.3	100.0	98.8	94.3	not available
HQT Percentage - Self Contained Classroom	99.2	100.0	95.2	100.0	not available
HQT Percentage - English	subject not present	subject not present	100.0	83.3	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	100.0	98.5	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	50.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	96.8	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	96.7	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	11.0	2.0	0.0	2.0	2.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

DRISWOOD ELEMENTARY SCHOOL in JEFFERSON COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

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

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The staff works collaboratively around a core set of beliefs and values set in the development of the school's strategic plan and responsible student program. Staff collaboratively defines the school's mission, beliefs, and student expectations: The DES mission statement: Our students will Demonstrate learning at rigorous levels, because they are Expected to learn in a Supported environment. Our responsible students program and school-wide behavior plan builds character and high expectations into the daily school climate through the use of consistent behavior expectations and acknowledgment of each day as a new day and that some students can reach beyond expectations and be recognized to move up the behavior chart	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		to demonstrate the power of good choices and receive Outstanding Owl awards to accumulate for use at the school store. Students are also provided "Owl Reminders", which incorporate reminders to clarify appropriate choices academically, socially, and in attendance.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	The DES staff designs and establishes classroom procedures and expectations thoroughly and are monitored through Walkthrough Data and IPI Data discussions. Lesson plans are checked bi-monthly and comments are documented and dated. School wide behavior plans are visible and documented concerns are stated if necessary in a student's school supplied agenda. Students are recommended by classroom teachers, specials' teachers, and school administration as quarterly "Outstanding Owls", which model exemplary academic, behavior, and social skills. Students are provided an award identifying them as an outstanding owl. pictured in the school yearbook, and announced on the school website. The OEPA Staff Survey response analysis supports Accomplished rating at a 3.57/4. Staff are provided an opportunity to take West Virginia School Climate Survey and the analysis is reviewed during staff meetings. Concerns are highlighted and discussion is held on possible solutions to concerns	**ACCOMPLISHED**	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 'Total Participation Techniques' (TPT) was evidenced in lesson plans and instructional practice.**
Function C: Safe, Orderly and	ACCOMPLISHED	The school has a learner-centered climate where students and adults feel safe that is	**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.		inclusive and welcoming that provides optimal conditions for teaching and learning.The school has teachers who accept mutual accountability for the students who they directly teach. Student participate in Developmental Guidance classes and supported social skill activities, such as Red Ribbon Spirit Week and the community based projects such as the "Owl Caring Tree." The OEPA Staff Survey response analysis supports Accomplished rating at a 3.67/4. Fire Drill and Code Drill procedures are documented and displayed for staff, parents, and community viewing in the front office. DES has an airlock system with a security access point to verbally and visually identify visitors to the building. All visitors permitted in the building are identified through government issued ID in RAPTOR system. DES has met and exceeded all Health Department, BRIM, Fire, and Sprinkler System inspection ratings		school's self-rating for this function. **Comment: The school was attractive and well maintained.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective	EMERGING	The principal works to creates a unity of purpose and sense of "team" throughout the school through various collaborative efforts including book studies ("Total Participation Techniques and Rigor is a Four Letter Word") professional development opportunities such as APL,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through review of evidence and staff interviews, the principal displayed professional knowledge and strong management skills. A strong focus was placed on instructional practices and**

management.		IPI Leadership Team training, Next Generation Math Standards Grade Level training in K-2 and 3-5, as well as, Sustained Next Generation Math training with Sandy Atkins grades 2-5, Four Square Writing implementation. The principal meets with grade level staff in grades 2-5 and special education support staff to review Smarter Balanced practice materials and resources on an ongoing basis with time allowed for collaboration. The OEPA Staff Survey response analysis supports Accomplished rating at a 3.52/4, but as an administrator I feel that I am continuing to grow towards accomplished and am dedicated to the success of all students and staff.		**student achievement throughout the school.**
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	The principal is knowledgeable of the responsibilities of required school teams and councils and has worked to include them into the school structure. DES instructional staff meets monthly in grade level teams to review instructional needs, instructional methods, reflection on support for struggling students, student enrichment, concerns, and professional development needs. DES has a leadership team which works to provide analysis and feedback of WESTEST data, IPI observations, and staff collaboration on setting goals to increase student engagement at meaningful levels. Staff participates in committee meetings as stated in the Faculty Senate minutes as LSIC, Curriculum. Wellness, Technology, and	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Through interviews, teachers were unsure of the roles and functions of the teams in the school.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school focus on defining team responsibilities and functions to advance student well-being and learning.**

		Social.		
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	DES teachers have common planning and meet monthly to include a meeting reflection sent to the principa consisting of projects planned, student concerns highlighted, data reflections, and invitation to meet with school administration when requested. DES staff is encouraged to participate in county, state, and private opportunities for professional growth. Mrs. Morris, Ms, Jainniney, Mrs. Burkhammer, Mrs. Fitzwater, and Mrs. Lady have completed WVDE training as trainers for CCSS transition. In addition, each stated teacher has returned to present county based training for their grade level peers. Mrs. Fitzwater, 4th grade teacher is participating in RESA VIII coaching and mentor training, as well as, presents at the county and state level. DES has five teachers who have completed teacher mentor training and participated in school and county based mentor activities to support beginning teachers. The OEPA Staff Survey response analysis supports an Accomplished rating at 3.19/4.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team did not determine authentic opportunities for teacher leadership were available or encouraged within the school.** **Recommendation: The OEPA Team recommended all staff be provided authentic leadership opportunities in the school.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a	EMERGING	DES participates in school-community based projects, which encourage outreach opportunities to local homeless shelters, hospice, military aid projects, and community ministries. Students participate in the school based positive responsible student program and the character counts program. Exemplary	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

sense of responsibility for improving self, school, and community.		role model students are chosen as "Outstanding Owls" each nine weeks and "Character Counts Award Winners." Students design hall posters to encourage positive student choices. Students are recognized for meeting honor roll county standards with a 3.0 GPA, Principal's honor roll at a 4.0 GPA, and perfect attendance for each nine weeks. Students are provided Live Grades student log in password to review and discuss summative grade updates with teachers and parents. All 4th and 5th grade music students participate in a program called Recorder Karate and each student is celebrated in the daily announcements as they complete each level of attainment in skill towards their recorder Black Belt.		

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	Each classroom maintains a classroom expected behavior plan stated in a positive manner in which students are numbered and provided a new start each day as well as the opportunity to increase each day's acknowledgment with a "move up" card to highlight model student behavior choices. Teachers participate in "Total Participation Techniques" and APL management practices to increase and maintain a student centered learning environment conducive to peer and small group collaboration/reflection opportunities.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team observed various strategies being used in classrooms. Students participated in student-led conversations about their learning using multiple modalities.**

		The OEPA Staff Survey results analysis supports an Accomplished rating at 3.24/4.		
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 utilize Next Generation CSOs checklist to monitor initial introduction, ongoing remediation, and student mastery of grade level CSOs. Lesson plans are designed to align with Next Generation Standards and Objectives and Next Generation Learning Skills and Technology Tools. Teachers utilize EveryDay Math online lesson planning resources, Pearson Successnet, MobyMax RLA and Math resources, and Accelerated Readers formative assessment reports. Lesson plans are reviewed by school administration bi-monthly and during classroom walkthroughs. Lesson plans are to be complete the Friday prior to each instructional week. Lesson plans are to consist of a measurable objective, procedures, materials needed, and an assessment which is connected to the stated objective.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations, most teachers were aligning lessons to State standards through posted objectives. Also, the OEPA Team observed evidence of collaboration in planning and using standards to guide instruction. Review of lesson plans and interviews indicated a gradual transition of teacher-led instruction by incorporating more student collaboration and student-led instruction.** **Comment: Some classrooms provided opportunities for students to utilize technology to create, problem solve, and research; while most students were not observed directly using technology.** **Recommendation: While the OEPA Team substantiated a higher rating of this function, the Team recommended individual integration of technology be increased in the classroom environment providing students with opportunities to creatively use technology to increase student learning.**
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	ACCOMPLISHED	Teachers plan weekly Next Generation Standards-based lesson plans, which incorporate student centered 21st century technology opportunities such as research with iPads, laptop computers, smart boards, and e-books. Teachers utilize county created reading and math pacing guides throughout each nine weeks to fully utilize support for consistent instructional practices among	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

levels of their students.		grade level peers. Teachers review STAR Reading and STAR Math initial, midyear, and end of year benchmark scores to design reading and math small group instruction based on analysis of individual student scores. Daily skill objectives are posted on the board and reviewed with students prior to the initial instructional activity. Students are provided open ended opportunities to discuss objectives to build background knowledge. The OEPA Staff Survey analysis report supports an Accomplished rating at 3.33/4.		
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	Each classroom has multiple opportunities for students to participate in peer and small group collaboration through the integration of TPT strategies. Classrooms are equipped with smart boards, student iPads, laptops, desktop computers, and we are in the initial stages of ELMO integration in to the classroom instructional setting. All core teachers have teacher iPads to document student concerns and growth towards mastery of standards. Student utilize iPads, laptops, and desktop computers to research topics for reports, create power points, support essay writing, and classroom presentations. All students are benchmark tested on STAR Reading and Star Math at the BOY, MOY, EOY and all students who participate in intervention are progress monitored every two weeks to monitor growth towards grade level mastery by the	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team determined most teachers were facilitating engaging instructional experiences; however, some were more effective than others. Some staff may need additional support.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to strengthen the work with the "Good-bye Round Robin Reading" project, math book study, and "total participation technique (TPT)."**

		school interventionist who collaborates with the classroom teacher. The OEPA Staff Survey analysis report supports an Accomplished rating at 3.52/4.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	2014-15 DES PTO has a strong presence and teachers invite parents in to facilitate additional opportunities for students to practice reading with an adult mentor, sight words mastery checks, and review math facts as they master each skill level. DES students participate in school and parental musical presentations in kindergarten, third grade, fourth grade, and fifth grade. Teachers send home a weekly newsletter to parents, students are provided a school agenda and student handbook, and the school website is maintained to provide sustained ongoing school-community contact. DES students participate in county based programs utilizing the Harpers Ferry Park Service program at School House Ridge in 5th grade, Burr Farm and the Audobon Society Watershed Program in 4th grade. Students and staff build capacity for a positive self, positive interactions through appropriate social goal setting, and positive supports for other through the "Have You Filled a Bucket Today Challenge."	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: In addition to the school's evidence, the OEPA Team noted community support included: Parent Teacher Organization (PTO), multiple business partnerships, special guests, volunteers, and grants awarded to the school.** **Comment: The Team noted the school had a pre-student assistance team (SAT) committee meeting, which included parents, prior to scheduling an official SAT committee.**
Function B: Student Personal Development. The	ACCOMPLISHED	DES students participate in developmental guidance program, which	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		supports Drug Free Spirit Week awareness, Character Counts lesson and teacher reward nominations for students who exemplify pillars of characters, and community based programs supporting Hospice and Community Ministries. DES has initiated the PASS program and has 6 established student/mentor relationships in progress. DES has three special education programs which support students served through multi-catergorical eligibility, a primary autism program meeting the needs of student in grades K-2, and an intermediate autism class meeting the needs of students in grades 3-5. DES has a fulltime ESL teacher who supports the students during individual instruction, small group instruction, and by supporting students in LRE during general education whole group instruction. The OEPA Staff Survey report analysis results supports an Accomplished rating at 3.52/4.		school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	DES has an established PTO, which functions as a connection between school and parents. The PTO supports additional school activities, fundraising activities to support additional purchases of instructional materials, and student playground materials. The PTO supports school activities with volunteers to work in the school work room, volunteers support school book fairs, and student picture days. DES has community partnerships with Community Ministries, local animal shelters, Treats for Troops,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The school continued to build partnerships to provide support to students and the community which included the following:** • **back pack food program;** • **crayon initiative for children's hospital;** • **theme packs for students and;** • **continued military support through Treats for**

		and the homeless shelter. DES participates is the WVU student dental health program for students. DES participates in the fifth grade Cardiac Kids program in conjunction with WVU School of Medicine. DES participates in the Rotary Club dictionary donation program for third grade students and thesaurus donations program for fifth grade students. DES students are provided before and after school care and a Summer enrichment program provided by AlphaBest a county business partner.		**Troops.**

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	DES staff participates in ongoing school and county based staff development opportunities listed as follows: Teacher's Academy/APL-90% of DES Instructional Staff has completed Coursework CAL Training-Meeting the Needs of ESL students Word Nerds-RESA 8 Training Smarter Balanced Online Training Session for ELA Teachers-10/15/14-Ongoing Sandy Atkins-CC Math Training/Student Interviews/Understanding the Math You Teach-10/28-29/14 Kindergarten Training-"Making a Claim, Providing Evidence"-11/6/14 Close Reading and Comprehension of Informational Text-8/5/14 Best Practices for Art Teachers-8/14/14 Administrators APL Training Ongoing-11/18/14 Strategies for	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Building Text Dependent Questions-8/14/14 Fidelity Tool/Creative Curriculum PreK-9/22/14 Math Intervention Training"You Have to Find the Problem, Before You Can Fix It"-8/5/14 New Teacher Orientation-8/8,11/14-Ongoing through principal/teacher mentoring-TPT Book Study		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Teachers have common planning and collaborate on best practices and student academic concerns. Teachers provide team meeting minutes, with stated student concerns and team reflection on strategies for support, instructional questions and goal monitoring, and student data review. Teachers collaborate with school interventionist to plan and remediate student instruction, plan student intervention, and review recommendations for S.A.T. Principal and Head Teacher collaborate with instructional staff during SAT Meetings, observation conferences, impromptu teacher request for meetings, and grade level team meetings as requested. Faculty Senate meeting minutes provide evidence of curriculum and LSIC collaboration and analysis of school data and needs. The OEPA Staff Survey report analysis supports an Accomplished rating at 3.29/4.	**ACCOMPLISHED**	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 teachers be given more flexibility to set agendas to discuss instruction and student achievement. The principal provided a valuable framework for team meetings; however, a more defined focus created by the teachers would be beneficial when planning for instruction. This will also foster teacher ownership and encourage all staff to focus on specific students' needs.**
Function C: Evaluation, Feedback, and Support. The staff participates in	ACCOMPLISHED	All instructional staff are designated as initial, intermediate, and advanced in the evaluation scale. Staff is assigned a school administrator as an evaluator 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.

processes of evaluation that facilitate self-reflection and informs the process of professional growth.		communicate with needs and concerns. Staff self evaluation and goals are reviewed and discussed with assigned school administrator. Principal provides ongoing support for all instructional staff on goal writing and progress monitoring of goal. Principal encourages grade level appropriate staff to attend online training sessions for ELA and Math Smarter Balanced Items and Interim Assessments. Staff Development county funding is utilized to support attendance and opportunity for vertical team discussions. The OEPA Staff Survey analysis reflects an Accomplished rating at 3.29/4.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	DES has meet all county and state inspections and all items cited have been corrected or submitted as a county work order request. Work order request are available to support all citing request needs addressed or needs to be addressed. DES follows all county safety and security procedures, including all exterior exits locked and provided buzz in system for visitors or scan cards for school and county staff. Fire Drill and Code Drill documentation is posted in the main office for public review. The OEPA Staff Survey analysis report supports an Accomplished rating of 3.71/4.	**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 facility was six years old, but appeared to be new.** **Commendation: The OEPA Team commended the custodial staff, faculty, and students for the dedication, time, and effort to maintain an immaculate building.**

Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	County audit reports are maintained and any citings are reviewed, and a written plan of action is provided to county CFO in how any current audit citing will be corrected. Online accounting software is maintained for review onsite and monthly reconciliation reports are provided to the county CFO by the 15th of each fiscal month. The C&I department supports ongoing staff development opportunities for DES teachers and administrative staff. DES administration supports staff interest in grant writing opportunities with ECOLab, Arts and Humanities, WALMART, Lowes, and WV Community Foundation. The OEPA Staff Survey analysis report supports an Accomplished rating of 3.43/4.	**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 latest financial audit resulted in one minor finding, which was corrected with the purchase of a verification stamp. In addition, many outside grants were awarded to support the school.**
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Interviews are conducted according to West Virginia Code and all paperwork for teacher and service personnel recommendations are submitted to the county HR coordinator for verification and finalization. All perspective employees complete a ten question interview process specific to the posted position and a rating is utilized to support candidate recommendation. Specific job related training is declared as part of the expected training in place or interest in completing training in APL management, Daily 5 ELA and Math training, and EveryDay Math training. The OEPA Staff Survey results analysis supports an Accomplished rating at 3.43/4.	**ACCOMPLISHED**	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	DES has smart board technology in all instructional areas, a MOBI pad to provide student and teacher interaction across the classroom setting and each classroom has two desk top computers for teacher and student use. Each classroom setting has six iPads dedicated to student use and one teacher iPad for classroom observations. Laptop computers are designated to each grade level wing and provide whole group instructional and research checkout opportunities. Online student enrichment resources are available to students to include Accelerated Reader, Moby Max ELA and Math online skill resource, and Follett online library student checkout. DES has a classroom set of student responders equipped with teacher driven software to design remediation and enrichment opportunities. DES has a distance learning cart for in house field trip opportunities and research projects. The OEPA Staff Survey results analysis supports an Accomplished rating at 3.38/4.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and	EMERGING	The DES staff is provided the Strategic Plan at the initial year Faculty Senate meeting and an opportunity to discuss and collaborate on school successes and concerns. Teams are provided collaborative time to review plan, make	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The school's strategic plan aligns with the county strategic plan and reflects an effort to address school concerns including providing academic**

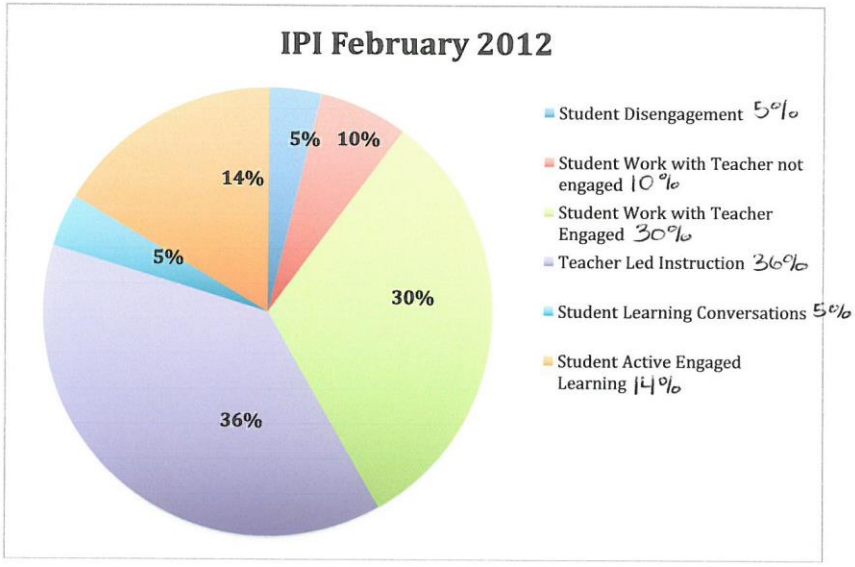
goals outlined in the strategic plan.		recommendations, and discuss analysis of state student assessments. Each Faculty Senate meeting agenda has the Strategic Plan as an item under new business to review updates and changes to provide ongoing feedback on school mission, beliefs, and goals. Faculty Senate meeting minutes document staff discussion and accepted changes to the Strategic Plan.		**support for growing subgroups.**
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 leadership team observes through Instructional Practices Inventories and collaborates with instructional staff on best practices and student engagement opportunities at increased levels of student collaboration and analysis.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school rating, and the strategic plan was focused and coherent, to strengthen the function, the Team recommended staff discuss and review the plan in various venues other than faculty senate meetings as indicated in the School Monitoring Report and discussed in teacher interviews.**
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	The school leadership team analyzes state assessment reports and provides feedback on student achievement and instructional shifts to staff during Faculty Senate meetings. SAT team supports instructional staff with student academic concerns meetings and instructional strategies recommendations to meet the needs of ED/BD, gifted, ESL, Autism, Learning Disabled, MMI, OHI students. The OEPA Staff Survey results analysis supports an Accomplished rating at 3.29/4.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team observed frequent progress monitoring using STAR, early learning assessments, Accelerated Reader data, Smarter Balanced interim assessments, and Instructional Practices Inventory (IPI) data.**

