



**Office of Education
Performance Audits**

RESA 8 REPORT

MORGAN COUNTY SCHOOLS

MAY 2016

WEST VIRGINIA BOARD OF EDUCATION

MORGAN COUNTY

		Total Standard- Functions Reviewed	Distinguished	Accomplished	Emerging	Unsatisfactory
Standard-Functions Rated for All Schools		192	16	127	49	0
Percentage of Standard-Functions Rated for All Schools in Each Designation			8%	66%	26%	0%

Standard-Functions Ratings Raised	32	17%
Standard-Functions Ratings Lowered	7	4%
Standard-Functions Ratings Unchanged	153	80%
Standard-Functions Reviewed for All Schools	192	

Rating Scale:

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

1. Positive Climate and Cohesive Culture

	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	3	3	2	3	4	4	2	2	3	3	3	3	2	3
1B - High Expectations for All	3	3	3	3	3	3	2	2	2	3	3	3	3	2
1C - Safe, Orderly, Engaging Environment	3	3	3	3	3	3	2	2	3	3	4	3	3	3

2. School Leadership

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

3. Standards=Focused Curriculum, Instruction, Assessment

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

4. Student Support Services and Family/Community Connections

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

5. Educator Growth and Development

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

6. Efficient and Effective Management

6A - Facilities	3	3	3	3	3	3	3	3	4	4	3	3	2	3
6B - Fiscal Resources	3	3	3	3	3	3	2	2	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	3	3	3	3	3	3	2	2	2	2	3	3	2	3

7. Continuous Improvement

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

MORGAN COUNTY

Rating Scale:

4 = Distinguished

3 = Accomplished

2 = Emerging

1 = Unsatisfactory

58-502 Paw Paw
High

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

MORGAN COUNTY

<u>Policy and Code Compliance</u>		58-202 Greenwood Elementary		58-204 Paw Paw Elementary		58-205 Pleasant View Elementary		58-207 Widmyer Elementary		58-208 Warm Springs Intermediate		58-301 Warm Springs Middle		58-501 Berkeley Springs High	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	F	F	F	F	F	F	F	P	F	F	F	F	F
Policy 2340 - WV Measures of Academic Progress		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Policy 2510 - Assuring the Quality of Education		F	F	F	F	F	F	P	P	P	F	F	F	F	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Code: 18-2-7a - Physical Education		F	F	F	F	P	P	F	F	F	N	F	F	F	F
Code: 18-5-18b - Counseling Services		F	F	F	F	F	F	F	F	F	N	F	F	F	F
Full		6		6		5		5		4		6		6	
Partial		0		0		1		1		0		0		0	
Noncompliance		0		0		0		0		2		0		0	
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	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	Y	Y	Y	Y
School Building Authority Report		Y	NA	NA	NA	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y
Federal Programs Monitoring Reports.		Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	Y
Yes		5		4		5		6		6		6		6	
No		0		1		0		0		0		0		0	
Not Applicable		1		1		1		0		0		0		0	

MORGAN COUNTY

<u>Policy and Code Compliance</u>		58-502 Paw Paw High	
Rating Scale: F=Full; P=Partial; N=Non Compliance			
Policy 2320 - A Process for Improving Education	F	F	
Policy 2340 - WV Measures of Academic Progress	F	F	
Policy 2510 - Assuring the Quality of Education	F	F	
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	F	
Code: 18-2-7a - Physical Education	F	F	
Code: 18-5-18b - Counseling Services	F	F	
	Full	6	
	Partial	0	
	Noncompliance	0	

<u>Verification of Monitoring Reports</u>			
Rating Scale: Y=Yes; N=No; NA=Not Apply			
Policy 1224.1: Accounting Procedures	Y	N	
Policy 2419: Education of Students with Exceptionalities	Y	Y	
Fire Marshal Report	Y	Y	
Health Department Compliance Report	Y	Y	
School Building Authority Report	NA	NA	
Federal Programs Monitoring Reports.	NA	Y	
	Yes	4	
	No	1	
	Not Applicable	1	