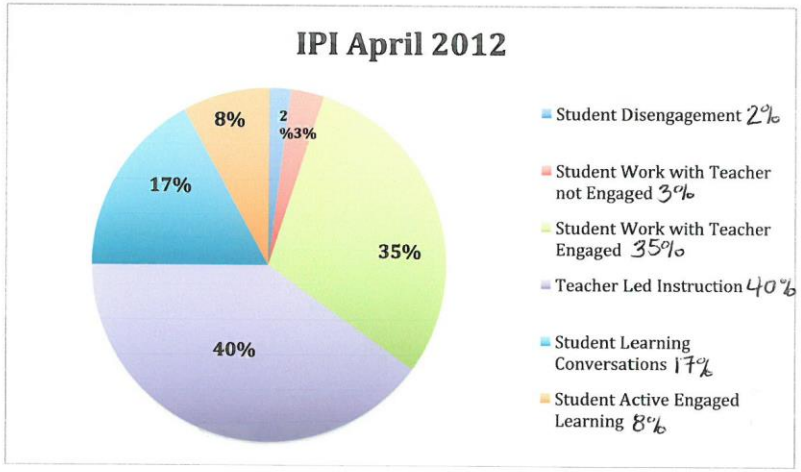
SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

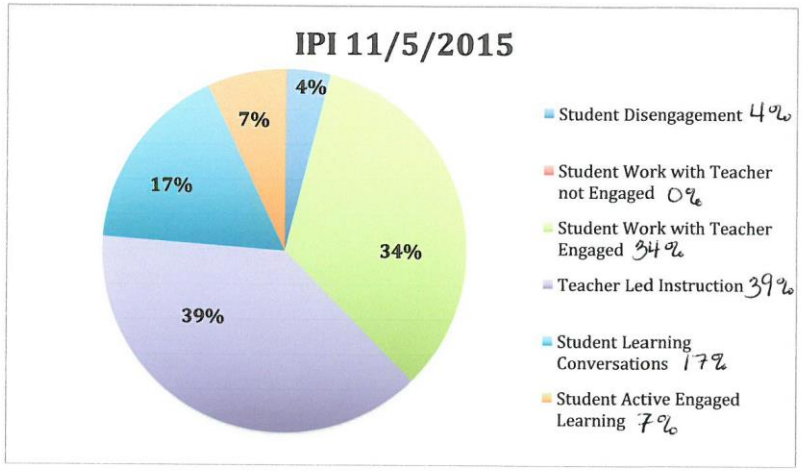
Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	At this time, no significant resource or facility needs have been identified. Driswood Elementry was built in 2010 and is a new facility and has been supported with funding for playground equipment, technology, and staff materials.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The DES staff agrees and supports the needs for sustained crosswalk training between the former CSOs and Next Generation Reading and Math. The DES staff agrees and supports the need for sustained training in Smarter Balanced Assessment interims and benchmarks and disaggregation of Smarter Balanced Assessment summative data reports.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development: • Sustained training in Smarter Balance interim assessments and benchmarks • Disaggregation of Smarter Balance assessment data

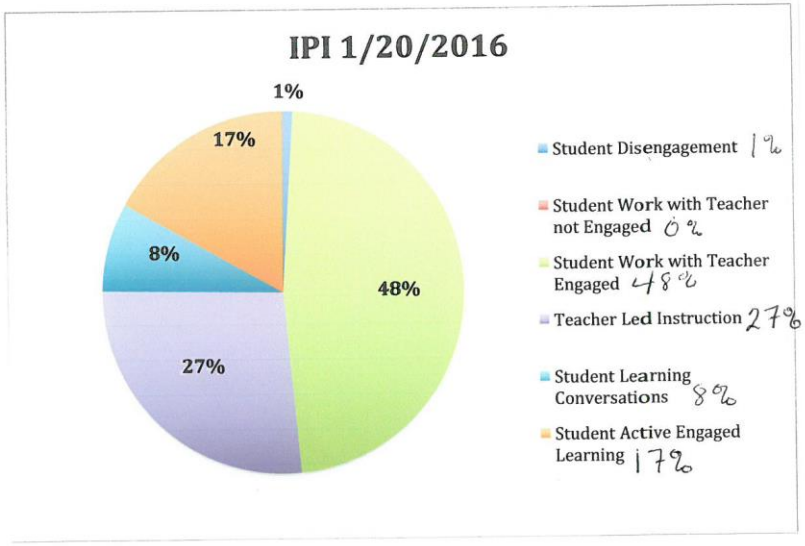
SECTION 3: Best Practices - What are the outstanding practices you have implemented?

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.	Total Participation Techniques: Making Every Student an Active Learner sustained book study and process classroom implementation.	The OEPA Team verified, through data, a positive impact on student performance and well-being required for consideration as a best practice. Driswood "**Total Participation Techniques**" Implementation Driswood Elementary utilized total participation techniques (TPTs) in each classroom K-5 to encourage active participation and cognitive engagement for learning across the curriculum in whole group and small group settings. Students were provided individual sets of task cards consisting of ABC cards, number cards 0 to 9, and appointment cards to encourage multiple opportunities for peer collaboration. In addition, teachers used techniques such as, ready to share, still thinking, and bounce cards to encourage peer collaborative, reflection, and inquiry. Student accountability and engagement has increased at each level of instruction at Driswood, in addition to the growth of higher order thinking questioning from a student driven perspective. Students were driving the instructional setting and teachers were facilitating learning utilizing the research behind **Total Participation Techniques**. Administrative classroom observations and walkthroughs reports, as well as, IPI Data collections substantiated a decrease in student disengagement to zero percent in 2015 and maintained 1 percent in 2016 in core and noncore learning environments.


IPI February 2012
5%
10%
30%
36%
5%
14%
Student Disengagement 5%
Student Work with Teacher not engaged 10%
Student Work with Teacher Engaged 30%
Teacher Led Instruction 36%
Student Learning Conversations 5%
Student Active Engaged Learning 14%


IPI April 2012
2 %3%
35%
40%
17%
8%
Student Disengagement 2%
Student Work with Teacher not Engaged 3%
Student Work with Teacher Engaged 35%
Teacher Led Instruction 40%
Student Learning Conversations 17%
Student Active Engaged Learning 8%


IPI 11/5/2015
4%
7%
17%
34%
39%
Student Disengagement 4%
Student Work with Teacher not Engaged 0%
Student Work with Teacher Engaged 34%
Teacher Led Instruction 39%
Student Learning Conversations 17%
Student Active Engaged Learning 7%


IPI 1/20/2016
1%
17%
8%
48%
27%
Student Disengagement 1%
Student Work with Teacher not Engaged 0%
Student Work with Teacher Engaged 48%
Teacher Led Instruction 27%
Student Learning Conversations 8%
Student Active Engaged Learning 17%

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

OEPA Team Notes: All responses "NOT FOUND" for each policy or Code indicated the compliance checklists were not completed and submitted properly. The Team verified each policy and Code based on interviews, observations, and a review of documentation to determine the compliance status.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
NOT FOUND	Develop Knowledge of Policy 2322
NOT FOUND	Complete the School Monitoring Report
NOT FOUND	Participate in the on-site review process Prepare for the review – the principal shall: 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:

NOT FOUND	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the

	programmatic level of the school. (S3,FA)
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: 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)
NOT FOUND	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	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

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

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance	Core Areas of Policy/Code
NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence

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

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

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

NOT FOUND

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

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

(S6,FD)

NOT FOUND The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

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

D . Policy 4373: Expected Behavior in Safe/Supportive Schools	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND **Guidelines for Implementation.** (S1,FC)

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

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

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

NOT FOUND **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	NOT FOUND	**FULL COMPLIANCE**

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND 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.
NOT FOUND	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
NOT FOUND	esults are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b	NOT FOUND	**FULL COMPLIANCE**

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

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

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

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

Compliance	**Core Areas of Policy/Code**
NOT FOUND	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
NOT FOUND	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	**School Comments**	**OEPA Team Comments**

A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	The audit report indicated a need for a stamp that verifies and provides documentation for approval of purchase and verified for completion of purchase and payment. Stamp has been purchased for use.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		**YES**

Facility Resource Needs

7. Cafeteria/Food Service Area

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

9. Gymnasiums/Physical Fitness Facilities

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

E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

16. Band/Music

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

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

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

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

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Cheryl Workman, OEPA Consultant
Team Member – Tony Nichols, Director of Instruction, Nicholas County Schools
Team Member – Jamie McBride, Principal, West Virginia Schools for the Deaf and the Blind
Team Member – Barbara Miller, Principal, Greenwood Elementary School, Morgan County Schools
Team Member – Erica Propst, Principal, Rosemont Elementary School, Berkeley County Schools

Date of School Visit – 03/17/2016

SCHOOL PROFILE

37-211 BLUE RIDGE PRIMARY SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	not available	204.0	209.0	204.0	175.0
Average Class Size	not available	18.8	19.0	20.3	19.0
Attendance Rate		99.5	98.9	93.5	not available
Pupil Admin Ratio	not available	204.0	209.0	204.0	175.0
Pupil Teacher Ratio	not available	16.9	15.7	15.9	16.7
Participation Rate-Math	0.00	0.00	0.00	0.00	not available
Participation Rate-Reading	0.00	0.00	0.00	0.00	not available
HQT Percentage - Total	not available	88.9	88.9	100.0	not available
HQT Percentage - Self Contained Classroom	subject not present	88.9	88.9	100.0	not available
HQT Percentage - English	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Mathematics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Science	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	not available	0.0	0.0	0.0	0.0
Administrators not Credentialed	not available	0.0	0.0	0.0	0.0

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

BLUE RIDGE PRIMARY in JEFFERSON COUNTY BOARD OF EDUCATION

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	Through continual collaboration with staff and school community we devised our core beliefs and mission that reflect and shape our school's climate and culture. Our foundation and core values are based upon, "The Leader in Me" model as well as the 7 Habits of Happy Students. We have a PEACE pledge for students and staff to recite daily and model leadership expectations. We analyze survey data from the entire school community bi annually and ensure that all stakeholders have a voice in the educational beliefs and values at Blue Ridge Primary. Monthly PLC meetings, LSIC meetings, Leadership team meetings to revisit and revise the mission and vision and monitor its effectiveness and campus coffee allow	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		for vertical collaboration between the schools. PLC's and grade level teams meet weekly to to contribute to the writing, revising, and monitoring goals and ensuring our mission and vision, our guarantee to parent is upheld.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	Mission statement is reviewed monthly at each LSIC meeting where stakeholders are represented to ensure that all agree with this statement and can ensure that all facets of statement are monitored. Through the model, "Seven Habits of Happy Children,"our staff models and teaches skills to establish high expectations for self, and students. We have a PAWSitive Leader program where we promote students to demonstrate leadership qualities and acknowledge these students. Students are encouraged to participate in the decision making process through classroom discussions and maintaining data notebooks where they set goals and monitor. Communication with stakeholders includes newsletters, web pages, and positive phone calls home as well as assemblies that recognize student accomplishments such as Big B, which focuses on academics and positive behavior, character counts awards, and the 7 habits awards. Leadership Wall in hallway Quote on mirrors to remind students of 7 habits	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined the school staff demonstrated accomplished characteristics for themselves and the students. Long term planning included analyzing the State standards' performance descriptors for the 'distinguished' level.**
Function C: Safe, Orderly and Engaging Environment. The	ACCOMPLISHED	Surveys conducted this year concluded that BRP maintains a safe environment for students including the use of the	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		RAPTOR system that promotes a safe, orderly, and engaging environment. The school has high expectations for students and holds them accountable. Students participate in monthly goal setting in Reading and Math and monitor these goals bi-weekly through collaboration which means students and teachers have conversations regarding their individual strengths and areas for improvement. In addition, the school safety team conducts monthly drills and perfects these drills in order to ensure that we are prepared in the event of an emergency and have the best plan in place for this, which includes collaboration with local law enforcement.		school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal is a leader that promotes leadership within the staff and delegates to staff. She promotes that all members of the school community are a team and has strong and effective management through her holding teachers to high standards. Staff participates in monthly team collaboration with administrator; monthly sessions are held in order to promote self-reflection which impacts self renewal. The principal is visible in classrooms, participates in walkthroughs, lesson plan checks and offers assistance in classrooms for behavioral support as well as academic supports. She leads	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		data meetings and tracks and monitors each students growth monthly. She has attended various professional development opportunities to include Data Training, serves on the OEPA monitoring team, and has been trained in NIMS in order to ensure a safe learning environment.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Leadership Team meets monthly to ensure that teams and councils adhere to mission and are meeting school goals, re visit mission and ensure it is a working document. Vertical content team meetings monthly Data Team meetings bi weekly among grade levels Data Team Meetings quarterly with administration Professional Development on Charlotte Danielson's Effective Teaching Framework Professional Development on Using Data to Drive Instruction	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Staff participate in the following school opportunities: Leadership Team Content Team LSIC Staff Meetings monthly quarterly collaboration days Data Team meetings are held weekly in grade levels to discuss and monitor student data, and all staff are encouraged to take part in leadership opportunities through faculty senate committees. With a small staff, all staff participate in the running of the school and have leadership opportunities. Vertical Team Meetings Peer Observations	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership.	EMERGING	In order to develop and enhance student opportunites for self-improvement, the	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		following are in place: lesson plan checks walkthroughs observations report cards ELRS checklists Students also maintain data notebooks and monitor success towards mastery of standards.		higher rating than the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined all classrooms observed were providing leadership opportunities for students**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	The utilization of walkthrough data, collaboration through professional development and observations, the staff creates student centered benchmarks and facilitates progress monitoring to maintain high levels of student accountability. Teachers continually assess student abilities and make accomodations to enrich or intervene on skills. Title One assists in facilitating intervention as well as a half time reading interventionist and full time math interventionist. Teachers use learning centers, STEM activities, and project based learning opportunities to ensure that all learning experiences are student centered and maintain an atmosphere of self direction.	**ACCOMPLISHED**	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	EMERGING	Currently, we use lesson plan checks, content team meetings, walkthrough data, observations to gage progress in student achievement and meeting mastery of the Next Generation	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined all classrooms demonstrated**

with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		Standards. I can statements are visible in classrooms and teachers use a standards based teaching model utilizing the performance task indicators to guide their instruction. Classrooms are equipped with desktop computers, we have one stationary lab that students visit weekly and we have two mobile labs, and an Ipad cart with 30 Ipads. Teachers utilize a variety of technology programs such as reading eggs, math seeds, STAR, and links to our reading and math in order to enhance and support learning through technology.		**use of the State standards. Technology tools were included in lesson plans, and students were interacting with technology tools.**
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Quarterly Planning days for grade levels are assessing a backward design model to create a long term plan for master of Next Generation Standards. Data notebooks and data team meetings ensure long term and short term goals are met. Students have reading and math goals that support teacher goals that align closely to school wide goals. We also utilize the following: weekly collaboration vertically by content (we do this with Blue Ridge Elementary School) lesson plan checks checklists and curriculum timelines and maps administrator evaluations STAR data and quarterly data team meetings with administration SAT meetings SPL meetings	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined the school exhibited accomplished characteristics through the use of vertical teams, content area teams, and collaboration with Blue Ridge Elementary staff.**
Function D: Instructional Delivery. Teachers facilitate engaging instructional	ACCOMPLISHED	Each day, teachers post daily objectives for each core content area using age appropriate, "I Can" statements. Data driven instruction allows staff 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.

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.		accelerate student learning and teach each student on their appropriate level.. Administrative lesson plan checks ensure that themes and connections are made throughout subjects. Technology checks with administration and walk through data enable the staff to link high levels of student engagement to best practices. observations. Standards checklists check for mastery and use of the Cafe book on how to use data to drive instruction is also a component of instructional delivery.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Positive relationships and interaction between all stakeholders are encouraged and monitored through the following: monthly business partner meetings surveys to parents in spring and fall activities each month to build relationships to include math and reading night BREA Character Parade Grandparents Day Activity Leaders Luncheons	**ACCOMPLISHED**	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	ACCOMPLISHED	Many programs that are school based as well as community driven allow Blue Ridge Primary to reach all needs of all students. We have bi annual clothing drives, participate in the backpack food program, have an effective ESL program, and are a Title I school. Our Leader in Me Program is correlated with the pillars of our character counts program so that	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendation: The OEPA Team commended the efforts of the school counselor who coordinated efforts across both Blue Ridge Primary School and Blue Ridge Elementary School. She coordinated with local business partners to meet the needs of students.**

education, guidance and counseling, special education, and English as a Second Language.		we teach students skills that they will utilize their entire lives. We utilized local business partners to meet the needs of students, participate in the backpack program, and have a guidance counselor that coordinates additional resources.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	We have built a rapport with local agencies to meet the needs of all students. We have support from our business partners to promote attendance and offer incentives for students who come to school,as well as incentives for our positive academic and growth in achievement assemblies, participate in the backpack program that assists in assuring nutrtitional issues are met, have partnered with a local dentist to offer dental services, have a summer food program, and also have Title I services that enable us to increase parent involvement. .	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	We are growing professionally through the study and implementation of the following practices/book studies: Daily 5 Training The Cafe book study Standards based math instructional support with consultant Sandy Atkins Training on Dealing with Students in Poverty through book study, The Glass Castle Next Gen Training ELRS training for early learning Charlotte Danielson's Framework for Effective 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.

		Number Talks Initiative Data Analysis and Data Driven Instruction through STAR training Root Cause Analysis and Goal Setting P/D Book study, "Charlotte Danielson, A Framework for Teaching"		
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	The staff participates in: Weekly Grade Level Meetings Bi weekly data team grade level meetings Quarterly Data meetings with Lee Ebersole Monthly Vertical Content Team Meetings Monthly administrative data team meetings to monitor student, teacher goals and student progress Quarterly Planning and Data Days PLC Meetings through staff meetings for book study Weekly grade level collaboration	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Evaluations,walkthrough data, data meetings and disaggregation of all data gathered, leads to collaborative professional dialogue that facilitates self-reflection among staff and students in order to promote a positive and optimal early learning environment. Staff participation in book study by Charlotte Danielson and the Cafe book. Utilization of the SWIVL to record teaching and reflect to promote teacher self evaluation and peer evaluation.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	The following systems are in place as BRP prioritizes school safety and building maintenance: 100% from Health Dept. Raptor System in front office Red Flagging system for custody issues of students locked gates to playground keyless entry doors that lock from the insde out Fire and emergency drills Collaboration wtih local law enforcement	**ACCOMPLISHED**	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 staff for the cleanliness of the school. Although Blue Ridge Primary School opened in 2011, it remained in pristine condition.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All allocations are utlized to promote learning and impact students. We have written ECO Lab grants for three years in order to promote STEM learning in our science lab, in addition we have written multicultural grants to enhance global learning outside of student community. We also utilize our business partners in order to purchase items of need for students or instruction.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	All staff are highly qualified. Collaboration in hiring practices are evident at BRP. Grade level support promotes retention and cohesiveness among all staff. Truly, we are a team effort of personnel.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure.	ACCOMPLISHED	The following technology is utilized daily to enhance instruction: Ipads smart boards elmos computer lab mobile lab In addition students have keyboarding skills	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		taught on Fridays by the librarian, utilized the Reading Eggs program, Math Seeds program, Type To Learn, and other programs that are best practice and research based in order to support student learning through authentic technology opportunities.		**Comments: The OEPA Team observed the school lacking Internet and phone service for the first half of the day. During classroom observations, students used technology tools when they were available and spoke confidently about regular use of technology.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal work in collaboration with the central office and the local phone and internet provider to improve services.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Staff keeps individual student data notebooks that monitor student progress. This year we have implemented additional professional development to make data notebooks cohesive and consistent and are working on how this data drives standards based instruction. The data is monitored bi weekly through grade level collaboration, monthly through administrative montioring and meetings with teachers, and quarterly with adminstration and central office support.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observations and interviews, the OEPA Team determined the strategic plan, the School Monitoring Report, and the teachers' individual goals were all aligned. The work of the grade-level teams, content area teams, and vertical team was based on the most recent assessment data.**
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively	ACCOMPLISHED	Reading with Friends Night Title I Parent Nights, "Story Pirates" Business partner meetings Math night Cookies with Santa Grandparents Celebration Character Day Celebration	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

engage all stakeholders in actions to increase student learning.				
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Continual improvement and monitoring of strategic plan through lsic, faculty senate, staff meetings, data meetings. Staff consistently monitors data through grade level data walls and data team meetings to ensure all goals are being met, adjustments in teaching are made. Data Driven instruction is a common practice at BRP and staff have established curriculum pacing guides and maps to ensure all standards are met. Staff also utilize the performance indicators of each standard to teach each child on their level to not just meet mastery but to meet distinguished.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	We could utilize a full time special education aide to assist in the co teaching model in order to effectively reach the needs of all special education students.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs; however, the OEPA Team recommended a special education teacher assist with offering more co-teaching opportunities. The Internet was not working the first half of the day and the principal indicated this occurs occasionally due to the service provider. The Team recommended the principal work with central office personnel and the service provider to address this issue.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Professional development for math using a standards based approach to learning would be beneficial, however Sandy Atkins, a consultant has begun working with staff on how to use our math curriculum and align it with our standards.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs; however, the OEPA Team recommended

		professional development in the area of co-teaching with special education.