<u>TOTAL</u>			
Full	44	Yes	42
Partial	2	No	2
Noncompliance	2	Not Applicable	4

SCHOOL PROFILE

58-202 GREENWOOD ELEMENTARY SCHOOL – MORGAN COUNTY

	2012	2013	2014	2015	2016
Enrollment	52.0	57.0	59.0	57.0	48.0
Average Class Size	7.6	9.0	11.2	11.4	8.6
Attendance Rate	99.0	98.8	98.4	99.6	not available
Pupil Admin Ratio	69.3	76.0	84.3	81.4	68.6
Pupil Teacher Ratio	13.2	14.8	15.9	15.4	13.0
Participation Rate- Math	0.00	100.00	100.00	100.00	not available
Participation Rate- Reading	0.00	100.00	100.00	100.00	not available
HQT Percentage - Total	89.1	89.4	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	not available	not available
HQT Percentage - English	subject not present	subject not present	not available	100.0	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	subject not present	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	67.1	33.3	not available	100.0	not available
HQT Percentage - History	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

GREENWOOD ELEMENTARY SCHOOL in MORGAN COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

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

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	We believe all children can learn if given the proper environment, encouragement and academic and emotional support. We live by, "Every child, every day." Our students, parents, community and staff all share and demonstrate a commitment of these beliefs by their words and actions. Our students are learning how to chart growth and strive for improvement by being highly aware and invested in their progress. Goals, goals, goals! Our parents are being kept informed of progress by their child's discussions, progress reports, report cards, homework, completed work, visits to the classroom, and participation in their child's educational program. Our community is small and caring. Our area churches have partnered with our	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: During interviews, teachers articulated shared beliefs and values with a strong emphasis on building relationships with students and families.

		families to provide support in many forms including, holiday assistance, PASS volunteers, clothing and needed food. Our staff seeks out and participates in staff development to keep abreast of excellent and effective methods of instruction.		
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	Our staff is dedicated to serving children and producing well-rounded citizens who value society and play a positive role in decision making. This entails planning quality instructional lessons, preparing materials, researching effective methods of instruction and providing the means for children to learn through doing and discovery. In a small school educating our students becomes very "personal" to all of our stakeholders. This is observed on a daily basis by the attitudes and passion displayed by students, staff, volunteers and parents. Lesson plans, posted expectations, parent correspondence, and our writing on the walls are our written communication of high expectations. Visitors tell us on a regular basis how refreshing it is to visit our school. They praise our students for excellent manners and cooperation. Our staff teaches the value of positive character traits and models those traits everyday.	ACCOMPLISHED	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-	ACCOMPLISHED	Our building is old and small, which supports character and a heritage or honor and respect. We have made the necessary improvements such as installing magnetic locking mechanisms	ACCOMPLISHED	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 a clean, well-

managed and clean and contributes to an engaging and inclusive atmosphere for learning.		on our doors, cameras, and teaching awareness of safety to our students, staff, and visitors. We are blessed by having the ability to quickly identify someone who is not familiar to our daily routine. What we lack in "High tech" we make up for in creative safeguards. Although our building is older, our students have respect for taking care of it. Many share the pride in the fact that their parents and grandparents attended this school. Our playground is inviting in a beautiful rural setting surrounded by trees planted by families. Most of our families are needy, many the working poor, who struggle. We understand the basic needs must be provided before children can concentrate on learning. Our staff and community members provide more than just education. Winter coats, boots, and food are also provided.		organized, and student-centered school. Given the limited space, the school was conducive to student 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.	EMERGING	I believe a great leader is one who can find the fine line between the many styles of leadership and apply the correct technique to support each staff member individually as well as collectively. Our staff has had IPI and APL training and we are doing book studies. We attended Catalyst "Learning School" Training together as a staff this summer. I am leading our team in learning how to use Next Gen curriculum and we are	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: During interviews, teachers noted the principal was supportive and encouraging. In addition, she was an effective communicator and related well to teachers and students.

		learning West Virginia Summative Assessment. We are a team!		
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	<p>Our goals are created together with the student's best interest in mind. They are written in the strategic plan, on our letter head that goes out to parents, and posted in our school. They are communicated verbally at meetings (LSIC, PTA, etc.) and are discussed and revisited during our planning meetings. We work together to create an environment where students can feel safe and know they are respected. We have all taken APL training and use that as the basis for our expectations. We reteach and are consistent. Our students are learning to be goal oriented. We are setting personal and academic goals with students and using the "visual" monitoring so students can see their growth or lack of growth. Our curriculum is planned based on our goals of student achievement and they are monitored closely. We celebrate our successes and work at new methods to help students succeed. We are using IPI to measure teaching strategies, students participation and depth of knowledge.</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead	EMERGING	<p>Our teachers are encouraged to generate ideas and implement techniques to improve their students' performance. We create plans that follow the common core curriculum but personalize them to fit our students' needs and interests. We are so small that we are easily able to plan activities and projects together. We rely on each other to lighten the load when</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

and influence professional practice.		planning things like Career Day and other school wide activities. We have individual strengths and our teachers accept and volunteer for various roles relating to technology, etc. We are developing team leader skills and academic coaching opportunities by sharing successful strategies with the team. Our teachers are always looking for ways to improve their classroom techniques. We share responsibilities and share with our PTA what we are doing in our classes. We send out newsletters and use Robo calling and our website to communicate with parents. We also publish news items in our local newspaper. We all have a hand in leading		
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	Our students have a responsible student program that sets the framework for the essential character traits needed to be a successful citizen. Classes have "jobs" responsibilities that are shared on a daily basis. Students learn to take pride in taking responsibility for a particular job. They learn to understand how we depend on each other to be responsible for doing our part as a team. Our younger students have leaders for the day and our older students have campaigned and elected student counsel members to be the "voice" for the students. They make requests and bring to the teachers/principal ideas they have. They learned about the democratic process of election and voting through this process.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: Through interviews, the OEPA Team verified students assumed responsibilities and volunteered for age-appropriate activities in classrooms.</p>

		The students are represented when decisions are made concerning programs and procedures in our school. Students are asked to fill out a satisfaction survey each year and are asked questions relating to feeling safe or not, bullying, teacher attitudes and how they feel about our school.		
--	--	--	--	--

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	Our space is very limited and many areas are double duty use areas, however, we have a safe and inviting atmosphere where students state they feel safe and loved. They have responsibilities and we are able to allow students time to discuss and think about what there poor choices yield as opposed to good choices. We promote attitudes of caring and consideration for others, especially the less fortunate. With our numbers it is possible to give lots of hands on type assignments. Common Core curriculum is being used as the guide for instruction. It provides opportunities for inquiry, team work, and investigation. Students are taught to responsibly manage and organize their time, materials, ideas, and attitudes. They are provided with bell ringers to keep ideas and skills fresh. We provide strategies that allow children to think on their own and generate ideas in small groups. Problem solving is critical and they are applying those 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.

		solving real life problems as they help.		
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	We are all still learning more about Next Generation Standards, but getting more familiar as we work with them on a regular basis. We have set up research based files with materials where teachers can access lesson plans and activities by the CCSS number. This helps in designing instruction. We are working with learning all we can about the West Virginia Summative Assessment and using Backward Design to plan our lessons. We are using Next Gen Standards as our Bell Ringers so we keep the process of learning how to solve problems fresh and consistent. We are taking time at team meetings to discuss "findings" and strategies as we continue to learn. We are doing staff development in Next Gen and West Virginia Summative Assessment, and Catalyst Learning Schools. We are utilizing technology tools to assist students in learning. We are assessing with STAR and implementing programs such as No Red Ink, Sum Dog and other programs to assist 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.
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,	EMERGING	Teachers have clearly defined lesson plans that reflect the backward design to Smarter Balanced Testing. We use the Next Generation Standards to determine what we teach and we assess students formally and informally to determine the progress of each child and remediate as needed. Goals for progress are set by teachers and students and monitored in	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team did not verify teachers developed long term plans. Teachers expressed they planned differently based on split grade planning and teaching. Through observations, the Team determined instruction was based on State</p>