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.	This year we have implemented a focus on data driven standards based instruction. We have participated in STAR data training and are doing a book study on the CAFE book and Danielsons work that correlates with utilizing data to drive your instruction. Teachers are experiencing a mind shift from being reactive to assessment results to being proactive, putting practices in place to not remediate learning, but accelerate the learning process.	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	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance	Core Areas of Policy/Code
NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed.

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

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

13. General Classrooms

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

15. Art

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

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator
Team Leader – Suzette Cook, OEPA Consultant
Team Member – Kimberly Agee, Principal, Bedington Elementary School, Berkeley County Schools
Team Member – Donald Rhodes, Principal, East Hardy Early Middle School, Hardy County Schools
Team Member – Cindy Schilling, Principal, Marmet Elementary School, Kanawha County Schools
Team Member – Cindy Vance-Sigley, Principal, Belington Elementary School, Barbour County Schools

Date of School Visit – 03/17/2016

SCHOOL PROFILE

37-401 CHARLES TOWN MIDDLE SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	675.0	678.0	690.0	686.0	696.0
Average Class Size	22.0	22.0	21.7	21.2	20.7
Attendance Rate	98.7	98.6	99.0	94.7	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	225.0	226.0	230.0	228.7	174.0
Pupil Teacher Ratio	13.4	13.8	15.0	14.7	13.9
Participation Rate-Math	99.70	99.42	98.28	98.86	not available
Participation Rate-Reading	99.70	99.42	98.57	98.71	not available
HQT Percentage - Total	80.2	94.5	94.6	84.8	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	79.0	96.9	93.8	85.7	not available
HQT Percentage - Reading/Language Arts	76.8	subject not present	93.9	67.6	not available
HQT Percentage - Mathematics	75.9	88.6	94.9	84.6	not available
HQT Percentage - Science	77.1	93.5	93.4	86.4	not available
HQT Percentage - Foreign Languages	100.0	100.0	100.0	100.0	not available
HQT Percentage - Civics and Government	subject not present	not available	subject not present	not available	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	92.3	100.0	100.0	100.0	not available
HQT Percentage - History	83.4	92.7	97.9	90.9	not available
HQT Percentage - Geography	95.6	94.6	85.4	not available	not available
Educators on Permit/Authorization	7.0	2.0	1.0	0.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

CHARLES TOWN MIDDLE SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

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

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Our core beliefs and values reflect our new mission statement: "Charles Town Middle School strives to inspire and prepare students for lifelong learning in a global community."A safe and orderly environment is provided by regular quarterly emergency drills. The value of team work is demonstrated by a school implemented PBS (Positive Behavior Support) program, academic achievements awards, PAWS drawing for model student behavior and continued high athletic participation. Community participation include FFA, PASS (Positive Approach to Student Success) program, and programs for students with special needs. Business partners continue to be active members of the school environment. PTSO (Parent	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Teacher Student Organization) and continues to provide support to staff and students. Communication strategies include: School Website, Live Grades, Remind 101, Office 365 for students, and Panther TV. Staff members are valued. Mr. Sites states he has the best and most caring staff in the county		
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	Charles Town Middle School staff establishes high expectations by completing yearly self-reflections and setting student learning goals. Examples of high expectations are reflected in a revision of first period, which includes SPL interventions for all students. Teachers promote student participation in: student government, FFA leadership events, science and social studies fairs, spelling and geography bees, Panther TV, yearbook, Math Field Day, writing competitions, after school clubs such as diversity book club, "Girls talk", young leadership group, band and chorus community performances and parades, athletic programs and after school tutoring. Students are rewarded monthly as "Academic Superstars" for meeting high academic standards.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive	ACCOMPLISHED	A learner centered culture is promoted including cooperative learning strategies, student led instruction, formative assessments, and collaborative teaching. Students have opportunities for revision and retests on writing assignments, tests/quizzes and projects. There is also mutual accountability of students	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Commendation: Through observation and interviews, the OEPA Team commended the staff for their focus on safety, and an orderly environment. Students were walking on the right side of the hallway, weather-**

atmosphere for learning.		through regular curriculum and grade level meetings. Security improvements include: practicing school wide drills for all classes.Through the weekly LINKS program students are instructed in the areas of cyber bullying, suicide prevention, time management and goal setting. Students used data (grades, STAR Math, progress reports and STAR reading) to recognize strengths and weaknesses, to improve time management and revisit short and long term goals. Bulletin boards showcase students' accomplishments. In addition, students' achievements are highlighted on our school webpage. Building and safety practices continue to be a priority with all staff.		**related safety drills were being practiced, and additional emergency drills had been conducted throughout the year.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Communication is a fundamental aspect of the school working environment. The principal utilizes technology effectively with parents and staff including: Remind 101, weekly staff memos, and Live Grades. The principal is responsible for updating the CTMN web page, The administration supports all educational teams, and encourages professional development for staff and faculty. School successes are recognized at staff meetings and by personal email.The principal at Charles Town Middle School exhibits strong leadership and effective	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: During the on-site review, the principal was not available. Through observations and interviews, the OEPA Team determined the principal was student-oriented, supportive, a good operational manager, conscientious, and acted in a professional manner when dealing with staff, students, and the public. The OEPA Team found the assistant principal and substitute assistant principal to be very helpful and continued the day-to-day functioning of the building in the principal's absence.**

		management as evidenced in the following: Action Plan; Walk-throughs; Presence in hallway; Weekly Memo; Effective listening skills; Open-door policy; Timely response and follow-up; Utilizes leadership team; Innovative approach; Supportive to staff; Effective conflict resolution; Strong interpersonal communication skills; Positive attitude; Flexible and transparent.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The principal's priorities include time for leadership, curriculum, grade-level, and special education team meetings. Other important priorities include LSIC and PTSO inclusion. The principal collects and organizes meeting agendas, minutes, and notes from ALL meetings.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Most teachers have attended professional development training's and have shared the training with staff at the school and county level. Several staff members have led these PD sessions with ALL county middle schools. For example, HRW professional development, VM ware, John Strebe, ABA (Applied Behavior Analysis) For All Students, IPI training, and Co-Teaching in the Collaborative Classroom. All of these teachers have brought back the information and facilitated training's at both the county and school levels. Teachers mentor each other. They also create interdisciplinary activities during grade level meetings. Shared professional development	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		strategies are presented and discussed in team and curriculum meetings, then documented through meeting notes and agendas. Teachers tailor instruction for SPL using diagnostic assessments.Teacher input is valued and requested by the administrative staff. Teachers are called upon to assume various 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	Students have input for PBS rewards. Students present news through Panther TV and record activities for the yearbook. Other student leadership opportunities include student government, clubs, and athletics. The LSIC includes a student representative.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Students follow a progressive discipline policy. Students have an opportunity to retake or revise tests and projects. Student work is frequently displayed throughout the halls and within classrooms. Math teachers are beginning to incorporate John Strebe's Cooperative Learning Strategies across curriculum. Teachers are continuing to apply APL strategies, Kelly Gallagher and incorporate Office 365 technology. Many teachers allow students to bring their	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: Through observation and interviews, the OEPA Team noted most classrooms were engaging, inviting, and included student-centered activities supported by well planned lessons that were appropriate to grade level and subject.**

		own electronic devices for completing formative assessments, checking Live Grades, and researching. The media center is a multi-purpose area that supports collaboration and independent learning. State mandated weekly LINKS program meets on Friday and allows adviser and advisee to personalize study skills, coping skills, understanding learning styles, and predict career choices. These teacher/student partnerships continue throughout their middle school years building trust and positive relationships.		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Teachers follow curriculum maps, collaborate during curriculum meetings, and examine STAR and WVGSA results to drive instruction. Curriculum and leadership teams guide implementation of Next Generation Standards. IEPs for special education are now standards based, which allows the special education student to access the general education curriculum. Teachers and students share technological tools Smart Boards, IPADS, and the use of personal electronic devices, as well as, online textbooks, and Office 365, laptop COWS.	**ACCOMPLISHED**	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	EMERGING	Teachers create and adjust lesson plans based on a variety of assessments including STAR Math and Reading Tests, WVGSA data, benchmark, diagnostic tests, interims, formative and summative classroom tests, and anecdotal notes to meet learning goals.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the teachers place**

Standards and Objectives based on the needs, interests and performance levels of their students.		Teachers are increasingly becoming more comfortable with offering lessons based on student choice, interest, and ability. Teachers discuss strategies and curriculum mapping to meet student learning needs.		**more emphasis on long term planning as it relates to their curriculum maps and pacing guides.**
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers are incorporating Close Reading Strategies to improve comprehension, paraphrasing, and summarizing skills. Daily objectives are posted on the board, SPL classes include targeted math instruction and enrichment across curricular projects in other subject areas. Our teachers build on background knowledge, interest, and relevant life experiences of students by assessing prior knowledge and connecting this information to current events.. Teachers are connecting lessons across disciplines. Teachers are modeling skills and strategies, incorporating technology, and emphasizing writing across the curriculum. We are incorporating Reading and Math 180, offering after school ESL tutoring, and providing after school clubs like Science, Japanese Culture, Drama, and History Bowl.	**ACCOMPLISHED**	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: Through observation and interviews, the OEPA Team determined instructional delivery in many classrooms was engaging, with multiple strategies and learning resources that challenged the students in a variety of ways and demonstrated academic rigor.**

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,	EMERGING	Positive relationships between staff and students is the foundation implemented by our new administrative team in 2013. When positive relationships and trust exist, then greater outcomes can occur.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: Through observation and interviews, and after a review of the school evidence, the OEPA Team**

and the larger community.		Athletics at Charles Town Middle School are highly supported by the parents and community through participation and financial support. The PTSO meets regularly and builds positive relationships with students and staff. Live Grades, the CTMS webpage, and the county TV communicate upcoming events to the community. Students and parents come together for band and chorus concerts and parades. To increase two-way communication, we hold grade specific student orientations, Meet the Teacher night, parent-teacher conferences, and routine parent contact is documented. Teachers update Live Grades weekly and students receive printed interim and progress reports. FFA is a strong student program that reaches out to the community on various projects including the spring flower and plant sale.		**determined the school had developed positive relationships in many ways. Examples were, but not limited to, the following:** • **Effective and organized Parent Teacher Support Organization;** • **School facilities were used by outside groups in a variety of ways;** • **Excellent support from business partners; and** • **Staff and parents supported many extracurricular programs by volunteering their time to attend games and sell tickets.**
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	A nurse is available throughout the day to monitor physical health. Guidance time is spent in the following way: on average 75% directly working with students, 15% deals with scheduling and 10% is spent on other duties. Guidance counselors meet with academically at risk students. Guidance is updating their county school counseling plans with pupil services. CTMS will continue character education programs such as Red Ribbon Week, Harassment Awareness, Career Van, Conflict Resolution, John Hopkins Outreach,	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Kids Power Pack, FLOC (For Love Children), anti-bullying lessons, suicide awareness and agency referrals. PASS continues to enhance and establish student and adult connections. Faculty and staff completed Jason Foundation suicide awareness webinar and completed Bodily Fluids/AIDS DVD. GRAB and GO breakfast is available to all students every morning. Staff strive to engage and built healthy relationships with students and parents.		
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	FFA partners with community groups and agencies. Charles Town Middle School works collaboratively with the Charles Town Police Department to exchange information involving security concerns and student safety. Science club worked with community groups to improve school grounds. Local businesses donate student rewards. Martinsburg Journal donates newspapers for students to use for current events. Memorial scholarship awards are supported by the community and presented to outstanding students. Kiwanis club recognizes the top 20 academic students. American Public University also donates classroom supplies. CTMS is used by many community groups such as: Youth league basketball, Girls Scouts, bible club, Little League baseball signups, youth league wrestling. By far the biggest user is our Jefferson County Adult Education programs. Business partners play a lead	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		roll in bridging the gap with school and community. Weekend backpack food provided by churches to assist low income 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	Teachers work collaboratively to seek and offer professional development opportunities that increase student achievement. Some of these trainings include, but are not limited to: co-teaching for collaborative teams, UKERU, IPI, John Strebe cooperative learning, ABA, county technology training, WV Learns online courses, VMWare, Office 365, and test analysis training. We have structured grade level and curriculum team meetings which alternate (two per month for each team). CTMS staff continued to lead county staff development for social studies and math strategies. New teachers are mentored by curricular chairs and the district education specialist. The CTMS Leadership team observed Spring Mills Middle SPL program.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning	ACCOMPLISHED	Our collaborative teams include: leadership, curriculum, grade level, related arts, administrative, special education, LSIC, SAT, IEP, CORE, and guidance teams. Through data students are identified for Tier II instruction, regularly monitored for mastery, and then released when objectives have been	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		met. Time is provided in the schedule to review data, address student concerns, establish short term and long term goals, and review best practices.		
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Using the state evaluation process, all teachers construct student learning goals that promote student growth. Teachers continue to improve instruction and assessment by monitoring student learning. The administration team performs walk throughs and a new IPI team has been trained. The staffs' goals are to increase critical thinking activities and student led activities. The principal, along with the faculty senate hiring committee, reviews the qualifications and hires new staff members.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Charles Town Middle is an older building but is a well maintained campus that houses approximately 700 students and 85 staff. Security is maintained by teacher badge access, identification system for visitors, RAPTOR SYSTEM, locked exterior gates, and 27 interior/exterior cameras. Students have also been trained not to let anyone in the building. CTMS is a clean facility that undergoes a deep clean and normal maintenance during the summer.	**ACCOMPLISHED**	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: While the OEPA Team substantiated the school's rating, there were some general concerns about facilities areas. The Team observed clutter in some of the classrooms and some minor maintenance issues in the building. These issues included chipped paint in various areas, stained ceiling tiles, and a fire extinguisher in the health classroom was outdated.**

		Restrooms have been recently updated. Select student groups have added landscaping such as the Rain Garden installation along walkway to football field. Ceiling and wall tiles are student generated and reflect cultural diversity. The principal takes great strides to keep staff and students safe. ALL students in ALL classes review ALL drills. Therefore, it's clear in all 9 classes for ALL students. Students and staff take these drills seriously. These drills are completed with assistance from CTPD.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All teachers are annually given discretionary funds to purchase supplies and curriculum materials for their classrooms. Teachers are also trained on administering proper accounting procedures each year. Fundraising events are utilized to help supplement resources needed for the students, staff, and campus. Individual teachers and teams apply for grants to supplement instruction and 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.
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 majority of professionals meet the requirements for being highly qualified. New faculty members are chosen based on the state constructed hiring matrix. The faculty senate interview committee participates in the hiring process. The department chairs assume delegated responsibilities for instructional planning and intervention.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems,	ACCOMPLISHED	Staff uses TRF Request Forms to address technology concerns. Teachers and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		students use mini IPADS to complete research, generate digital presentations, and share documents. VMWare has been installed to increased internet reliability. WVEIS is constantly updated and utilized to monitor grades, attendance, and behavior. The Early Warning System is used to identify students at risk. In LINKS digital citizenship is promoted by using Common Sense Media for technological literacy and safety. The media center has been updated to meet student and faculty digital and informational needs. Students have access to Office 365 and teachers promote the usage of One Drive both at home and at school. Students are encouraged to check Live Grades on a regular basis. Administration continues to provide opportunities for professional development to facilitate student engagement with technology.		school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	The leadership team developed and formulated the mission statement and the goals of the strategic plan, which were then presented to the faculty for comments. Monitoring report was completed and presented to the leadership team and curriculum teams. Curricular and leadership teams select students who need targeted instruction such as SPL and Read and Math 180. We	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school revisit the School Monitoring Report and the Strategic Plan, collaborating to review the standards/functions and goals, considering their impact on student achievement.**

		have identified math as an area of concern; students have been identified and are currently receiving Tier II instruction. Reading is addressed across-curriculum in Tier I SPL. CTMS principal served on the Middle School task force, implemented by the BOE to improve education at the middle school level. Many of those recommendations are now in place at CTMS.		
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	Stakeholders participate in weekly curriculum and grade level meetings and schedule special education meetings. Other team examples of collaboration include: leadership, administrative team, faculty senate, staff meetings, SAT, IEPs, 504, CORE meetings as well as parent and student conferences. Charles Town Middle School faculty and staff have participated in various professional development as previously mentioned.	**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 observation and interviews, the OEPA Team confirmed structures were in place for building professional relationships. However, the Team could not determine they were effective in positively affecting school performance and achievement. Most teachers had difficulty in discussing the process during which professional relationships were built, and how they fully engaged all stakeholders. Additionally, some of the special education staff struggled with times for collaborative planning with their general education teacher.** **Recommendation: The OEPA Team recommended all stakeholders continue to collaborate to develop structures to support student learning initiatives that could be monitored.**
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the	ACCOMPLISHED	Data is analyzed and discussed among staff to make decisions about student learning and instructional planning. Programs are monitored and adjusted to meet student needs. Attendance and discipline are monitored and	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: Through observations and interviews, and**

results of student learning, and communicates the progress to all stakeholders.		communicated to parents and interventions are implemented. BRIGHT BYTES Early Warning System is utilized to identify at risk students by guidance and administration. Grade percentage and Live Grades are reviewed by administration and faculty to monitor student learning. DFI reports are used by guidance counselors and IEP coordinator to provide student interventions and accommodations. SAT meetings are held to provide interventions for struggling students. Baseline and benchmark assessments are utilized by math and language arts teachers. Progress is monitored and Tier II recommended per student need.		**after a review of the school's evidence, the OEPA Team could not confirm the school's rating. Data analysis was not evident as it related to using multiple assessments. Additionally, the Team could not determine teachers were adjusting their classroom practices to meet the needs of all students, based on school and students' data.** **Recommendation: The OEPA Team recommended the staff reexamine all school data (IPI, Read 180, Math 180, Bright Bytes, School Climate Survey, discipline data, benchmark assessments, interim assessments, STAR assessment, and common formal assessments) and extend the school's focus to implement strategies to improve instructional practices.**

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 following resources would be beneficial in improving the facility and school performance: building renovations (science labs with larger rooms and new windows and blinds in older classrooms when funds are available, A kiosk to scan parent identification outside rather than inside the building, individual classroom thermostat controls, a set of laptops or IPADS for each classroom, and consistent access to keyboarding courses. Any additional devices to close the 1 to 1 device gap.	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.	To improve student performance, the staff would like professional development for engaging students in higher level DOK (Depths of Knowledge) and continued professional development in the areas of technology integration, differentiated instruction, and co-teaching. In considering the calendar for 2016-2017, the staff would like to participate in staff development built into the calendar.	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.

	Regarding common core or West Virginia College and Career Readiness Standards, PD will be implemented.	

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.	CTMS includes curricular & grade level meetings, increased student engagement during first period Learning Skills, the continuation of the PBS Program and daily physical activity time, and improving Fitness Gram PE scores. Implementation of Academic Super Stars, Scheduled common planning time for select co-teachers and increased Gifted Resource. GRAB & GO breakfast implemented in 2013. In 2015, we revised our master schedule to nine 42 minute periods. John Strube and APL drive instruction	The OEPA Team commended these practices: • Academic Super Stars; and • Fitness Gram PE scores and additional activities related to the Fitness Gram, including increasing lower scores. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	PARTIAL COMPLIANCE	**FULL COMPLIANCE** **The OEPA Team confirmed the school did participate in the onsite review process and conducted trainings and staff developments for staff.**

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	Evidence to document compliance includes lesson plan checks, master and bell schedule,log books of all school team meetings. Policy discussions are included in faculty, grade level,curriculum, and leadership meetings as documented in agendas.
YES	Complete the School Monitoring Report	The monitoring report was initially completed at Leadership Meeting on 10/21/14; Review and revisions were made10/22/14-10/24/14. The monitoring report was again reviewed at the leadership meeting on January 5, 2016, and the updates were completed by January 12, 2016. Emphasis was placed on strategic plan compliance..
NO	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations 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	Have not had site visit yet.
	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)	School leadership, curriculum, and grade level teams continue to meet regularly. Professional development during the year is provided by school improvement specialist, middle school coordinator, principals, team leaders, technology specialists, and selected teachers.Professionals attending selected staff development are encouraged to share information with the faculty.
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)	08/12/15 -review of evaluation process and available WVGSA data. Data review is continuous and has been provided by the county improvement specialist, the county testing coordinator, principals, team leaders, counselors, and teachers. In addition to WVGSA data,STAR testing for math and reading is reviewed three times during the year. Grade, attendance, and behavior are constantly monitored.

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)	Administrative review of observation/walk-throughs and evaluation data collected for 2014-2015 indicated more emphasis should be placed on implementing the updated state standards and on lesson planning with students engaged in critical thinking and problem solving. IPI trainig was completed in December of 2015 and the process is being initiated at CTMS to facilitate studet engagement.
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.)	We revised the school strategic plan first semester of the 2015-2016 school year and completed a new mission statement. Teachers are maintaining a school OEPA binder to compile professional development documents, reflect progress, and plan based on student needs and performance. Pricipical meets with LSIC and staff to seek input and direction.