interests and performance levels of their students.		<p>lesson plans, walk throughs, progress reports and team discussions. Teachers have a planned schedule for assessments and evaluate student growth then share those results with students. Many of our students are talking about what they can do to improve and formulating their own plans with minimal guidance from the teacher. We are striving to give the accountability and responsibility for learning back to the student. We are working to promote a responsible for yourself attitude, where the teacher can be the facilitator or learning and share the responsibility with the student.</p>		<p>standards; however, standards were checked off but not tracked for student mastery.</p> <p>Recommendation: The OEPA Team recommended teachers develop long term planning to guide instruction. In addition, the Team recommended teachers track student mastery of standards taught.</p>
<p>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.</p>	EMERGING	<p>We use hands on activities and technology to deliver Next Generation Standards as much as possible. We are utilizing IPI to assure all students are actively engaged in learning to the maximum extent possible. We use research based strategies and techniques to assure students are getting the most benefit from each lesson presented. Students are given opportunities such as with Social Studies Fair to explore and research topics of their choosing and interest. Assessments formal and informal guide the pacing and remediation or advancement of the curriculum. Teachers are open to "Teachable Moments" within reason and help students develop a love and desire for learning. We are using Title I money to purchase IPADs so students can learn with a variety of technological tools. We</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: During observations, the OEPA Team noted multiple strategies, differentiation, small group interaction, and digital tools used in all grade-level classrooms with students engaged in the learning process.</p>

		are fortunate to have access to a full computer lab when we need additional time. We have computers in the classrooms to serve as a center while the teacher is working in small groups. Our students are learning		
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	I believe this is our greatest strength in building positive relationships with our community churches, fire department, citizens, families, students, grandparents, other relatives, and our staff. We have a very tight knit community. They work very hard to support each other and our students. They believe in meeting needs and providing more than just the basics for our families. We have and are working on many projects to assist families who are needy. Our surveys always convey a warm and caring environment for our children. Everyone feels their children are safe and well cared for. When there is a need it is quickly remedied. Our functions are well attended, our PTA and LSIC is active and providing things such as free t-shirts for all students and each child receives a free yearbook every year.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-	ACCOMPLISHED	We are extremely fortunate to have a caring staff and community. There is a strong support in taking care of the whole child! We begin at school with a strong character education program that	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		teaches and models the strong basic character traits that all citizens need as a foundation. With our smaller numbers we are able to pay more attention to details and work with character flaws that need attention. These traits strengthen the desire for a child to do well academically. We participate in and have available many screenings and programs from our county Health Department and Extension Service to encourage and support good health and hygiene practices. Our guidance counselor supports students and families with specific programs relating to family and student needs along with additional character building groups and individual counseling. We provide services for Special education and ESL students as specified by 504 plans and IEPs. We hold SAT meetings when we have concerns.		
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	This is also a definite strength for our school and community. We have a very strong mentoring program in our school and county. PASS is in place to provide one-on-one connections for our students who need added support. We have an organization who donates hats, scarves and gloves for our students. We have a strong PTA and LSIC. We hold parent workshops to assist parents in how to best help their children and to answer questions or concerns. We want parents to be comfortable with coming to school and talking with teachers and staff. Our	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team observed strong evidence of community, business, and parent support which enhanced the social, emotional, and physical well-being of students. Volunteers, teachers, and the principal were able to discuss various ways the community served students.</p>

		area churches raise money to assist families with food and holiday gifts for their children during the holidays. Special needs are met concerning heating and emergency medical situations as assistance is requested. We have volunteers who read weekly to our children and we have community support in speaking for career day and multi-cultural day activities. We have a free Santa shop for students to shop and a clothing and toy swap for parents.		
--	--	---	--	--

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	Our staff is working very hard at mastering the West Virginia Summative Assessment and becoming experts in the Next Generation Standards. We are continually participating in trainings and utilizing strategies such as APL, IPI, CPI and effective classroom management techniques. We have taken safety trainings, first aid/CPR, suicide awareness, bullying, confidentiality, illness prevention, evaluation, planning for pandemics, homeless student awareness, drug and alcohol training, student drug and alcohol abuse, online safety, sexual harassment, FERPA, SAT, Engrade, Office 365 and others provided by our county, We have and are doing book studies in our team meetings, We have done The Daily Five, Ruby Payne and others. We are sharing information	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: Teachers were provided multiple professional development opportunities and requested additional training to meet their needs.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff develop a focused, targeted approach to professional development based on data.</p>