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	Test schedules, guidance notes, test coordinator notes reflect monitoring of WVGSA and APTA testing.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall	In 2014-2015 IEP's were reviewed to ensure

	participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	students were tested at grade level with appropriate acommodations.
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)	Guideines for 504 students were followed in the 2014-2015 state testing. Review of 504 plans ensured appropriate grade level and acommodations.

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)	Documented by lesson plan review, standards based instruction, observations and walk throughs, review of master schedule and bell schedule.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	Review of master schedule and instructional minutes indicates complicance.
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	Advisory program was implemented August 17, 2015.

appropriate practices as described in the policy pages 6 to 9:

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

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

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

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

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

	• Develops student success and career readiness • Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration • Provides the requirement for 2 elective offerings • Implements career development • Utilizes a student advocate/advisor/mentor system • Implements a program/process to assure physical activity • Integrates technology • Develops and updates a personalized education plan (PEP) • Has alternative means to earn high school credit • Awards a regular and modified diploma • Is offered a high school credential • Provides alternative delivery of education programs • Provides AP courses and AP teachers complete required initial and on-going professional development	
YES	The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510: • Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve. • Provides staff with a planning period at least 40 minutes. • Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD) • Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD) • Has a process for parental involvement in a student's education. (S7,FC) • Has a system to monitor and reduce dropout rates. (S1,FB) • Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD) • Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)	Our school exceeds the minimum requirements for the instructional day. See bell schedule. Early warning training is currently used to identify and provide intervention to potential drop-outs. First period is utilized to provide academic intervention to selected students. Sixth grade subject teachers share the same planning period. Technology improvements include the transition of the library to a media center and additional equipment.

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	CTMS has all teams listed in addition to grade level team meetings.

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	**Guidelines for Implementation.** (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).	Follows county discipline requirements and the schools Progressive Discipline Plan. Student Handbook review conducted by principals. Cyberbullying and Anti-Bullying Assemblies and a Harassment Video verified by students and staff. Students can contact the prinicipal by phone to report concerns anonymously. PBS program continues to reduce discipline referrals. Have a Crisis Response Plan in place for 2015-16.

	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.	CTMS has two students at OLC to date (1/11/16).

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.	All students have one period of PE for one semester.
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	PE teachers have the goal of improving scores on the student Fitness Gram Test.
YES	esults are shared with students and parents. (S7, FC)	A printed copy of results are given to students to share with parents.

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	Review of counselors logs. Counselors coordinate Red Ribbon Week, Anti-Bullying Week, and James Rumsey Career Van. They also meet with a newly organized at risk student group. Counselors are in the process of developing a comprehensive guidance program.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	See counselors logs.

Verification of Other Monitoring Reports:

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

Facility Resource Needs

8. School Nurse Clinic/Health Service Area

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

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

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

13. General Classrooms

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

17. Science Laboratories and Facilities

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

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

C-4. Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen Brock, Coordinator, Office of Education Performance Audits
Team Leader – Chris Perkins, Consultant, Office of Education Performance Audits
Team Member – Elizabeth Adams, Principal, Hedgesville Middle School, Berkeley County Schools
Team Member – Rebekah Eyler, Principal, North Middle School, Berkeley County Schools
Team Member – James Hoit, Principal, South Preston School, Preston County Schools
Team Member – Jenny Mathis, Coordinator, Community Education, Central Office, Kanawha County Schools
Team Member – Dan Rinick, Principal, Winfield Middle School, Putnam County Schools

Date of School Visit – 3/16/16

SCHOOL PROFILE

37-402 HARPERS FERRY MIDDLE SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	388.0	392.0	401.0	494.0	517.0
Average Class Size	17.4	17.4	17.3	16.7	17.1
Attendance Rate	99.2	98.9	98.8	94.5	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	194.0	196.0	200.5	164.7	172.3
Pupil Teacher Ratio	11.3	12.9	13.0	12.1	12.3
Participation Rate-Math	99.48	99.50	98.03	98.78	not available
Participation Rate-Reading	99.48	99.50	98.28	98.98	not available
HQT Percentage - Total	60.3	96.7	94.8	88.3	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	57.4	100.0	100.0	96.9	not available
HQT Percentage - Reading/Language Arts	49.4	subject not present	75.3	96.8	not available
HQT Percentage - Mathematics	75.1	100.0	100.0	83.3	not available
HQT Percentage - Science	34.4	100.0	100.0	79.3	not available
HQT Percentage - Foreign Languages	not available	not available	not available	not available	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	89.1	100.0	100.0	100.0	not available
HQT Percentage - Geography	61.0	100.0	100.0	100.0	not available
Educators on Permit/Authorization	10.0	4.0	3.0	2.0	2.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

HARPERS FERRY MIDDLE SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	Harpers Ferry Middle School works with all stakeholders to develop beliefs established on our agreed upon mission for student achievement, success, and expectations of high-quality teaching and learning. Partnerships with the National Parks Service, community organizations such as For the Love of Children, and the Harpers Ferry Alumni Association instill in our students and staff that all stakeholders strive to fulfill the school beliefs and school culture. HFMS partners with the Harpers Ferry/Bolivar library to use resources to promote student achievement through assisted research for projects, etc. The library is a location where students are frequently found after school working. Participation in the West Virginia School Climate	**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.

		Survey showed that the community and parents of HFMS students believe we have a safe, student centered culture, focused on high expectations for all.		
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	Frequent monitoring of Clarity, STAR, and WV Zoom ED allow for stakeholders and administration to monitor student achievement, grades, student attendance, and teacher concerns. LiveGrades monitoring and SAT meetings assist in facilitating programs and policies to maintain a student centered environment with high expectations of student engagement. Diagnostic testing aides in teacher adaptation of lesson plans to emphasize areas of weakness in student achievement. Leadership and LSIC meetings discuss not only the school monitoring report and our school mission but also the strategic plan which represents a long term goal in the area of Mathematics. HFMS has a community that has a pride and focus on the continued success of students where students are leaders in student government, athletics, band, jazz band, chorus, drama, FFA, and the National Junior Honor Society. The community has a strong sense of tradition with equality and diversity represented throughout all programs and teams.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team found members of the Future Farmers of America (FFA) club to be extremely helpful and knowledgeable about the school and its programs. These students also served as good will ambassadors for the school.**
Function C: Safe, Orderly and Engaging Environment. The school environment	ACCOMPLISHED	As represented in the Fall School Climate Survey, HFMS staff, students, and parents believe the school has a (1) strong quality of relationships and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		interactions among students and staff, respect for diversity, and participation and connectedness to the community (2) a high belief in the presence of a physical and safety for students (3) the physical aspects of the school are up-kept and the availability of physical and mental health supports for students. Weekly curriculum meetings allow for discussion of vertical alignment of standards and best practices in regard to student achievement. Quarterly grade level team meetings allow specific students to be discussed and interventions put in place to ensure growth not only academically but in social and behavior situations as well. Data evaluated from Clarity, WV Zoom ED, administrator walk-throughs, and LiveGrades progress reports are shared and SPL groups are maintained.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Leadership creates a "Team" atmosphere of opportunities that are designed for collaboration, and those times are cherished and protected within the school schedule. Teachers respect the attributes of the leadership for their knowledge, positive behavior models, and trustworthy characteristics to ensure student success and high quality retention of key skills and concepts. Student and teacher success is shared	**ACCOMPLISHED**	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 principal to be highly knowledgeable and provided high quality leadership, while providing teachers authentic opportunities to lead and influence professional practice.**

		through daily announcements, bulletin boards, web-site updates, newsletter, and various recognition ceremonies. Communication of school-wide programs and initiatives are distributed through online calendars, folders and curriculum meetings. Teachers have the opportunity to pilot new programs and ideas with administrator support and troubleshooting to see the total impact on the school and its students. Courageous conversations are conducted with discretion and professionalism where staff feels respected and empowered to make positive changes for students.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The principal, again, assures time for collaboration and planning across curriculum and inter-curricular areas. Local School Improvement meetings are scheduled monthly to focus on school improvement, communication with outside stakeholders in local business partners and parents. The school leadership team meets monthly to discuss hot topics in the school as well as monitor the attainment of student goals and adherence to the school strategic work plan. In working with the county to boost mathematics the school leadership team developed a method to add an additional 50 minutes of mathematics in our building a day through our 5th period classes. Special Education meets monthly to focus on students achievement, attendance, and discipline. In doing so changes in student schedules	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		and teacher schedules were made to help facilitate some issues discovered after the start of the school year.		
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	Curricular groups meet weekly to discuss needs and concerns for student learning and teacher professional development. The curriculum meeting agendas are created by curriculum leaders who get insight from their teachers in their subject area. These meetings allow for collaboration and teacher leadership in roles, positions and structures of the school. Developed through these meetings, staff created the 10 minute math program to support our overall mathematics goal in the Strategic Plan. Teachers are given a voice to affect change through LSIC, Leadership, Curriculum, and grade level meetings. Staff who seeks outside professional development or furthering their education are provided opportunities to mentor under one of the building administrators. Professional development designed as part of the strategic plan is decided on at the leadership team meeting as presented by teacher leaders who reflect the philosophies of their fellow staff members.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Through teacher, administrator, and student interviews, the OEPA Team found the staff to be genuinely interested in the success of all students. All staff had a great deal of pride in the school and provided support for the students and school.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that	ACCOMPLISHED	The Junior National Honor Society, athletics, parent-teacher-student organization, band, FFA and student government provide appropriate leadership opportunities to our students. We have students represented on our	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

develop self-direction and a sense of responsibility for improving self, school, and community.		Local School Improvement Council. Collaboration, again, with the National Historic Park allows student leadership through mentoring programs. Using For the Love of Children as an outside resource to ours students, the program fosters and teaches leadership to students interested in participating, with parent permission, in the after school program. Using Policy 2510, mentor/mentee relationships are designed to foster those relationships and leadership opportunities. These classes meet once a week on Friday and all professional staff have a class with an average ratio of teacher to student 1:12. The student body's opinion of their school, as found in the climate survey, is represented in policy and procedural changes in regard to the student handbook.		

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	Walk-through data evaluating student engagement in class activities and teacher instruction is discussed during grade level and curriculum team meetings. Through curriculum meetings the walk-through data is discussed then compared, by administration and brought to curriculum teams. AIR online reporting allows teachers to see data trends in teaching and test achievement. The goals developed in the Strategic Plan are facilitated by this data and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		teachers are able to see how their students perform to other classes and other classroom environments. Curriculum meetings allow for teachers to communicate and share ideas on instructional strategies and best practices to maximize achievement. Professional development opportunities have helped shape classroom climate through innovative ideas in grouping and seating to enhance cooperative learning. Through policy 5310 the administration continually monitors classroom learning environments to ensure they are successful.		
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 plan reviews and walk-through/evaluation data assure experiences that align instruction and assessment to the Next Generation Standards. Rotational courses in computer science, agriculture, and family and consumer sciences allow for global awareness, financial, economic, and business literacy as outlined in 21st century learning themes. Teachers are required to provide evidence of technology use, and logs of student use are also kept. Quarterly lesson plan checks and counselor log reviews assure teachers are incorporating both short and long term objectives that align themselves with next generation standards. The presence of 10 minute math and writing across the curriculum as well as collaboration of our Physical Education, Art, Health, and Family and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended strengthening the use of the Next Generation Learning Skills and Technology Tools through high quality, research-based professional development.**

		Consumer Science Classes allow for real-life experiences to be discussed and modeled. Annual Career Day activity provides students with a real-world look at how education impacts their future outside of the schoolhouse.		
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	Daily lessons plans are required by state code and checked quarterly by administration to ensure evidence of short- and long-term planning. Evaluation/Assessment for curriculum goals and instruction are required in plans and monitored through LiveGrades review and weekly grade input. Administrative monitoring of student learning goals ensures self-reflection of teaching methods and allows for continual conversation on student learning and student progress. Lesson plan quality self-assessment requires teachers to review and adjust, if needed, their lesson plans and how they are developed around long and short term goals. This self check reiterates the need for time managed activities that connect learning to the daily objective enhancing the long term goal for the lesson. Teachers use data from AIR, LiveGrades, formative assessments, and STAR data to adjust planning and instruction. This provides the framework to differentiate instruction and foster cooperative learning 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.
Function D: Instructional Delivery. Teachers facilitate engaging	ACCOMPLISHED	Teachers build background in content topics to relate experiences and build on prior knowledge of student skills and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

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.		interests. Lesson topics are communicated clearly and relevantly to the standards being addressed. Collaboration in curriculum meetings supports professional development and increased knowledge in various instructional practices. Social studies and science classes participate in fairs and festivals to celebrate their subject. Students partake in activities provided through Office 365 and its programs to enhance understanding of concepts and procedures. iPads are used with lesson enhancing apps as well as computer programs to expand on student achievement and growth. Teachers reach out to the community to have experts in the field present to classes. Interactive WhiteBoard technology, Apple TV, Nimbus, and web-resources capitalize our technology and ideas for these uses are shared through curriculum meetings. Science Olympiad and History Bowl aide in growth for students.		school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The latest school climate survey results reflects a 6.37 score showcasing a climate and culture of positive relationships among families, the community and school. LIveGrades provides a line of communication between parents and teachers to discuss academics and social-emotional 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.

		accolades or concerns. The school webpage is consistently monitored and updated to share the latest and most accurate information possible with all stakeholders. Regular SAT meetings are held to meet with parents and all responsible parties to ensure that struggling students are given the necessary support to succeed. HFMS annually holds a "Meet the Teacher" night, a additional parent conference night, and scheduling nights for all upcoming grade levels so that parents are consistently informed of student progress and made aware of upcoming opportunities. HFMS has a small but strong Parent Teacher Organization which has monthly meetings to address parent concerns and to plan school activities.		
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.	DISTINGUISHED	HFMS provides a morning breakfast as well as a grab-and-go breakfast after 1st period. Students have the opportunity to participate (at minimum) in one and one-half hour of physical activity weekly. HFMS has numerous incentive programs such as character counts, student of the week, and accelerated reader. Attendance and behavior incentives are also made available to all children. Guidance counselors consistently connect each student with the accessibility to a caring adult and spend at minimum 80% of their time dealing directly with students. ESL services are provided to all English Language	**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.

		Learners by direct instruction, and collaboration between the ESL teacher and core teachers is monitored and encouraged. HFMS has implemented and maintained a strong LINKS program and has 100% buy-in from teachers and administration. We have also offered vision screening, a free dental clinic, and have an annual "Hoops for Heart" event to promote a healthy lifestyle.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	DISTINGUISHED	HFMS regularly collaborates with community partners such as the National Park Service, Harpers Ferry Alumni Association, school business partners, community LSIC members, the Harpers Ferry -Bolivar Library, Harpers Ferry Police and Fire Services, the FBI, Border Patrol and various other community entities. Several members from these organizations serve on our LSIC and frequently donate time and resources to our school. The Harpers Ferry National Historical Park Service is deeply embedded in our school and offer bimonthly "tiger on the trail:" hikes which are both healthy and educational, as well as supporting an annual vodcast program which focuses on a new local historical theme each school year. Every fall, approximately 40 community organizations and businesses volunteer time for our annual Career Day event to discuss career education with our students giving them an inside look into various careers.	**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.

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 Jefferson County BOE provides various opportunities for PD to staff and administration through My Learning Plan. Staff is encouraged to participate, and funds are made available for teachers to attend. Staff who attend outside PD are celebrated and encouraged to share meaningful strategies and programs/ideas learned. Weekly curriculum meetings allow for dissemination of the information, collaboration, and discussion of best practices to maintain high expectations for learners. These meetings foster an environment of sharing ideas and instructional pedagogies within the norms of the agenda. During this past year, faculty have attended various PD opportunities, including APL Teacher Academy, John Strebe cooperative learning workshops, Ukeru behavioral management training, Appalachian writers workshop, and SPED strategies workshop for dealing with difficult students. Several staff members are currently working towards advanced degrees in administration and additional certifications	**ACCOMPLISHED**	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 consider in-house ideas and expertise in the delivery of future professional development topics.**
Function B: Teacher Collaboration. The teachers participate in high functioning professional	ACCOMPLISHED	Teachers are provided one half hour weekly to meet as curricular teams. Teachers discuss what they expect students to know, do, and how those	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

learning 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.		ideas will be assessed. Data is reflected on and shared monthly. Student progress is monitored and reassessed to promote participation in the ongoing Support for Personalized learning program established daily for our students needing extra support. Instruction is observed by administration through classroom walk-throughs, and data attained from the walk-throughs is discussed and reflected on at the curriculum meetings. Teaching strategies, such as John Strebe cooperative learning techniques, are discussed. State testing data analysis also occurs during this time; this includes the review of scores, how to interpret test results, how to adjust instruction based on data results for both classes and individual students. Diagnostic testing procedures were also reviewed, with an emphasis on teacher instruction tailored to match student need.		
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	Policy 5310 provides an outline for expectations of educator evaluation, and the administration surpasses the requirements. Approximately 75 walk-throughs are completed in classrooms weekly, and data is discussed and student engagement is noted in administrative meetings. Lesson plans are reviewed once a nine-week marking period and more frequently for intermediate and initial progressions according to Policy 5310. Mentorship is provided for new teachers. Monthly	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		meetings with administration and the new staff are held to discuss concerns, ideas, and overall success at HFMS. Each fall HFMS participates in the school climate survey to have input in the overall school climate and culture to ensure the leadership team's mission is being fulfilled. The county technology team, led by our school Technology Resource Facilitator, makes regular visits to curriculum team meetings for technology training and provides tech support for new instructional programs, such as Office 365 components.		

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	Renovation to the existing HFMS and additions of a new series of classrooms and offices has removed portable classrooms. This project increased the safety of the building, guaranteed no need for students to be outside at class change, and allowed for appropriate safety measures to exist. All visitors are required to buzz into the building, and a scanning system logs in visitors and prints a photo badge for them to wear. Faculty is required to wear ID badges and have those on their person at all times. With the addition of square footage, the facility is in need of a restructuring of custodial responsibilities (currently under administrative review) and is currently under county review for	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		the proposal for additional staff. Custodians make weekly reports to administration to address building needs. The principal uses the approved county maintenance work order system to request maintenance and repair. Administration makes note of building appearance during weekly walk-throughs.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Efficient accounting systems are in place and staff is aware of all procedures to request funds or resources for the classroom. These policies are reviewed at the beginning of each school year through an annual in-service training. The board of education oversees the financial management of the school.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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 board of education oversees all hiring processes. The department of human resources ensures all qualifications and licensures are met prior to disseminating a candidate list to the school principal. The principal and faculty senate representatives interview, with a pre-determined list of questions, and score potential employees on a rubric. Once a candidate is selected at the school level, a recommendation is made by the principal to the BOE for approval. The county office provides extensive in-service training to new employees at the start of the school year, and the principal continues the mentorship of the new employee. New teachers are placed in the master schedule to maximize their effectiveness	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		based on their current licensure. They are also designated to the proper progression for evaluation through Policy 5310 and are afforded every opportunity for professional growth made available. Employment opportunities at HFMS are highly sought after and very competitive.		
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	WVEIS is utilized to update student and personnel data including schedule changes, discipline, and student interventions in SPL groups. The county technology team provides various services to staff to incorporate technology into the classrooms. Technology resource facilitators (TRFs) are utilized and provide support for teachers to use digital technology and software to enrich instruction and promote technology literacy. TRFs are also available to introduce new programs and ensure that educators become familiar with resources to make subject matter accessible and meaningful to all students. Digital citizenship is promoted through Common Sense Media and collaboration with State Troopers to educate our students and maintain communication about appropriate use of digital resources and social media. Students are required to submit a signed Acceptable Use Policy form each year. In addition to three computer labs, we have two laptop carts and an iPad cart available for student use.	**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 minimal use of technology as an instructional tool by both students and teachers. Some teachers stated technology maintenance was an issue at times.** **Recommendation: The OEPA Team recommended the formation and utilization of a school technology team to better assess the technology needs of the school.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	HFMS participates in the Fall School Climate Survey, uses data from walk-throughs, WVEIS discipline and attendance, teacher AIR reports, STAR testing, WV Zoom ED, Clarity, and LiveGrades to discuss the needs and successes of our building. Using this comprehensive approach, the leadership team guided all stakeholders in creating a vision and mission characteristic of excellence as showcased in the school test scores. The mission and vision is communicated in all classrooms and entrances of the school. Our staff works together through curriculum meetings to develop SMART goals for their personal learning and student learning in their classrooms. Frequent monitoring of the above data sources allows for the administration and teachers to adjust their lessons to foster student achievement.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Administration facilitates schedules and assignments to provide time for collaborative planning and decision-making to facilitate continuous improvement of teaching and increased student learning. The schedule allows for regular and consistent meetings for effective, monitored collaboration and idea-sharing. Staff and stakeholders are provided leadership opportunities	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team determined the school had a focus on developing strong professional relationships and collaborative work with community and students. The staff could discuss how the stakeholders were engaged in actions to increase student achievement.**

student learning.		through the LSIC, Leadership Team, PTO, Career Day, Science and Social Studies Fairs, WV Heritage Day, National Jr Honors Society, Student Council, FLOC, Leaders in Action, athletic teams, and chorus and band activities. The LSIC, Leadership Team, and PTO are instrumental in implementing the changes necessary to increase student learning. These teams are also the driving forces behind establishing and maintaining team and school goals. The Leadership Team uses a variety of methods to engage teachers in professional development opportunities leading to new strategies such as 10-minute Math and John Strebe strategies.		
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	HFMS has an effective SPL program cherished in our master schedule and continuing to change as student needs are identified. SPL reaches our attendance, behavior, and academic areas of need as well as adding additional mentoring opportunities above our LINKS program. Throughout this year we have added enrichment programs to enhance student curiosity of STEM and created classes to aide in students who were failing to give additional academic and psychological support. Beyond supporting students in need, we have an FFA, Jazz Ensemble, and select Chorus to enhance students who are interested and succeed in those areas. SPL is fluid and evaluated on a bi-monthly basis 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.

		ensure student needs are being met. Instruction is also guided and adjusted through data analysis of AIR reports in curriculum meetings to guide instruction based on student performance. Weaknesses are identified and strategies are implemented after discussion in a manner to improve teaching technques to meet student needs		

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The use of computers or iPads on a regular basis is a challenge. Teachers have engaging and higher level lessons planned that they are unable to implement due to the lack of working technology within our building. In the 21st century the demand for technology is at an all time high. We have adequate working technology, there continues to be a need for more technological resources. Additional computers/iPads would help increase achievement and efficiency with Smarter Balanced Testing.	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.	Teachers do not feel they have sufficient training in implementing some of the new Next Generation standards in both reading/language arts and math. Building capacity needs have been improved due to renovations and are more than sufficient.	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.	Created as part of our weekly schedule, HFMS staff meets for one-half hour each week as part of a curriculum based team. These meetings discuss student achievement and best practices in instructional strategies. Daily, students who need assistance in the areas of Math, Science, and Reading receive targeted instruction for one-half hour. The leadership team and local school improvement council meet bi-monthly to discuss student achievement and work on the strategic	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.

	work plan.	

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

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

POLICY and CODE		
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	HFMS has already begun to review this process with faculty and staff in anticipation of the Spring 2016 review.

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)	HFMS leadership team meets bi-monthly to discuss areas of the strategic work plan and works to incorporate professional development into the weekly curriculm meetings to assist in instructional practices to help learners in all areas.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	Data review of WESTEST and SmarterBalanced assessment. Continual review of Clarity for identification of students needing support in areas of academics, behavior, and attendance.
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)	School climate survey and daily walk-throughs in classrooms monitors staff adhering to the expectations of the leadership team.
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.)	The leaderhsip team meets and focused its first sessions on the creation of the strategic work plan reflecting on goals and the school mission and vision. The team, along with the LSIC, reflected on the schol monitoring report and had discussions on the self-reflection area and provided evidence in areas necessary.

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

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

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

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	**PARTIAL COMPLIANCE** **The OEPA Team confirmed that a technology team was not in place.**

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)	Walk-through, professional development, and evaluation data.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	The curriculum is discussed in weekly meetings and curriculum maps have been created to focus the curriculum and its delivery.

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	As part of our school schedule our studetns are also required to participate in an extra one-half hour of physical activity a week during their teachers curriculum meetings. This allows for over 1 and one-half hours of physical activity a week.

	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	Ciarity, the EWS, assists guidance and administraiton in identifying students at high-risk of dropping out of school. There are three mobile units of technology over the two classrooms of computers for student use along with two computers in each classroom and a library lab of 16 computers. Student Assistance Teams allow for parents to be involved in creating educational opportunites to help their students succeed. Parents are encouraged to monitor student progress through LiveGrades.

	development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD) • Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)	
YES	The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) • Technology Team • Local School Improvement Council (LSIC) • Faculty Senate • School Curriculum Team • Student Assistance Team (SAT) • Leadership Team	All teams exist at HFMS and meet weekly (curriculum) bi-monthly (LSIC, leadership), SAT (as necessary) and faculty senate twice a semester.

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 **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.	In addition to the requirement, HFMS receive 15 minutes of physical activity at lunch and 1/2 hour during the week of intramurals.
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Fitness Gram and Presidential Fitness Assessment are given in semester long physical education courses.
YES	esults are shared with students and parents. (S7, FC)	Parents are given the fitness gram results when report cards are distributed at the end of the semester and at the end of the year.

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?	NOT APPLICABLE	No non-compliance issues were brought up in the yearly audit at the school level.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	No issues were present at the school level at HFMS.	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	As the building was released to the school board in early August, all Fire Marshall compliance was taken care of and adjusted so we could open the new building on time and efficiently for student use.	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NOT APPLICABLE	HFMS was not sited by Health Department Inspections.	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		**NOT APPLICABLE**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		**YES**

Facility Resource Needs

1. School Site

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

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

Education Performance Audit Team

Team Chair – Allen D. Brock, Coordinator, Office of Education Performance Audits
Team Leader – Rick Messinger, Consultant, Office of Education Performance Audits
Team Member – Natalie Garner, Principal, Walton Elementary/Middle School, Roane County Schools
Team Member – James Napolillo, Principal, Suncrest Middle School, Monongalia County Schools
Team Member – Libby Riley, Principal, Union Educational Complex, Grant County Schools
Team Member – Nancy White, Principal, Spring Mills Middle School, Berkeley County Schools

Date of School Visit – 03/16/2016

SCHOOL PROFILE

37-403 SHEPHERDSTOWN MIDDLE SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	339.0	374.0	411.0	351.0	331.0
Average Class Size	16.0	16.2	18.7	17.4	17.0
Attendance Rate	98.9	98.8	98.9	94.6	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	169.5	187.0	137.0	175.5	165.5
Pupil Teacher Ratio	11.3	12.9	14.0	11.0	11.2
Participation Rate-Math	99.10	99.73	98.27	96.48	not available
Participation Rate-Reading	99.10	99.73	98.27	96.48	not available
HQT Percentage - Total	80.9	99.6	85.7	89.1	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	79.9	98.7	98.4	100.0	not available
HQT Percentage - Reading/Language Arts	76.0	subject not present	89.4	100.0	not available
HQT Percentage - Mathematics	69.2	100.0	71.4	95.0	not available
HQT Percentage - Science	78.1	100.0	97.0	64.0	not available
HQT Percentage - Foreign Languages	100.0	100.0	16.7	not available	not available
HQT Percentage - Civics and Government	subject not present	subject not present	100.0	not available	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	80.6	100.0	84.6	98.4	not available
HQT Percentage - Geography	74.0	100.0	85.7	100.0	not available
Educators on Permit/Authorization	1.0	0.0	3.0	2.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

SHEPHERDSTOWN MIDDLE SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	1. Staff meets to review school rules and procedures and gives input on changes/additions 2. Staff works collaboratively to increase climate and culture through spirit weeks, parent meetings, team events 3. Staff works collaboratively to work with students to promote a positive school culture	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	1. Teachers work collaboratively to develop rules and procedures that address students' behavior 2. Teachers have developed homework policies together that are fair and equitable and meet the individual needs of students 3. Teachers and students are recognized with weekly H.O.O.P.S awards (helping out other people) to acknowledge the high expectations SMS has for behavior	**EMERGING**	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 found inconsistencies with regard to lesson planning, goal setting, and implementation of instructional strategies. While there were pockets of high expectations through higher order thinking skills and varied instructional strategies, most teachers had weaknesses in these areas.**

		and academic success		**Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff development be provided for all staff that will enhance student engagement, higher order thinking skills, and differentiated 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.	ACCOMPLISHED	1. Behavior management team works with teachers to support students' behaviors 2. SMS works with community and parent groups to support a safe and orderly environment through the installation of security cameras, chaperoning events and field trips 3. Staff and students work with custodial staff to ensure that the school grounds are clean and welcoming to community members	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	1. Organizes professional development - collaboration, math curriculum, reading language arts curriculum. 2. Ensures that the operational aspects of the school building are in order - fire drills, emergency drills, maintenance, etc. 3. Works to maintain positive climate and work environment	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to	ACCOMPLISHED	1. Curriculum teams meet twice a month to discuss assessment data, intervention programs, placement of students 2. Grade level teams meet twice a month 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.

advance the mission and goals of the school through leadership, planning, and problem-solving.		discuss student achievement, collaborative groupings, grade level specific items. 3. Leadership team meets twice a month to look at the operational aspects of the school: master schedule, student achievement data, targeted intervention program, 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	1. Curriculum chairs meet twice a month with curriculum teams to discuss student achievement data, curriculum and intervention groupings. 2. Teachers are given opportunities to be part of various committees and participate in school related events 3. Staff members are more engaged, lively, and spirited - supporting the on-going work to provide high academic instructional programs in each classroom	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: During teacher interviews, most teachers had great difficulty discussing ways they were taking leadership roles in the school. The OEPA Team found the development of teacher leaders had improved; however, the Team encouraged expanding the scope of involvement to include all teachers.** **Recommendation: The OEPA Team recommended continued use of the leadership team and additional efforts to include more teachers 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.	ACCOMPLISHED	1. Students are given the opportunity to be part of the student council - provide opportunities for all students to participate in school wide events: pep rallies, dances, spirit weeks, etc. 2. Students can participate in school clubs such as FFA and FCCLA 3. Students make announcements in morning on PA, work with staff to come up with ideas to grow the climate and culture of the building, and feel comfortable taking risks to enhance their own academic well-being	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	1. Teachers use cooperative grouping to foster a student learning environment. 2. Discipline and referral data have decreased dramatically due to teacher interventions, parent-teacher relationships, and consistency amongst staff on following established policies and procedures. 3. Teachers utilize the Next Generation standards to develop lessons and assessments that ensure that curriculum content standards are provided to students in order for them to cement the knowledge and demonstrate through projects, portfolios and 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 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	1. Teachers develop lessons and assessments that align with the Next Generation standards. 2. Teachers work collaboratively to develop cross-curricular lessons that meet the various needs of students including students with IEPs. 3. Teachers create a student-centered learning environment that promotes cooperative groupings and encourages student discussion throughout lessons.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff development focused on student access to technology as a learning tool.**
Function C: Instructional Planning. Teachers design long and short term instructional plans	ACCOMPLISHED	1. Teachers create short term instructional plans based on Next Generation standards to ensure that the individual needs of students are met 2.	**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.

for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.		Teachers work with their curriculum and grade level teams to design and implement standards-based lessons and assessments. 3. Teachers submit plans quarterly ensuring all components of lesson plans are included: bell ringer, objective, assessment, technology, activities		**Rationale: Through teacher interviews, the OEPA Team found most teachers could not clearly discuss how student data were being used to guide classroom curriculum. The principal provided a variety of data; however, teachers had difficulty in discussing how these data were being used to change instructional delivery and to change long term planning.** **Recommendation: The OEPA Team recommended the establishment and use of curriculum maps in all core classes.**
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	1. Teachers have established cooperative groupings in their classrooms to meet the individual needs of students. 2. Teachers are beginning to use multiple strategies to address the various modalities of students and ensure that accommodations are in place for students with IEPs. 3. Collaborative instruction has increased with teachers supporting the instructional process in each classroom, collaborating on lessons, assessments and ensuring that accommodations are in place for students with IEPs and 504s.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team did not observe multiple strategies, differentiated instruction, and student technology use embedded across the curriculum. Most teachers were utilizing teacher-directed instruction predominantly. Lesson plans and teacher interviews could not contradict this practice in most cases.** **Recommendation: The OEPA Team recommended the administration and leadership team implement professional development in the area of varied instructional delivery and student engagement.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger	ACCOMPLISHED	1. Staff maintains regular contact with parents on students achievement via LiveGrades, phone calls, emails. 2. Staff continue to work with one another to build positive relationships among each other, viewing one another as experts in	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

community.		their related field. 3. Staff are beginning to recognize that all students in the building are theirs to educate - both general education and special education.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	1. Staff recognize the importance of being available for the whole child: academic, physical and emotional well-being. They work with students on their own time, tutor them privately, and are available to support the social emotional well-being of students. 2. Staff work with the counselor to ensure that students with family needs are addressed and provided necessary life supports. 3. Staff ensure that the individual needs of students are met, that accommodations are in place, modifications to instruction are made, and that on-going assessments for SPL placements are completed.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	1. Currently SMS has 9 business partnerships who provide support to the school in a variety of methods. 2. The PTO of SMS supports all aspects of student achievement through fundraising, parent support, financial support. 3. Staff reaches out to community members to support the various needs of the school: mentoring programs, judges for school fairs, chaperones, etc.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	EMERGING	1. The staff is beginning to utilize the professional development programs	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.		offered by the county, RESA, and state. Staff this year has signed up for a variety of courses including: teacher coaches, principal leadership, mathematical core content instruction, and collaboration. 2. Teachers take the recommendation of the principal to follow up on professional development that will lead to the continuous improvement of classroom instruction.		school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	1. Staff are beginning to form professional learning communities that will enhance their instructional capacity to meet the individual needs of students: curriculum and grade level team meetings, planning times, IEP meetings, etc. 2. Teachers work with each other to analyze state, district and school-wide assessment data and make decisions based on data to support the ongoing learning environment at SMS. 3. Collaborative instruction has increased with teachers supporting the instructional process in each classroom, collaborating on lessons, assessments and ensuring that accommodations are in place for students with IEPs and 504s.	**ACCOMPLISHED**	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 most teachers could discuss the various opportunities to collaborate, both horizontally and vertically, the OEPA Team found a lack of opportunities for planning and collaboration being afforded to the related arts team.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended reviewing the master schedule and establishing a collaborative planning time for related arts teachers within the school day.**
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	1. Administrators ensure that all observations and evaluations are done in a timely manner and that staff reflect on their classroom experiences to build their instructional capacity. 2. Administrators conduct walkthroughs of classes and make decisions regarding instructional matters and professional development based on the data collected. 3. 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.

		reflect on the recommendations for professional development and participate in courses that enhance their professional growth.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	1. SMS is an historic, clean, safe environment for students. The PTO has provided security cameras for the school, although administrators do monitor students behavior in the hallways and cafeteria. The custodians ensure that the school is cleaned and monitored at all times. 2. SMS partnered with Shepherd University to ensure that the outside of the school is clean, freshly painted and appealing to neighbors. 3. SMS has worked with county officials to update the building - bathrooms, handicapped railing, intercom system. etc.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Rationale: The OEPA Team found the building to be well maintained and clean throughout, including all outside areas. It was evident through cleanliness and a lack of vandalism that students and staff had a great deal of pride in their building.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	1. Policies are in place and have been explained to ensure that staff has access to their faculty senate money and other monies for instructional purposes. 2. The financial secretary monitors all monies: deposits, checks, fundraisers, etc., ensuring that the school is following state and county policies on all financial matters. 3. Administrators meet monthly to go over school accounts, look at spending patterns, and ensure that funds are being used for student achievement purposes.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C:	ACCOMPLISHED	1. The faculty senate has actively	**ACCOMPLISHED**	The evidence provided by the school and the additional

Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.		participated in the hiring process at SMS, interviewing and recommending candidates for positions. 2. Administrators have worked with struggling teachers as identified through the evaluation process to create plans that would address areas of concerns and provide support for continued professional growth. 3. Administrators have worked with HR to determine which qualified candidates are best suited to ensure a high quality, exceptional staff is retained at SMS to benefit the educational growth of students.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	1. Teachers utilize the technology resources available at SMS to enhance the learning process of students: iPads, distance learning cart, Smartboards, etc. 2. Teachers are provided technological professional development through the technology department of Jefferson County Schools, which gives teachers the opportunity to learn ways in which to integrate technology into their lessons. 3. Technology is being used as an instructional component, rather than a projector or display item. Students are routinely engaged in activities/tasks that are technology based and enhance the learning environment.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff continue to develop policies and procedures for student access to technology, including incorporating the interactive components of the SmartBoards.**

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	ACCOMPLISHED	1. Teachers meet on a regular basis to	**ACCOMPLISHED**	The evidence provided by the school and the additional

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.		analyze student achievement data to make decisions regarding the placement of students in targeted intervention groups. This is done every 9 weeks using Star Math and Reading data. 2. Leadership team meets regularly to look at the performance of students, keeping in mind the mission and vision of the school. They look at the strategic plan to analyze goals and look for ways (targeted intervention) to accomplish the goals.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	1. Teachers are beginning to define structures to ensure that professional relationships are built - such as holding all conversations in classrooms, out of earshot of students, treating one another professionally and respect the inherent expertise each staff member brings to the school,working collaboratively to ensure that students with disabilities are supported and successful in classrooms. 2. Teachers worked collaboratively to write SMART goals for their evaluations - analyzing data and selecting CSO's that would bridge the gap between general ed students and special education students.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all	EMERGING	1. The staff continues to make progress towards monitoring student achievement including analyzing student achievement data and determining interventions that best address students' deficits. 2. The staff meet regularly to discuss best practices, analyze lesson plans and assessments, and determine next steps for meeting the individual needs 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.

stakeholders.		students.		

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	nothing at this time	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.	Staff would like to continue their professional development in collaborative teaching. They would like additional training on the education of students with IEPs.	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.	SMS implemented a targeted intervention program in 2013-2014 that addressed the individual needs of students who struggle in math and reading. As a staff we decided to administer star math and reading tests 4 times a year. Based on the individual results, students were grouped into 3 tiers. After 9 weeks, the assessments were administered again and students either changed classes based on their results or stayed in the same class. Teachers and leaders developed lessons together to meet needs	The OEPA Team commended the school on the use of data to make instructional decisions. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	PARTIAL COMPLIANCE	**FULL COMPLIANCE** **The school did participate in the on-site review process.**

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	Done as a leadership team and presented to staff.
NO	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations 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	As a school we continue to collect information for OEPA visit.

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

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

Implementation

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

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)	Staff continue to receive professional development in special education services, collaboration strategies, and classroom management techniques.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	Leadership team partakes in an in-depth review of state and school wide data to make determination on intervention process.
NO	Assess School and Classroom Learning Conditions – all staff must utilize: e 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)	This is the first year the staff will be using the school monitoring report under my leadership. The staff does however use their evaluation to guide their decisions in the area of professional development.
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.	As a leadership team, a plan was developed to address the needs of the students in math and reading/language arts.

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	Teachers work with students in a variety of settings to ensure their success, giving multiple opportunities for success.
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)	SMS' counselor spends more than 90% of her time in working with students.

Verification of Other Monitoring Reports:

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

Facility Resource Needs

1. School Site

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

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

2. School Building

A. General Safety

A-4. Fire alarm system showed trouble alarms or was not fully functional. (May adversely impact students' health and safety.)