		as each teacher finds something valuable to share. Our latest project has been becoming a "Learning School" and finding out more about assessing what staff development we need in order to serve our students based on their needs.		
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	Once again, we are using the model of backward design to work through the skills our students need to be successful. We are looking at WV Summative Assessment and Next Generation Standards to plan and pace our curriculum. We discuss student progress with our interventionists and together look at strengths and weaknesses. We set a plan as to how remediation and acceleration need to be accomplished and then monitor progress through our formal and informal assessments. Our county provides opportunities for staff development where grade level teams across the county can meet together and share information and ideas. These are more limited now due to no longer having ISE days. We have funding to hold summer academies to review test data and plan our program for the year. We look at class trends to find areas of weakness that need to be addressed and look for the "experts in our team" who are doing a great job in particular areas. We keep calendars and pace our progress.	EMERGING	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	EMERGING	We follow the required schedule for the Evaluation process. We discuss the requirements and plan times to work	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.		(with support if needed) on our reflections and have staff development to know what the expectations are and how the observations and evaluations will be conducted. The principal does weekly walkthroughs to monitor lesson plans and instruction. These are sent directly to the county office where the strategic team monitors, also. When we meet with teachers both individually and as a team we discuss strategies that are working well and those that don't. We reflect on what can be improved and we celebrate things that are working well! We support each other and work together well as a team to assist and encourage each other. We all recognize and understand that education is a constantly changing and growing process. IPI has been a great reflection tool for our staff.		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	Our building is old, but that gives it character and an established honor of pride and distinction! It is a clean and very safe place for students to learn. Many of our students had parents and grandparents attend school here and they are proud of that fact. Our school is cozy and we have to be very creative with space at times. It is bright and cheerful and decorated with student work and accomplishments. Students have some freedom in a smaller space that would	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>not be possible in a larger building. Our facilities have been recently upgraded with the removal of all asbestos. Our flooring was completely redone with new tile. We had a volunteer build and install new oak shelving for our library. Our PTA recently purchased a new piece of playground equipment for our playground. The Sleepy Creek Water Shed Organization donated 18 trees to be planted on our property last year and we did another 18 this year. Our students and parents had a hand in planting and caring for the trees.</p>		
<p>Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</p>	<p>ACCOMPLISHED</p>	<p>We follow the required financial accounting procedures. We obtain purchase orders before making purchases, we sit down together to decide how we can best utilize the resources we have to meet the school's goals and mission. We look at the various funding sources we have available and determine which one is the most appropriate source for particular purchases. We pool our money from Faculty Senate if we have a larger ticket item we collectively want to purchase. We keep technology needs in mind and always try to add some additional technology tool to our resources for students to use. We added 16 IPADS and cases over 2 years. We have and are applying for grants to help defer costs to the county. We have many organizations that help us with special projects and make donations of time, materials, and</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		funds. We just applied for a grant for a walking track and we think we have been accepted! We look ahead and save back a portion of our funds as allowed to make larger purchases.		
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 school has highly qualified staff and our school works with our county to provide valuable training and support to assure the success of each teacher. We have New Teacher's Academy and mentors for our new teaching staff and support and training is available upon request. Our team meetings offer opportunities for all staff to receive support and brainstorm issues that are difficult. We have a rapport where teachers can feel comfortable and secure to ask for assistance. State and County policy dictates the hiring process that we follow. Every attempt is made to fill all positions with highly qualified personnel.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Our school is fortunate to have a small wealth of technology. At one point when there were ARRA funds available to advance technology our county gave technology equipment to each school. With our small number of classes, we had each classroom fully equipped within three years. We have a full computer lab and with only three classes sharing this lab we have ample opportunity for our students to utilize it. Our teachers are flexible and if one class has a special project and requires additional time in the lab all they have 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. Comment: The OEPA Team noted the school had ample technology to support management and instruction.

		do is ask. Our teachers are very good with computer skills and are able to share this expertise with their students. We have used tech steps in the past to guide our instruction, but that guide is no longer what we use. Our children are able to navigate the computer, create power point presentations, operate programs, and research. They are learning to use the tools that will be available for testing. Our county has worked to have the infrastructure needed.		
--	--	---	--	--

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Our school staff plans together with PTA, LSIC, Title I staff, and county administrators to develop smart goals and procedures to arrive at these goals. Our strategic plan is designed based on Next Generation Standards, WV Summative Assessment results, STAR testing results, formal and informal testing data and all stakeholder observations. We compile information from satisfaction surveys and suggestions and comments from all stakeholders. We consider all of this to create our plan and then share with stakeholders in draft form. Once everyone agrees on the final product, we publish it and send a copy home with each family, distribute to the LSIC and other stakeholders, then have it 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. Comment: Through teacher interviews, the OEPA Team verified teachers communicated constantly. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff implement a targeted, focused approach to continuous improvement and professional development based on data analysis and identified staff needs.