5. Counselor Office(s)

A. Counselors' offices were not adequate (100-125 ft.^{2}) per counselor. (Did not adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

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

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

8. School Nurse Clinic/Health Service Area

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

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

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

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

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

9. Gymnasiums/Physical Fitness Facilities

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

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

E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

15. Art

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

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

17. Science Laboratories and Facilities

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

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

C-4. Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

C-5. Fire extinguishers, first aid kits, blankets, and emergency eye wash stations and showers. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Allen Brock, Coordinator, Office of Education Performance Audits
Team Leader – Rick Messinger, Consultant, Office of Education Performance Audits
Team Member – Natalie Garner, Principal, Walton Elementary/Middle School, Roane County Schools

Team Member – James Napolillo, Principal, Suncrest Middle School, Monongalia County Schools
Team Member – Libby Riley, Principal, Union Educational Complex, Grant County Schools
Team Member – Jennifer Strawderman, Principal, East Hardy High School, Hardy County Schools
Team Member – Nancy White, Principal, Spring Mills Middle School, Berkeley County Schools

Date of School Visit – 03/15/2016

SCHOOL PROFILE

37-404 WILDWOOD MIDDLE SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	600.0	630.0	645.0	557.0	540.0
Average Class Size	17.4	18.9	20.1	20.7	19.1
Attendance Rate	98.9	98.6	99.0	93.9	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	200.0	210.0	215.0	185.7	180.0
Pupil Teacher Ratio	14.1	15.9	15.7	13.7	13.5
Participation Rate-Math	99.16	99.68	97.63	97.45	not available
Participation Rate-Reading	98.82	99.52	97.16	97.63	not available
HQT Percentage - Total	55.7	85.9	85.6	76.4	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	54.9	90.2	81.6	63.9	not available
HQT Percentage - Reading/Language Arts	58.5	subject not present	85.7	65.6	not available
HQT Percentage - Mathematics	40.7	71.8	80.0	90.0	not available
HQT Percentage - Science	37.9	96.9	91.7	85.7	not available
HQT Percentage - Foreign Languages	100.0	100.0	100.0	not available	not available
HQT Percentage - Civics and Government	subject not present	100.0	subject not present	100.0	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	63.2	100.0	66.7	not available
HQT Percentage - History	60.7	95.6	71.4	100.0	not available
HQT Percentage - Geography	58.3	90.4	100.0	100.0	not available
Educators on Permit/Authorization	14.0	12.0	8.0	3.0	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.**

WILDWOOD MIDDLE SCHOOL in JEFFERSON COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

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

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The staff works collaboratively to support the WMS mission statement and core beliefs to set school climate and culture by using the following practices: Curriculum and Grade-Level Team meetings; Strategic Plan; Leadership Team; OCR (Office of Civil Rights) School Climate ACTION PLAN; LSIC; Teacher Orientation (Day 1 & 2); Faculty Senate; Attendance monitoring; Project Wisdom announcements; School Climate Index Survey; Positive Behavior Support; Mustang Spirit Awards; variety of student incentives; Parental involvement; "Good News" Postcards, including general announcements and "Good News @ Wildwood"; School Fairs and academic Bee's; 20 essentials from Ron Clark's work to guide our staff	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended there be a collaborative structure in place that demonstrated the school's educational beliefs and values and that these be integrated in teachers' lessons and instructional strategies. Additionally, the Team recommended all stakeholders play a role in the process and design of the school's mission and goals.**

		and students in their daily interactions.		
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	Educational practice and personal behavior is communicated by administration and staff through the following: Perfect attendance and honor roll recognition; SPL (differentiated instruction); IPI; Technology integration; ESL support; Collaborative classes; School-wide discipline plan and positive behavior supports; Mustang Academy; IPI (Instructional Practice Inventory) data; TPT (Total Participation Techniques); Back-to-School Night; Scheduling nights; OCR (Office of Civil Rights) School Climate ACTION PLAN; LiveGrade access provided for students and parents; Wildwood Wednesday (grade updates); College Exploration Week; Student handbooks/agendas; Mission Statement posted in classrooms; DATA WALL (Walkthroughs, STAR Reports, Discipline); SMART goals; WV General Summative Assessment review; Read 180 and Math 180; Honors placement and high school credit (Math I and Spanish); and After-school tutoring.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	The school environment reflects engaged student participation, a safe and secure facility, and a focus on academic student supports through the following efforts: School Counselors; School-wide security and cameras; LINKS; Character Counts; Cyberbullying training; Observations and Walkthroughs; IPI; TPT: Positive Behavior Supports; Hallways monitored during class changes; Clean and sanitary	**ACCOMPLISHED**	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: Based upon observations and interviews, the OEPA Team commended the school for a safe, orderly, and engaging environment.**

		facility; Attractive and stimulating art throughout building; Vision and dental screenings; Clinic and full-time Nurse; AED's in Cafeteria, Gymnasium, 3rd Floor; Evacuation chairs (2); Elevator; Weekly attendance monitoring; SAT meetings (academic, attendance, and discipline); Health and Fire Marshall Reports; Discipline data posted; OCR School Climate ACTION PLAN;Student incentives; IEP Coordinator; Behavior Specialist support; Safety Team; Ukeru Crisis Management; Administration NIMS (National Incident Management System) certified; Safety drills monthly; and law enforcement representation.		

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	Administration exhibits the knowledge, skills, and dispositions that reflect strong leadership and effective management by: Curriculum Leader meetings (bi-monthly); Office 365 utilization (Outlook, One Drive, Calendars, Yammer, Surveys); Project Wisdom announcements; Professional Development opportunities; Data analysis, and decision-making; Lesson Plan monitoring; Walkthroughs and observations; Daily team meetings (curriculum/grade level); Publish staff and student handbooks; LSIC participation; Complete Strategic Plan with Leadership Team input; School	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Through observation and interviews, the OEPA Team determined the principal was very positive and supportive of staff and students. Based on teacher and student interviews, there was a spirit of empowerment for teachers to express their ideas and reflections on improving school performance.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal continue to work to create purpose and a sense of direction that reflects the school's mission and goals. In addition, the Team recommended the principal continue to establish processes and procedures**

		Climate Index Report; Smart Goals and evaluations; Self reflections; Weekly Administrators meeting; Open-door policy for accessibility (staff and students); OCR School Climate ACTION PLAN; Staff turnover is low; Perfect attendance and Honor Roll recognition; Monthly faculty meetings, LiveGrades communication; Administration-Student conferences; Meeting attendance (SAT, IEP, 504); Technology implementation; Faculty Senate.		**(classroom walkthroughs, IPI data collection, etc.) for the efficient and effective management of the school.**
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	The school teams and councils function effectively to advance the mission and goals of the school by: Curriculum Leaders conducting bi-monthly Curriculum and Grade-level meetings; Special education bi-monthly meetings; SAT meetings (academic progress, attendance, and discipline); LSIC; Makers Space; Safety Team; IPI; Leadership Team; Technology Team; Student Government; and Clubs and Organizations (see Function C).	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Teachers assume responsibility for school and classroom improvement by: My Learning Plan; Curriculum Leaders; Curriculum and Grade-level team meetings; IPI Data: Attend SAT, IEP and 504 meetings; Club advisers and sponsors (Student Government, Science Night, Yearbook staff, Math Field Day, Science Fair, Geography Bee, Spelling Bee, Science Olympiad, Golden Horseshoe, Choir, Band, Athletics, FCCLA, FBLA, FFA, Welcoming	**EMERGING**	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: Based upon observation and interviews, the OEPA Team commended the teachers for providing authentic opportunities to influence student engagement and increase participation in student clubs and activities.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff explore**

		Committee, CHANNEL ONE Student Broadcasting, Robotics, Coding, Explorer's Club, Sea Perch, Jazz Band, Anime, Character Education Programs, and LINKS), Provides input into Strategic Plan, school procedures, handbooks, and discipline; technology implementation.		**opportunities for teachers taking ownership of professional development as it relates to instructional practice and school improvement, and that this also be applicable to the school's strategic plan.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	DISTINGUISHED	Students are engaged in age-appropriate leadership opportunities by participating in the following activities: Student Government; Science Night; Yearbook staff; Math Field Day; Science Fair; Geography Bee; Spelling Bee; Science Olympiad; Golden Horseshoe; Choir, Band; Athletics; FCCLA; FBLA; FFA; Welcoming Committee; Channel One Student Broadcasting; Robotics; Coding; Explorer's Club; Sea Perch; Jazz Band; Anime; Character Education Programs; and LINKS.	**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.

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 and manage an inviting classroom environment that is student-centered by: Differentiated instruction; Formative and summative assessments; SPL; APL; John Strebe learning strategies; Writing-across the curriculum; Silent and sustained reading; IPI Data; TPT; Utilization of technology; Student conferences; Smart Goals and Self Reflections; Walkthroughs and observations; Functional lesson plans	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff explore, with the support of professional development, ways to increase student engagement by moving from a teacher-centered environment to a learner-centered environment.**

		with all required elements; Interim Reports and Report Cards; OCR (Office of Civil Rights) School Climate ACTION PLAN; and LiveGrades communication with students and parents.		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Teachers implement a standards-focused curriculum aligned with WVDE standards and objectives through: Lesson Plans; NG/CSO crosswalks; Curriculum guides and maps; LiveGrades communication (Wildwood Wednesdays); Curriculum and grade-level meetings; Cross-curriculum collaboration; IPI; WVGSA data decision-making; Data walls; Technology training and implementation; NG objectives posted daily; Office 365 utilization (Outlook, One Drive, Calendars, Yammer, Surveys); Standards-based instruction; and formative and summative assessments.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Teachers design long and short-term institutional plans for guiding student mastery through: Functional Lesson Plans with all required elements; Professional development participation; IPI; TPT; Formative/benchmark and summative assessment data; SPL and differentiated instruction; SMART Goals and Self Reflection; Observation/Evaluation reports and conferences; John Strebe learning strategies; Student Data Sheets; and Walkthrough data.	**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 observation and interviews, the OEPA Team determined the development of meaningful lesson plans (short and long term) were inconsistent. The Team could not determine that weekly lesson plans were based on aligned units of instruction with specific learning targets. Many lesson plans were vague and would be difficult to be followed by a substitute teacher.** **Recommendations: The OEPA Team recommended**

				administration and teachers revisit the process of lesson plan development and review based on individual student needs. In addition, the Team recommended the administration develop a monitoring process which includes informal/formal feedback that supports evidence listed in the School Monitoring Report (classroom walkthrough data, student data sheets, implementation of John Strebe learning strategies, IPI, Total Participation Techniques).
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers facilitate engaging instructional experiences that enhance individual student progress by: Math 180 and Read 180; SPL and differentiated instruction; Technology integration and Office 365; Lesson Plans include all required elements; Student Data Sheets (LINKS); Curriculum and Grade-level meetings; Graphic organizers; Writing across the curriculum, Silent and sustained reading; Data Walls; Walkthroughs; Observations and evaluation conferences; Analysis of student work (formative/summative assessments); and Summer 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 observation and interviews, the OEPA Team determined instructional delivery was teacher-centered as opposed to student-centered. Lessons were primarily teacher-led instruction, and the use of technology as an instructional tool was minimal.** **Recommendation: The OEPA Team recommended lessons be designed to be engaging, with critical thinking skills, multiple teaching strategies, appropriate assessments, and integration of technology as a learning tool.**

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	Positive relationships exist within the WMS school community through PTO, LSIC, OCR (Office of Civil Rights) School Climate ACTION PLAN; Business Partners, WV Food & Farm Coalition (FFA); Back-to-School Night, Athletics, LiveGrades, 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. **Commendation: Based upon observations and interviews, the OEPA Team commended the school for developing positive relationships that promoted the mission and vision of the school.**

		Messenger, Fund raisers; Science Night; Agendas used for communication purposes; Shepherd University partnership; Mustang Stars and Mustang Spirit assemblies, Student-of-the-Week, Perfect attendance; School dances, Vision and dental screenings, Sunshine Fund; College Exploration Week, SAT, IEP and 504 meetings; CTE Advisory Committees; Parent volunteers and chaperons; School Climate Survey, Book Fairs; WMS website, LiveGrades, and Office 365 (Outlook, One Drive, Calendars, Yammer, Surveys).		**Examples of programs that were implemented were the following:** • **Mustang Academy for 6th graders;** • **Science Night;** • **Back-to-School Night; and** • **Facility use for outside groups.**
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	School staff attends to student well-being through the following: OCR (Office of Civil Rights) School Climate ACTION PLAN; WMS Crisis Plan (Ukeru); PE classes; IEP Coordinator; Safety Committee; Special Ed Sensory Room; LSIC; STAR Reports; Grab 'n Go; Free and reduced lunch; Dental and vision screening; Daily Let's Move WV activity; Christmas Giving Tree; ELL support; School counselors; Agenda and LiveGrades communication; LINKS; Welcoming Committee; Clubs and organizations; Student/Teacher-of-the-Week recognition, Clinic and full-time Nurse, School Messenger and ROBO call; SPL; WMS website; Character Counts; Positive behavior supports; Ron Clark's 20 Essentials; and Meeting attendance (SAT, IEP, 504).	**ACCOMPLISHED**	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	Parent and Community partnerships include: Back to School Night;	**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.		Scheduling Night; Mustang Academy; LSIC; College Exploration Week; Field Trips; Science Night; Business Partners; Shepherd University; NOAH Sea Perch; Makers Space; WV Food & Farm Coalition; and federal, state and local law enforcement.		school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	The staff engages in continuous learning opportunities by: NG Standards training; APL; County-wide Math meetings and training; JCS Math Coach (Michelle Cantley); My Learning Plan; new teacher orientation and mentorship; continuing ed classes; LSIC; Weekly Curriculum and Grade-level Team meetings; DATA WALL (Walkthroughs, STAR Reports, Discipline); ELA curriculum adoption and technology support; John Strebe training; and Evaluations and Self Reflections.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of	EMERGING	Teachers participate in high functioning profession learning communities by: Leadership Team; IEP Coordinator; Bi-monthly Curriculum and Grade-Level Meetings; DATA WALL (Walkthroughs, STAR Reports, Discipline); Maker Space program; NOAH Sea Perch; Robotics; Shepherd University partnership; Teacher grant recipients ( ); STAR Reports (benchmarking to drive instruction); Lesson Plan reviews (quarterly); Attendance reports and	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to collaborate with focus, purpose, and direction as it related to relevant data analysis and established targets that improve instructional practice.**

strategies that improve instructional practice.		monitoring; Teacher-of-the-Week; and Formative and summative data.		
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	Staff participates in processes of evaluation by: Self Reflection and SMART Goals; DATA WALL (Walkthroughs, STAR Reports, Discipline); Bi-monthly Curriculum and Grade-level meetings; New teacher orientation and mentorship; School Climate Index Survey; Monthly staff meetings; Faculty Senate meetings; Evaluation reports and conferences; and Lesson Plan reviews (quarterly).	**ACCOMPLISHED**	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	Facilities are clean, well-maintained, safe and secure, and aesthetically pleasing by: Secure entries and egress; Security Cameras; Anti-bullying posters throughout facility; Strong custodial staff; Clinic and full-time Nurse; AED's in Cafeteria, Gymnasium, 3rd Floor; Evacuation chairs (2); Elevator; Health and Fire Marshall reports; School Climate Surveys; Crisis Plan; Monthly Safety Drills; Tiles and murals (student created) throughout facility; and 20 Essentials from Ron Clark's work to guide our staff and students in their daily interactions.	**ACCOMPLISHED**	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: Based upon observation and interviews, the OEPA Team commended the school for the well-maintained, clean, and secure environment.**
Function B: Fiscal Resources. Policies and processes are established and	DISTINGUISHED	Policies and processes are established and applied by: School audits; Faculty Senate financial reports; Purchase	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

applied to obtain, allocate, and efficiently manage school fiscal resources.		Orders; Fund Raiser approval; Budget established based on county-level funding; and Financial Secretary.		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	High quality personnel are selected according to WV code by: Hiring process includes faculty senate representation; HQT Report; Mentor program; Perfect attendance recognition; WVDE school hiring procedures; JCS and WMS personnel handbooks provided; and low staff turnover.	**ACCOMPLISHED**	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	School has appropriate technology infrastructure and utilizes data information systems: Technology Resource Facilitator; Technology Team; My Learning Plan; LSIC; WVEIS; Technology Plan and Inventory; Office 365; Technology Tuesday; Technology Coordinator; STAR Reports; TIDE Reports; Symbaloo; LiveGrades; and WMS website.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and	ACCOMPLISHED	The staff establishes a coherent approach for improving the performance of students by: Leadership Team; Curriculum Leaders; LSIC; Faculty Senate; SPL; SAT meetings (academic progress, attendance, and discipline); IEP	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

goals outlined in the strategic plan.		Coordinator; IPI; CTE Advisory Commitees; STAR Reports; Walkthroughs; PTO; Leadership Team; Math Department Training; John Strebe learning strategies; Math coach and county support; Curriculum Team Leaders; Bi-monthly Curriculum and Grade-level Meetings, ELL support; Teacher grant recipients ( );IEP Coordinator; Math and Read 180; Lesson Plans include all required elements; and After-school Tutoring.		
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	Staff has well-defined structures for building professional relationships and processes: Maker Space project; Bi-monthly Curriculum and Grade-level meetings; OCR (Office of Civil Rights) School Climate ACTION PLAN; IEP Coordinator; SPL; After-school tutoring; Read and Math 180; Lesson Plans; Collaboration between curricula; Walkthroughs; Observations and Evalutaions; LiveGrades; School Messenger and ROBO call; Office 365; LINKS; PTO; School Climate Survey; STAR Reports; SAT meetings (academic progress, attendance, and discipline); Leadership Team; LSIC; Student Data Sheets; and Positive behavior supports.	**ACCOMPLISHED**	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	ACCOMPLISHED	Staff monitors changes in practice and implements adjustment by: Bi-monthly Curriculum and Grade-level meetings; IEP Coordinator; ELL support; Formative and summative data analysis; Faculty Senate; IPI data; IEP and 504 meetings; SAT meetings (academic	**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 observation, interviews, and the evidence in the School Monitoring Report, the OEPA**

learning, and communicates the progress to all stakeholders.		progress, attendance, and discipline); Parent-Teacher conferences; Teacher-Student conferences; Administrative Conferences (students, parents, and staff); LIveGrades; Leadership Team; LSIC; DATA WALL; and Interim and Report Cards.		**Team determined the school had implemented several noteworthy improvement initiatives. However, the Team did not determine teachers adjusted their classroom strategies to meet the needs of all students. Additionally, the OEPA Team could not determine the Strategic Plan was a driving force behind improving the instructional practice of teachers.** **Recommendation: The OEPA Team recommended the principal and staff continue to collaborate and evaluate school improvement initiatives with a focus on data and make changes accordingly.**

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.	Staff believes that WMS technology resources are insufficient for daily demands. They site lack of computers, technology repairs, and training to be impeding instruction to meet the demands of Next Generation goals. Additional staff is needed to facilitate collaborative classrooms and grade-level collaboration. Consider "Bring Your Own Device" option for students.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Professional development is needed in regards to technology, classroom collaboration, and safe and supportive school models (i.e., Rachel's Challenge).	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.	Welcome Committee, Safe and Supportive School, Curriculum and Grade-level Team Meetings, Support for Personalized Learning, Benchmark Testing (STAR Math and STAR Reading).Student recognition programs -Mustang Stars and then Mustang Spirit Awards . The Local School Improvement Council and the PTO are actively involved in meeting the needs of the school community. The level of	The OEPA Team commended these practices: • Active PTO; • PBS program for student recognition and positive behavior; and

	engagement of the parents and community is paramount to our school's success.	• Partners in Education program for school support. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE		
A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	PARTIAL COMPLIANCE	**FULL COMPLIANCE** **The OEPA Team verified the school participated in the onsite review process as it related to preparation of the School Monitoring Report and the onsite visit.**

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report

NO	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations 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	On-site review has not occurred.

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)	
NO	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)	Evaluations are completed, however, we have not received our school designation from our Spring Westest 2 results of 2014.
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	All accounting practices are followed.	**YES**
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Waiting for current report.	**YES**
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	reports on file	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	reports on file	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	Not aware of any current SBA reviews	**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	N/A	**YES**

Facility Resource Needs

No facility resource needs were identified.

Education Performance Audit Team

Team Chair – Allen Brock, Coordinator, Office of Education Performance Audits
Team Leader – Chris Perkins, Consultant, Office of Education Performance Audits
Team Member – Elizabeth Adams, Principal, Hedgesville Middle School, Berkeley County Schools
Team Member – Rebekah Eyler, Principal, North Middle School, Berkley County Schools
Team Member – James Hoit, Principal, South Preston School, Preston County Schools
Team Member – Jenny Mathis, Coordinator, Community Education, Central Office, Kanawha County Schools
Team Member – Dan Rinick, Principal, Winfield Middle School, Putnam County Schools

Date of School Visit – 03/15/16

SCHOOL PROFILE

37-501 JEFFERSON HIGH SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	1321.0	1322.0	1362.0	1366.0	1515.0
Average Class Size	18.9	19.7	19.1	19.6	21.7
Attendance Rate	98.8	98.9	98.9	93.9	not available
Graduation Rate 4 yr cohort	84.2	89.1	88.3	87.4	not available
Graduation Rate 5 yr cohort	80.2	not available	91.2	88.3	not available
Dropout Rate	1.4	1.1	1.4	1.5	not available
Pupil Admin Ratio	330.3	330.5	340.5	273.2	378.8
Pupil Teacher Ratio	14.7	16.0	15.5	16.5	17.3
Participation Rate-Math	97.67	97.85	97.27	96.62	not available
Participation Rate-Reading	97.67	98.15	96.25	97.30	not available
HQT Percentage - Total	72.3	87.2	80.5	86.1	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	81.2	91.8	87.2	100.0	not available
HQT Percentage - Reading/Language Arts	not available	not available	subject not present	100.0	not available
HQT Percentage - Mathematics	72.0	90.8	73.3	75.4	not available
HQT Percentage - Science	67.5	90.3	82.6	92.2	not available
HQT Percentage - Foreign Languages	34.8	47.8	64.3	66.7	not available
HQT Percentage - Civics and Government	69.6	93.2	90.3	92.4	not available
HQT Percentage - Economics	subject not present	subject not present	not available	subject not present	not available
HQT Percentage - Arts	74.2	86.0	86.0	86.6	not available
HQT Percentage - History	89.2	95.8	82.8	81.5	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	33.0	20.0	16.0	13.0	2.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

JEFFERSON HIGH SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	Strong shared beliefs within departments with some variances evident between departments. There is inter-departmental cooperation as staff work together to value individual perspectives while developing common expectations and consistent practices. School mission statement and beliefs are posted on website and in every classroom. Character expectations are being developed through LINKS. A newly formed work group is exploring past and current practices related to student discipline, including the ROAR (respectful, open-minded, accountable, resourceful) initiative that was not fully implemented, toward the development of a school-wide behavior plan that is grounded in shared expectations and	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:** • **teachers work together to establish the vision and culture of the school;** • **the school establish norms for staff interactions;** • **the school create a formal structure for teacher collaboration; and** • **the mission, beliefs, and vision be revisited and established as a shared vision that permeated the school's culture.**

		supported by a system of interventions, supports, and positive reinforcements.		
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	Course syllabi identify expectations for what students will do and what teachers will do. Classroom expectations are posted in every classroom. School-wide rules and consequences shared with all students in school-wide assemblies at the beginning of school year and are periodically reviewed. Information about expectations and opportunities is made available through the school website. Classroom walk-throughs are conducted regularly to verify instructional fidelity. AP Classes available. Dual credit courses in math available through WVU. Regular visits by military and colleges during lunch periods, periodic presentations, and the school guidance website provide information to students about post-secondary opportunities. US News and World Report-Silver Award for 2014; Newsweek America's Top High Schools 2015.	**ACCOMPLISHED**	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, through interviews and observations, determined some staff did not have high expectations for students. At least five teachers were showing movies in their class the day of the Education Performance Audit with no obvious structure for the movie with learning outcomes.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:** • **Better communication to the students, teachers and parents on the grading policy;** • **Communication to the teachers following walkthroughs;** • **More administrative visibility in the classrooms;** • **Additional rigor in most classes; and** • **JROTC high expectations could serve as a model for high expectations.**
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	Student success is showcased in lobbies, hallways and classrooms. School counselors assist students in forming peer relationships and work in conjunction with administrators to support students in being successful. All exterior doors are secured after student arrival. Visual announcement and buzzer entry system in place to screen visitors.	**ACCOMPLISHED**	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, through interviews and observations, determined most of the school was safe, clean, and relatively well managed. The environment was mostly positive.** **Recommendations: While the OEPA Team**

		Raptor ID scanner system in place to scan photo ID and verify against law enforcement databases for all visitors. Student pass system in place to promote limited hallway movement during instructional time. Occasional hall sweeps conducted by administrator to reinforce hallway safety and minimize movement during instructional times. Monthly fire drills and regular "code" drills are conducted to ensure staff and students are prepared. Emergency bags updated regularly and kept in each classroom. Periodic drug dog searches are performed. Signage added to campus parking and travel lanes to promote car, bus, and pedestrian safety.		**substantiated the school's rating, to strengthen the function, the Team recommended the following:** • **Keep all exterior doors locked, secured, and monitored.** • **Remove paper from door windows.** • **Clean restrooms more often, repair stall locks, and remove graffiti.** • **More consistent application of discipline.**

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	New principal from out of state with 11 years' experience as a school administrator. Transition of leadership roles and forming effective relationships is a priority. Admin team has realigned responsibilities to balance work flow and support individual and team effectiveness. Principal is collaborating with staff to understand past and current practices in order to identify priorities and re-engage distributed leadership. Principal communicates regularly with staff through email, meetings, and use of the School Messenger calling system to share information and solicit feedback.	**EMERGING**	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, through observations and interviews, determined the principal exhibited the professional knowledge, skills, and strong leadership to make school improvements. Some policies were clear and well communicated to all stakeholders and were respected by the students and staff. The principal had a background as a school-based administrator and admitted West Virginia laws and procedures was an area she was still learning.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the**

				function, the Team recommended the following: • **More administrator visibility in the classrooms;** • **More consistent application of discipline; and** • **An effort be made to develop a cohesive administrative staff.**
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Admin team meets weekly. Department Chair/ Leadership team meets twice a month. Faculty meetings occur monthly. All of these are followed by dissemination of notes to respective participants and stakeholders. Departmental meetings occur regularly and Curriculum team meets as needed. Faculty senate in place and operating as intended. LSIC has been re-vitalized and is now a well-functioning team with a full complement of member and voluntary participation. Student Assistance Team meetings held regularly to address attendance, behavior or academic concerns. Other school committees include Cultural Diversity, Needs, Policy, Social, Sportsmanship, and Wellness and meet at least quarterly.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Rationale: The OEPA Team, through observations and interviews, determined some teams and councils were functioning. The use of data to drive decisions was in the growth stage and was an area of need for the school. Minutes and agendas were provided. The Local School Improvement Council (LSIC) was very active and functioned very well with strong leadership.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:** • **Data teams be established and professional learning communities (PLCs) become a part of the school;** • **Collaboration be strengthened and teams schedule meetings and perform the functions as outlined in policy; and** • **There be an institutional commitment to collaboration.**
Function C: Teacher Leadership. Teachers assume responsibility for school and	EMERGING	Departmental meetings occur regularly and Department Chairs actively support teachers in their department. Evaluation and Self-reflection tools are in place for	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Rationale: Through observations, interviews, and**

classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		all teachers. Teachers seek out professional development opportunities such as workshops and webinars to advance their professional practice. Very little time is built into the school calendar for continuing education, making it difficult for teachers to collaborate or share learning. Many teachers spend their own time to meet with colleagues or participate in professional learning. Several teachers are in programs for school administration and participate in leadership activities as part of their internship requirements. Increased learning opportunities sponsored by the local system – such as Tech Tuesdays and Ukeru training – have made professional learning more accessible. Many teachers sponsor clubs, organizations, and activities for students.		**documents, the OEPA Team determined some of the teachers were taking responsibility for leadership in the school. These teachers were working together and were provided authentic opportunities to influence school wide decisions. This was an area of emphasis for the administration.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:** • **opportunities be created to develop more capacity for teacher leadership;** • **teachers take more responsibility in developing high expectations and for making classroom improvement.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Student leadership opportunities are provided through positions in SGA, class officers, JROTC, FFA, marching band, drama, athletic teams, and numerous other student organizations such as DECA, FCCLA NHS, NSHS, NFHS, JSA, HSTA, Key Club, and Interact. There is an active student member of the LSIC. LINKS period (advisory) is in its first year of implementation. Multiple school clubs participate in community service activities. All students are required to attain a specific number of community service hours.	**ACCOMPLISHED**	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, through observations and interviews, determined most students had opportunities for student leadership. Clubs, JROTC, class officers, student government, athletics, service learning program, and Work Exploration are examples of some of the opportunities.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Teachers within departments collaborate to create supportive learning environments. Positive teacher student rapport is fostered through LINKS and is evident in interactions observed. Teachers provide opportunities for student choice in projects and assignments. Students have the option to re-take tests if they receive a failing grade. After school tutoring with teachers as well as peer tutoring through NHS is available to students in need of additional support. AP teachers conduct after school lectures and practice tests to support preparation for AP exams.	**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 interviews and observations, determined some of the teachers had created student-centered classrooms that fostered higher level thinking skills and collaboration. Many classes were observed to be teacher-led with little student interaction and self-direction.** **Recommendations: The OEPA Team recommended the following:** • **more student-centered classrooms and less teacher-directed lessons; and** • **more student engagement in higher level thinking and rigor.**
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Teachers deliver Next Gen standards based instruction. Benchmark and state diagnostic assessment data is used within departments to evaluate student mastery of CSOs. Teachers meet to revise curriculum maps each year. Walkthroughs and observations are used to ensure fidelity of instruction.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team, through interviews and observations, determined most of the teachers were using a standards-based curriculum. Curriculum guides and maps, and pacing guides were prevalent. Technology was not prevalent in the classroom and used by the students and teachers to enhance student learning.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the**

				Team recommended professional development for integration of technology in the classroom.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Teachers maintain daily lesson plans that are reviewed quarterly. Pacing guides, unit plans and curricular scope and sequence tools are also in place to guide instruction. 9th and 10th grade LINKS teachers work with students to complete learning styles inventory. Formal and informal assessments in a variety of formats are used to monitor progress and to inform instructional planning to ensure mastery of CSOs.	**ACCOMPLISHED**	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	Teachers use subject matter expertise to clearly communicate the lesson's topic, theme and objectives to students. Use of APL strategies (eg. Bellringers, on the clock, wait time, check for understanding, etc.) evident in most classrooms. Teachers utilize a variety of instructional strategies such as project- and performance-based opportunities, inquiry-based learning, and case studies, particularly in fine and performing arts, science, and CTE. Teachers use SmartBoard and Elmo to enhance instruction in the classroom and schedule students for use of computer labs for direct access to technology. STAR Math and STAR Reading assessments are used to benchmark student readiness and to guide placement.	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Rationale: The OEPA Team, through observations and interviews, determined only some teachers were consistently using digital tools and multiple strategies in the classroom. The mathematics teachers used common assessments to drive some instruction.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:** • **All teachers instruct bell to bell;** • **More differentiation in curriculum delivery;** • **More student use of technology;** • **Lessons with short and long term plans, more detail, and substitute teacher friendly;** • **Refresher in APL Strategies; and**

				• **Professional development in higher level thinking 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	Current and frequent communication via the school website, LiveGrades, and School Messenger, and open door policies promote positive relationships with parents and community stakeholders. Performances by performing arts and other student organization sponsored events are well attended by the community. JROTC, band, and other school groups are frequently invited to participate in community events. Back to School Night, Meet the Teacher Night Parent-Teacher Conference Nights as well as multiple Guidance Nights (College Search, Financial Aide, etc.) and a faculty-sponsored tailgate open to all provide opportunities to strengthen ties with the community. Admin and staff have developed positive relationships with local law enforcement and community agency members to ensure safe schools and communities.	**ACCOMPLISHED**	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, through interviews and observations, determined most of the staff, students, and other stakeholders had a positive relationship with the school. The students were very complimentary of the caring staff. The counselors were equally caring about the students and the families. Several sources stated the school had outstanding family and community support. Students voiced concerns about consistent inappropriate conduct consequences.**
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student	ACCOMPLISHED	LINKS program engages all staff in developing PEPs for all students. Guidance meets with all students to develop long and short term plans to attain goals. Guidance-specific website provides a broad range of info and	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team, through interviews and observations, determined most teachers, the counselors, and the administrative staff attended to the**

support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		resources to assist students and parents with academic and post-secondary planning. Spec Ed Dept organizes social skills groups for students to develop interpersonal skills. ESL services are provided. Alternative learning environments (Home Bound, OLC, etc.) are available. Multiple clubs, organizations, and co-curricular activities engage students in opportunities to develop character and leadership. School nurse provides health services to students with chronic illnesses, administers medications, manages immunizations, and coordinates activities to encourage health and wellness for faculty and staff. Dentist and dental hygienist services provided on site. AFJROTC raised over $21,000 for the Jefferson County Shoe and Coat Fund and hosted three blood drives.		**well-being of the students. The student and staff interviews verified this. Students and teachers commented the LINKS program was not effective in its present form.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the LINKS class be better coordinated and quality lessons be developed and presented to the students.**
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	School personnel and staff work closely with multiple parent-led booster groups for both extra-curricular and co-curricular activities. LSIC has both parent and community representation. Work exploration program establishes links with the business community. Positive relationships have been developed with all branches of the military, Job Corps, Red Cross, Rotary and similar community groups. School fields, auditorium, and facilities are frequently used by a vast array of community groups. Partnerships 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. **Comments: The OEPA Team, through interviews and observations, determined the school had formed many school partnerships that were viable and functioning very well. The community showed a large amount of support for the school.**

		local colleges provide additional opportunities in challenging courses. Counselors, SAT and IEP team members, and the school nurse all regularly provide students and families with information and access to a variety of community agencies and organizations as resources to support and enhance student success and well- being.		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Staff has completed required continuing ed -Confidentiality, Sexual harassment, Evaluation, McKinney-Vento (homelessness), FERPA, Child Abuse Reporting, and Policy trainings. AP teachers attend training and refresher courses on a regular rotation to stay abreast of changing curricula and pedagogy. Math teachers have participated in a variety of trainings regarding common core math and the shift to integrated math. Several teachers are participating in master programs. Individual teachers seek our workshops, webinars, and other learning opportunities specific to their content area and interests. Additional opportunities for PD are shared with staff via e-mail as they become available.	**EMERGING**	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, through interviews and observations, determined professional development was taking place in some areas but not directly related to the Strategic Plan. Professional development opportunities were available for specific teachers through the county.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:** • **Professional development be based on the Strategic Plan;** • **Surveys be given to determine professional development needs; and** • **Policy 5310 self-reflections be studied to determine possible professional development.**
Function B: Teacher Collaboration. The	EMERGING	Departments work together to ensure curricula are aligned with Next Gen	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated 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.		standards. Common scope and sequence documents are available and used to keep instruction consistent in some disciplines. 9th grade teachers in core content areas have common planning. Department members collaboratively reflect on available data and assessments to inform their instruction. The shift to a new state assessment, the late availability of the results, and challenges in accessing the data, as well as limited time for collaboration and continuing education in the daily schedule and school calendar, have proven a challenge to the previous data analysis and application practices.		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	Policy 5310 and the evaluation system provide teachers with the opportunity to be active participants in their own evaluation. Each of the four administrators takes responsibility for specific departments and classes of support personnel to ensure consistent feedback. Administrators work collaboratively to ensure feedback is targeted and supports are provided as needed. A schedule of observations is in place for each administrator to ensure all timelines and deadlines are met. The software program, EducationalImpact.com, is now available but its use is not yet fully implemented. This program will allow for online professional development opportunities to be assigned to teachers based on observed areas of need.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Custodial and maintenance staff do an admirable job of keeping an aging building clean and operating efficiently. All exterior doors are secured after student arrival. Buzzer system in place to grant access to visitors after visual contact is made. The media center and gym lobby are visually appealing features of primary entrances into the building. Various displays, including flags of countries, trophy cases, display cases, and bulletin boards, are welcoming, informative, and convey school pride.	**ACCOMPLISHED**	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, through interviews and observations, determined the school was clean, secure, and configured to meet the needs of the students.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school:** • **Keep all exterior doors locked, secure, and monitored.** • **Remove paper from door windows.** • **Clean restrooms more often, repair stall locks, and remove graffiti.** • **Check and maintain lighting in a rear stairwell past the gym.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The school works collaboratively with the district offices and staff to ensure that school funds are used to support students' academic, social, and emotional needs, as well as to ensure faculty are provided materials and professional development necessary for the successful execution of their jobs and attainment of school goals. The school works with various community and booster groups to ensure funds raised are handled appropriately and deposited in a timely fashion into 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.

		appropriate accounts. Staff and boosters work collaboratively to ensure the funds raised are used for the benefit of students.		
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 principal, with support from the central office, ensures that the best qualified personnel are selected from among candidates and are assigned in areas of expertise. All admin use the evaluation system according to WV Code and WVBE policies to develop individualized improvement planning and personal growth plans for personnel. The principal works to recruit talented and qualified personnel and offers pre-service opportunities that are meaningful and supported by highly qualified teachers.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function 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 principal ensures that WVEIS and WVEIS WOW are consistently updated for various student and personnel data. The principal works with the district office to provide current technology resources and infrastructure. The school is equipped with wireless technology, though access can be inconsistent and unreliable at times, with some dead spots throughout the building. Teachers use SmartBoard, Elmo, computer labs and mobile COWs to enrich instruction and promote technology literacy as well as to ensure subject matter is accessible to all students. Many textbooks have supplemental electronic materials that are interactive. The school promotes digital citizenship through the safe and	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team, through interviews and observations, determined the technology and infrastructure of the school was not appropriate. Most teachers had access to some technology. The students stated they did not use technology often and little technology in the classroom was observed the day of the on-site review. There were 350 computers in the school, some WIFI dead spots, with personal devices allowed at times.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended additional technology would assist in increasing student achievement.**

		healthy use of technology resources and safe use training. While many teachers utilize technology effectively, there simply are not enough computers in the school to effectively meet the needs of the large student population (there are approximately 350 computers for 1500+ students).		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	The mission and beliefs statement were collaboratively developed a number of years ago and a strategic plan is in place. Given the multiple changes in leadership in recent years, staff recognize the need to re-evaluate the mission statement and strategic plan for possible revision to reflect the shared values of the current leadership, faculty, and stakeholders. New leadership and a re-vitalized LSIC provide the capacity for this re-evaluation and revision to occur.	**EMERGING**	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, through interviews and observation, determined the Strategic Plan was not being monitored and used to guide the school and student achievement.**
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	Two parent-teacher nights are scheduled each year. The school website weekly School Messenger calls provide important information and upcoming events. Parents have 24/7 access to their student's grades via LiveGrades. School-wide and classroom specific messages are also regularly relayed via LiveGrades. Regular faculty meetings, Dept Chair/Leadership meetings, and departmental meetings allow for efficient exchange of information and	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		distributed leadership to build collaborative professional relationships.		
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	The Dept Chair/ Leadership Team and the admin team work independently and collaboratively to review school data and staff performance to determine and communicate necessary changes to school-wide practices aimed at bringing all actions and results in line with the school's mission and beliefs.	**EMERGING**	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, through interviews and observation, determined monitoring progress had not been a priority. Most teachers had difficulty discussing how classroom curriculum delivery was changed based on formal and informal data analysis.** **Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:** • **Common assessments for increasing student achievement;** • **Assessments for targeted interventions throughout the school year;** • **Increased tutoring; and** • **Systemic interventions for student learning and use of data for increasing student achievement.**

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Student enrollment has increased and is projected to bring the school to 99% capacity next school year. While additional teachers are budgeted, there is also a need for additional space, instructional materials and resources, support for managing increased wear and tear on the building, and administrative and counseling staff. The daily schedule and school calendar to not afford adequate time for teacher collaboration or professional development.	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	Behavior Management Next Gen Standards STAR	Based upon observations, interviews, and general review of

development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Assessment Differentiated Instruction APL Multi-cultural education IDEA / IEP Process Writing IEPs	evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.		The school submitted no Best Practices for the OEPA Team to review.

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

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

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
NOT FOUND	Develop Knowledge of Policy 2322

NOT FOUND	Complete the School Monitoring Report
NOT FOUND	Participate in the on-site review process

Prepare for the review – the principal shall:
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:
NOT FOUND	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: 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)
NOT FOUND	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	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

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

they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)		
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance	Core Areas of Policy/Code
NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

	Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses • Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21: • Utilizes Standards-Focused Curriculum • Provides opportunities for world languages • Provides the 18 specified graduation requirements • Provides access to career technical education (CTE) • Develops student success and career readiness • Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration • Provides the requirement for 2 elective offerings • Implements career development • Utilizes a student advocate/advisor/mentor system • Implements a program/process to assure physical activity • Integrates technology • Develops and updates a personalized education plan (PEP) • Has alternative means to earn high school credit • Awards a regular and modified diploma • Is offered a high school credential • Provides alternative delivery of education programs • Provides AP courses and AP teachers complete required initial and on-going professional development
NOT FOUND	The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510: • Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve. • Provides staff with a planning period at least 40 minutes. • Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD) • Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)

- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

NOT FOUND

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

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

D . Policy 4373: Expected Behavior in Safe/Supportive Schools	NOT FOUND	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND **Guidelines for Implementation.** (S1,FC)

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

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

	Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).
NOT FOUND	**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	NOT FOUND	**FULL COMPLIANCE**

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

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND	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.
NOT FOUND	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
NOT FOUND	esults are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b	NOT FOUND	**FULL COMPLIANCE**

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

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) **YES**
NOT FOUND	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no

more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) **YES**			
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

A. General Safety

A-4. Fire alarm system showed trouble alarms or was not fully functional. (May adversely impact students' health and safety.)

13. General Classrooms

A. Classrooms were not of adequate classroom size (28-30 ft.^{2}/student). (May adversely impact program delivery and student performance.)

15. Art

B. Art area did not have access to natural and artificial light. (May adversely impact program delivery and student performance.)

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

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

17. Science Laboratories and Facilities

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

Education Performance Audit Team

Team Chair – Allen D. Brock, Coordinator, Office of Education Performance Audits
Team Leader – D. Rick Deuell, Consultant, Office of Education Performance Audits
Team Member – Avery Anderson, Director of Secondary Curriculum, Central Office, Hardy County Schools
Team Member – Pier Bocchini, Program Coordinator, Caperton Center for Applied Technology/Wood County Technical Center, Wood County Schools
Team Member – Russ Collett, Principal, Elkins High School, Randolph County Schools
Team Member – Carol Hamilton, Assistant Principal, Spring Mills High School, Berkeley County Schools
Team Member – Dr. Mary Lu MacCorkle, Assistant Superintendent, Central Office, Logan County Schools
Team Member – Jim Mahan, Director of Instruction, Central Office, Jackson County Schools
Team Member – Angela Milliman, Assistant Principal, Hedgesville High School, Berkeley County Schools
Team Member – Kari Vicars, Principal, Summers County High School, Summers County Schools
Team Member – Katrina White, Assistant Principal, Ritchie County Middle School, Ritchie County Schools

Date of School Visit – 03/15/2016

SCHOOL PROFILE

37-502 WASHINGTON HIGH SCHOOL – JEFFERSON COUNTY

	2012	2013	2014	2015	2016
Enrollment	1083.0	1118.0	1134.0	1180.0	1172.0
Average Class Size	17.4	18.4	17.5	17.3	18.8
Attendance Rate	98.4	98.7	98.8	93.6	not available
Graduation Rate 4 yr cohort	85.0	89.7	92.3	94.6	not available
Graduation Rate 5 yr cohort	85.8	not available	92.3	92.9	not available
Dropout Rate	1.4	1.3	1.1	0.8	not available
Pupil Admin Ratio	270.8	279.5	283.5	236.0	293.0
Pupil Teacher Ratio	13.7	13.8	14.7	15.1	15.1
Participation Rate-Math	97.69	98.96	98.29	97.82	not available
Participation Rate-Reading	98.46	98.96	98.29	97.82	not available
HQT Percentage - Total	77.9	86.1	90.3	92.2	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	80.1	100.0	95.6	99.1	not available
HQT Percentage - Reading/Language Arts	41.2	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	63.2	69.6	94.6	91.5	not available
HQT Percentage - Science	61.8	61.8	67.9	76.4	not available
HQT Percentage - Foreign Languages	98.5	100.0	100.0	100.0	not available
HQT Percentage - Civics and Government	93.3	100.0	90.0	88.5	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	84.5	97.7	95.1	95.5	not available
HQT Percentage - History	93.4	97.9	93.9	96.2	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	28.0	14.0	17.0	9.0	6.0
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.**

WASHINGTON HIGH SCHOOL in JEFFERSON COUNTY BOARD OF EDUCATION

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	Collaboration within departments and among department chairs - Collaboration between co-teachers Opening day (Staff meeting Policies and Procedures) - WHS Mission Statement and school based goals - Common planning in English and Math - Advisory Councils in CTE and for school counseling - LSIC members including staff members, students, parents, and community members - Faculty Senate committees - Student-staff handbooks -	**ACCOMPLISHED**	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, through interviews and observations, determined most of the staff was collaboratively working on the shared educational values of the school. The staff was united in the school goals and had created a positive climate for the students and staff. The Team observed staff worked very hard to consistently model and exemplify the mission and goals.**
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and	ACCOMPLISHED	- Plans reviewed by administrators - SMART goals, class rules, - Project Based Learning (PBLs) - Professional Development - Walk throughs, class visits, and observations - Instructional Practice Inventory (IPI) - Student-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. **Comments: The OEPA Team, through interviews and observations, determined most of the staff and**

readily observed in educational practice and personal behavior.		handbook - Principal signs/read all grading policies and classroom procedures - Staff encouraged to be positive role models in educational practice and personal behavior - Students initiate new clubs. - Teacher web sites.and school web site		**students had high expectations. This was observed in the classrooms and through the interviews. Live Grades was updated often and handbooks spoke to high expectations. The Instructional Practices Inventory (IPI) communicated high expectations and was supported by the staff. Project-based learning was critical to the school. High-level thinking skills were observed through assessments and were reviewed by the principals. The Team determined the principal reviewed and signed off on all class procedures.**
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	- Staff and visitor badges. Records kept of school visitors. Raptor System. - Constant monitoring of exit doors - School is well maintained by custodian staff. - Drills and Codes are completed frequently. - Wheel chair lift and defibrillators.are available. Students enrolled in health class receive instruction and practice in CPR and choking rescue. - T eachers monitor before and after school and during class changes. - Bathroom checks - Class room doors are locked during instruction. - Office staff controls the main entrance - CPR certified teachers - Full time nurse - Police presence for routine walk throughs and available to assist with safety issues.	**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, through interviews and observations, determined the school was safe, clean and well managed. The environment was positive throughout the school, was engaging, and well managed. Most students commented the school was a fair and good place to be, with high expectations and teachers who cared.**

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	ACCOMPLISHED	- Presence in the halls. - Professional dress - Communication with staff via email - Conducts staff meetings - Helps	**DISTINGUISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

professional knowledge, skills, and dispositions that reflect strong leadership and effective management.		teachers improve - Principal is very clear with rules and directions. - Staff always knows what is expected - Forwards emails about changing policies - Principal communicates to teachers important information in a timely and efficient manner.		higher rating than the school's self-rating for this function. **Rationale: The OEPA Team, through observations and interviews, determined the principal exhibited a high level of expertise in professional knowledge, skills, and strong leadership in the school. The policies were clear, communicated to all stakeholders, and were respected by the students and staff.**
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	- Faculty Senate and Faculty Senate Committees - IPI - Curriculum Team - Department Chairs/Leadership Team - - Implemented Next Generation standards before state requirements. - LSIC - Department meetings - Committee meetings - Staff meetings - Professional development sessions for school improvement - Trainings including BIP training, IEP training, and APL training	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team, through observations and interviews, determined the teams and councils were functioning on a high level to advance the mission of the school. The use of data drove some of the teams. Most teachers were involved on teams and/or councils. Minutes and agendas were provided. The Local School Improvement Council (LSIC) was very active.**
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	- Faculty Senate Officers and Committee Chairpersons - Advisory councils - Professional development - IPI team - Self-reflections - School improvement committees: leadership/department chairs, curriculum team, support team LSIC membership - Initiated Next Generation Standards - Classroom policies - Teachers willing to tutor after school and to provide remediation and the opportunity for students to retest.	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: Through observations, interviews, and documents, the OEPA Team determined most of the teachers were taking the responsibility for a high degree of leadership in the school. The teachers were working together and were provided authentic opportunities to influence school wide decisions.**
Function D: Student Leadership. Students are	ACCOMPLISHED	- IEP and SAT meetings - Clubs: NHS, Key Club, Chess Club, Hole Punch Club, etc … - Athletic Teams - Fine Art	**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.		programs and Art Club - Activities are all approved by administrator - Class officers - SGA officers - Personal accountability in class. - NHS tutoring and community service - Graphic Design students design websites for community members as "real world/career" based experiences. Community art shows Girls and Boys State HOBY attendees		school's self-rating for this function. **Comment: The OEPA Team, through interviews and observations, determined students had a large variety of student leadership opportunities, and students were participating in leadership opportunities.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	- Virtual School Mentoring - Tutoring - Clean, organized classrooms to promote student engagement. - Student surveys regarding the learning environment - Adherence to state approved standards for all subject areas - Inquiry based labs in science and CTE courses and other courses - IPI Data used to foster change as needed. - Student input for projects/assignments - Higher level thinking encouraged on creative projects and authentic assessments - Displays of student work in classes and in the building - Lesson plans checked by administrator. - Common Core strategies implemented in math - Walk throughs - Classroom policies approved at the beginning of the year. - Life skills curriculum in the autism classroom - Teacher Cadets and general education peer mentors push-n with autism classroom	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team, through interviews and observations, determined most of the teachers had created student-centered classrooms that fostered higher level thinking skills and collaboration. The student-centered classrooms were monitored by walkthroughs and observations. Many classes were project-based and self-directed.**

Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	DISTINGUISHED	- State Approved Standards are always used to develop lessons. - - Objectives posted daily - Lesson plans in line with standards - Following state CSS's in CTE classes - Periodic plan book checks - Observations - Authentic assessments - Standards-based IEPs drive services and goals for special needs students	**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, through interviews and observations, determined the teachers were using standards-based curriculum. Curriculum guides, pacing guides, and maps were prevalent. Technology was available, but Next Generation Technology Tools were not able to be verified in all classes. Teachers coached each other, gave each other support, and all supported the standards. It exemplified a collaborative effort. Real life, project-based classes were throughout the school.** **Recommendation: The OEPA Team recommended the principal investigate and implement tools and methods to ensure Next Generation Learning Skills and Technology Tools are fully utilized in all classrooms.**
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	- Curriculum mapping - Weekly lesson plans - IEP/504 driven modifications used daily - Long and short term research projects - Plans monitored and adjusted.by teachers as needed - Differentiated instruction provided. - CSO checklist - Student goals are monitored - Individual and team planning for State Assessments - - T eacher set goals for student achievement - Re-teach instruction - Shared planning by math and English teachers and some co-teachers -	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team, through interviews and observations, determined most of the teachers had long-term plans and used different strategies throughout their classes. Pacing guides, curriculum maps, and syllabi were observed. Formal assessments like STAR and classroom assessments were used, including data from Smarter Balanced mid-year assessments.**
Function D: Instructional Delivery. Teachers	ACCOMPLISHED	- SMART Board and interactive hands on learning - Differential instruction -	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

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.		COW's (computers on wheels) - Tablets - STAR testing - The administration works well with teacher to ensure success through observations and conferences. - Read 180 - Livegrades - ACT Practice - Smarter Balanced Practice - Use of internet - IPI Data - Common authentic assessments. - Standard based IEP's - Kindles - Performance competitions and contests		school's self-rating for this function. **Comments: The OEPA Team, through observations and interviews, determined most teachers were consistently using digital tools and multiple strategies in the classroom. Teachers used common assessments and data analysis. Computers on Wheels (COWs) were in most core areas, and Kindles were used throughout the school.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended a plan be established for targeted interventions to address the needs of students who were not reaching mastery.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	- Student and Parent Orientations - Livegrades - Participation in Community parades and other activities - Participation with the Nursing Homes. - Participation in Jeans for Troops. - Meet the Teacher Night - Cyberbullying Presentation - Drug information forum - Financial Aid Workshop/NCAA Workshop - Staff and Department Meetings - Meet the Teacher Night - Parent Conferences - Tutoring with students - First Aid Workshops - Email correspondence - Work Exploration (community-based job shadowing) - CTE completers job shadowing IEP committee meetings Community Members on LSIC Open House for Ag programs and Green house sales Community partnership with local fire	**ACCOMPLISHED**	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, through interviews and observations, determined the staff, students, and other stakeholders had positive relationships with the school. The students were very complimentary of the caring staff. The counselors were equally caring about the students and the families. Several sources stated the school had outstanding family and community support. Teacher turn over was low, and students and staff were happy to be at the school.**

		company Community resource speakers and mentors utilized		
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	- Kidspak (Backpack food provided for students) - Breakfast and Lunch served - Grab and go breakfasts - Free breakfast and lunch provide to those who qualify - Community Food/Clothing Drives - 1/2 time ESL teacher - Participation in County Fairs in FFA and FCCLA - Speakers in health classes and for career exploration - Local Farm Requests for Student Assistance - Student Support Committees - Business Partners in the Community - SAT Team - IEP's - Guidance Referrals - Full Time School Nurse - Guidance and counseling pamphlets - Cyber bullying prevention and anit-bullying presentation - Dental services - Suicide prevention - School climate survey	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team, through interviews and observations, determined most teachers, the counselors, and the administrative staff attended to the well-being of the students. The students and staff interviews verified this.**
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	- Fundraisers with the community - Partnership with the local fire company to provide speakers and training for students - - Faculty Senate joins with community groups to provide food to charities - Providing school supplies to students - Key Club Activities to provide support for local agencies which help students - Advisory Councils for CTE - Business Symposium with Chamber of Commerce - Job Shadowing in local businesses - Guest Speakers - Special Education works with DRS (Department rehabilitation services) - Clubs work with outside organizations - LSIC - Boosters organizations - Work-based learning -	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale: The OEPA Team, through interviews and observations, determined the school had formed many school partnerships that were viable and functioning very well. The community showed a large amount of support for the school. The internships, as well as business partners, enhanced student experiences. Advisory committees were formed with community participation.**

		Student and parent open houses at James Rumsey Technical Institute - Transition Summit, Marshall University program for students with autism		

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	- Microsoft Imagine Academy - AP Trainings - Staff Development - Summer Sessions for Common Core strategy training for teachers - Members of the staff collaborate with each other.to develop instructional activities and common assessments - Website sharing	**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, through interviews and observations, determined most of the staff took advantage of professional development opportunities. The professional development was based on the Strategic Plan.** **Recommendations: While the OEPA Team substantiated a higher rating than the school's, to strengthen the function, the Team recommended a system of support for systemic and continuous professional development be created.**
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	ACCOMPLISHED	- IPI and Smarter Balance Data Analysis - - Analyze Fitness Gram - HEAP Scores - Common Core collaboration - Implementation/discussion of Smarter Balance data - Department meetings - Private conferences between teachers to discuss student progress - IEP meetings - SAT meetings - Co-teaching planning	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments: The OEPA Team, through interviews and observations, determined most of the teachers were involved in collaboration. Teams were collaborating, using data, and involved in operational decisions in the school. The leadership team guided the goals for improving instruction and student performance, while the curriculum team worked toward enhancing class offerings for students.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the**

instructional practice.				**function, the Team recommended additional time for more collaboration.**
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	- Setting Goals - Self- evaluation - WVEIS WOW evaluation system - Initial progression get constant 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. **Comments: The OEPA Team, through interviews and observations, determined feedback was used for professional growth through walkthroughs, the evaluation system, and observations. Lesson plans were monitored and commented on for student progress.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	- Custodial staff is thorough and does a good job - Extremely well kept inside and out - Classrooms and hallway always clean - Facility is well maintained, safe and secure - Work with departments and student needs to change classrooms to benefit instruction - No graffiti - - Safety drills - Keyless entry	**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, through interviews and observations, determined the entire school was clean, secure, and configured to meet the needs of the students.**
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	- P-Cards - Departmental Monies and allocations for instructional needs - Treasurer's Report provided at Faculty Senate - Lisa Snyder (financial secretary) is exemplary at her position - Lisa Snyder communicates well with staff and booster organizations on purchasing procedures and financial issues	**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, through observations and interviews, determined the financial policies and procedures were followed and efficiently managed.**

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	- National Board Certified teacher - Support Team will meet when teachers are placed on a focus support plan - Hiring practices voted upon by Faculty Senate - Hiring is completed according to code.	**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, through observations and interviews, determined the personnel policies and procedures were followed and efficiently managed.**
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	- Classrooms set of Chromebooks Online IEP process Live Grades Technology is present and utilized throughout the building - IPad labs - Computer on Wheels for Core departments - Surface Tablets utilized - Smartboards - Computer Labs within the building - Kindle Fires for student use	**EMERGING**	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, through interviews and observations, determined the technology and infrastructure of the school was well maintained. Some of the teachers had access to technology and used it for student learning.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended additional technology would assist in increasing student achievement.**

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	- Smarter Balance Data - - STAR program - School wide mission goals IPI data - Curriculum Maps - Formative and Summative assessments - Re-teaching of content when necessary - - IEP goals - SAT interventions - Tutoring and remediation	**ACCOMPLISHED**	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, through interviews and observations, determined the Strategic Plan was being monitored and used to guide the school and student achievement. Teachers and students were**

				familiar with the plan.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	- Interdepartmental collaboration - Common planning periods - Department meetings - Co-teaching	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team, through interviews and observations, determined some of the teachers and stakeholders were working collaboratively some of the time.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended additional time for collaboration.**
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	- Uploading of Livegrades weekly - Parent letters on back of report cards (interim and end of nine weeks) - Staff will alter lessons or re-teach material if not mastered - STAR - - Standardized Test Data - SMART goal and evaluation. - LSIC presentations to the board of education which are open to all stakeholders. -	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team, through interviews and observations, determined monitoring progress was an ongoing process in the classroom.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended school wide assessments to monitor students who were not achieving mastery for targeted interventions.**

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.	- Ongoing computer issues - Need more reliable computer technology - Textbooks relating to Next Generation Standards (math) - Lack of technology use for students after school - Need an auxiliary gym - More computer labs - In-house tech support person - More assemblies - Field trips - School climate improvements	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified needs.

Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	- More staff development needed to implement effectively Next Generation Standards - Sufficient technology to meet state adopted standards in all subject areas - APL training for all new teachers - Increased technology training - More teacher prep time - Unstructured time on CE days or P-days	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.	- Project Based Learning - LIveGrades - Expectations in alignment at all times - CTE community involvement - Attendance Incentive - Students of the 9 weeks - Motivational tools/posters - Collaborative teaching proven successful - Cross curricular lessons - Tutoring and homework clubs - Large stake in community - Helps community with various projects sponsored by clubs and school personnel - Advisory program for high-functioning students with autism - SpEd Transition program	The OEPA Team commended these practices: • Media Center's collaborative efforts with teachers and students; • 9th Grade Orientation and Transition Program; • Informal and Teacher Initiated Collaboration; and • Student and Teacher Respect and Courtesy. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE		
A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	PARTIAL COMPLIANCE	**FULL COMPLIANCE** **The OEPA Team determined the school had prepared for and did participate in the on-site review process.**

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	Department Chair/Leadership Team work session on Policy 2322 on October 21, 2014. School-wide information distrubuted on October 22, 2014, and discussed in subject area department meetings.
YES	Complete the School Monitoring Report	Individual staff reports were completed by all staff members on Oct. 23, 2014, to enable the staff to be involved in the determination of ratings, compliance, and evidence. Department members met together to come to consensus before the Department Chairs/Leadership Team met on Oct. 28, 2014, to review and discuss the department findings to come to school-wide consensus. The school staff as a whole was able to review the report on Oct. 30, 2014. The LSIC reviewed the report on Oct. 31, 2014.
NO	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations 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	Scheduled for March 14 - 18, 2016. **YES**

	/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)	Department Meetings, Department Chair Meetings, Leadership Team Meetings, Curriculum Team Meetings, Faculty Senate Committee Meetings and Faculty Senate Meetings, IPI Team.

YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	Leadership Team/Support Team. Data analysis followed by Department Data Analysis.
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)	School Monitoring Report completed by consensus of all staff members and reviewed by the LSIC. Employee evaluations completed according to state timelines.
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.)	Stategic Plan is developed yearly and reviewed, discussed, and implemented by the staff and LSIC and updated as appropriate.

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	All instructional staff members are rquired to review Policy

	appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	2340 and to sign off that they have done so. All students and staff are trained on testing procedures prior to examination. All test security measures are followed including securing test materials.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	The goal is to maintain 100% participation rate for all students. Accomodations are provided to those with disablilites according to the individual child's IEP.
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	All student accomodations are determined from individual students' 504 Plans prior to State Assessments. These accomodation are then followed during the State Assessment.

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	PARTIAL 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)	Policy 2510 is adhered to appropriately and has been reviewed with Department Chairs who reviewed the policy with subject area teachers.
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)	Policy 2510 is adhered to aprropriatley.
NO	Note: Please review only the areas appropriate to the programmatic level of your school (S3)	At this time non-CTE concentrations have not been locally approved. PEP plans were not developed in the 8th grade for

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:

our rising 9th graders. Guidance and staff members are working to complete these plans. The students advisor program is in the planning stages.

	• 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	Parents are involved in orientation programs, parent teacher meetins, SAT meetings, and IEP meetings as well as in individual conferences with teachers. Planning periods are at leaster 40 minutes. Teachnology practice facilitates student development at all academic levels.

	enabling students to achieve at higher academic levels. (S6,FD)	
YES	The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) • Technology Team • Local School Improvement Council (LSIC) • Faculty Senate • School Curriculum Team • Student Assistance Team (SAT) • Leadership Team	All identified teams are utilized.

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).	All requirements are in place.

	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.	In compliance with state code and county policies and procedures.

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.	One full course credit of physical education is required for graduation and the opportunity exists for enrollment in electives.
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)	All results are shared.

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

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

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

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

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

Compliance Core Areas of Policy/Code		
YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of	School counselors work with students in group settings to discuss class scheduling, college placements, and standardized testing. School counselors also are available to work with individual students for academic support. Counselors are able to help students

	potential school dropouts. (S4,FB)	with social, emotional, and/or physical needs.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	Counselors document work times spent in direct counciling.

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	NOT APPLICABLE	In 2012 -13 no findings. In 2013-14 audit not completed to date.	**YES, 2013-2014**
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	All school-based modifications required by the fire marshal have been addressed and work orders have been placed with the maintenance department as appropriate.	**YES**
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	All school-based modifications have been addressed. Maintenance is aware of other health department concerns.	**YES**
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	No non-compliances.	**YES**
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	No non-compliances.	**YES**

Facility Resource Needs

15. Art

A. Art facility area was not adequate in size (45-50 ft.^{2}/student). (May adversely impact program delivery and student performance.)

B. Art area did not have access to natural and artificial light. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen Brock, Coordinator, Office of Education Performance Audits
Team Member – Avery Anderson, Director of Secondary Curriculum, Central Office, Hardy County Schools
Team Member – Pier Bocchini, Program Coordinator, Caperton Center for Applied Technology/Wood County Technical Center, Wood County Schools
Team Member – Russ Collett, Principal, Elkins High School, Randolph County Schools
Team Member – Carol Hamilton, Assistant Principal, Spring Mills High School, Berkeley County Schools
Team Member – Dr. Mary Lu MacCorkle, Assistant Superintendent, Central Office, Logan County Schools
Team Member – Jim Mahan, Director of Instruction, Central Office, Jackson County Schools
Team Member – Angela Milliman, Assistant Principal, Hedgesville High School, Berkeley County Schools
Team Member – Kari Vicars, Principal, Summers County High School, Summers County Schools
Team Member – Katrina White, Assistant Principal, Ritchie County Middle School, Ritchie County Schools

Date of School Visit – 03/16/2016