		<p>near the sign in book or upon request. We go back and discuss progress of the plan as the year progresses and make any modifications as needed. We use research based strategies and concepts to advance achievement.</p>		
<p>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.</p>	EMERGING	<p>We have been having team meetings weekly for several years. My philosophy is to use the leadership style appropriate for the individual. Our teachers are quite capable and demonstrate strengths in many areas. I understand the importance of team by in and promote opportunities for teachers to make decisions and lead in their areas of strength. We collaborate and plan together well. . We utilize a variety of volunteers both in and out of the classroom. We invite stakeholders to visit and have lunch with our students. We have a very strong PASS program that offers academic support along with self esteem building for our students. We advertise and invite all stakeholders to our functions and our LSIC presentation for the board of education. Our small cafeteria could not hold everyone. We now go to the Fire Hall for our programs and some events. This support is seen by students and encourages them by knowing they are valued!</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team noted multiple programs were in place involving community groups and members which supported student well-being. The community was actively involved in helping meet the physical and social needs of students.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school provide guidance to organizations and volunteers in supporting students' learning needs, as well as, social, emotional, and physical needs.</p>
<p>Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the</p>	EMERGING	<p>We all are involved and have a part in creating our smart goals and we all know where we are with progress. We send progress reports and report cards home with parents, we discuss the progress with LSIC when we meet. We share all</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

results of student learning, and communicates the progress to all stakeholders.		of the information with the board of education at our annual meeting, We give monthly reports to our PTA members. We discuss in team meetings our progress and look at what modifications we need to make to our plan. We send out information and have invitations to attend meetings for anyone interested. We share this information with our parents through parent teacher conferences and informational letters home. We mail postcards to parents letting them know of students doing a great job! We have a Principal's Award weekly for students who are dependable with their academics and behavior. We have awards for attendance and honor roll. We evaluate and adjust as needed and celebrate our successes!! After we celebrate, we look for ways to continue improvement		
---	--	---	--	--

**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.	Requests our LSIC has made have included: Restroom renovations (building new restrooms and converting the old restrooms into office space or meeting area) Better camera coverage and replacing the recording system for monitoring the cameras (being looked at) Mantrap & Camera / Buzzer system for door New request that will be made: Intercom System (currently using phones)	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. While the identified needs would improve the facility, they do not directly impact student performance.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	We are currently working on providing Professional development opportunities to assist teachers in raising the standards for math especially in 4th and 5th grades. We all have just recently been trained in APL. We just completed training in IPI. We are working with becoming experts in	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. The Team recommended that focused and targeted professional development be based on data and teacher

	Smarter Balanced Assessment and Next Generation Standards. We always are looking for interesting book studies to do to improve our skills and techniques in the classroom and to assist with positive discipline.	self-reflections through the online educator evaluation system.
--	---	---

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.	-APL Strategies are used by all of our staff consistently. -IPI is used to assure all students are on task efficiently. -PBS program is in place Stop/Go Signs to either encourage positive behavior or discourage negative behaviors. -Parent Involvement activities that make parents feel comfortable and involve them in their child's education. -Parent involvement - SS Fair assistance Book Fairs, Programs, Activities -Community Partnership to assist needy families. -PASS/Volunteers	<p>The OEPA Team commended this practice:</p> <ul style="list-style-type: none"> • Providing Academic Self-esteem Support (PASS) Volunteers <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
--	---	--

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	During our team meetings we are adding a component to examine and discuss each component of Policy 2322. We look for ways to improve.
YES	Complete the School Monitoring Report	We have discussed and reviewed as a team the school monitoring report and have completed it together.
YES	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan</p> <p>ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>	At our first LSIC meeting this year our teachers each took a section to share and discuss with the committee. We have created our agenda framed around the review topics. We have discussed our responsibility to "speak up" if we feel something was not communicated properly or if there are questions.

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

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

Establish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	Our LSIC is our organization to examine, discuss, monitor and assess our school's improvement. We have staff, community members, parents, business partners and others who share in interest in the success of our school. We use satisfaction surveys, staff development, book studies, etc. to help us make good sound decisions in the direction we go for our school.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	We used WESTEST results, STAR, Running Records, and other formal and informal testing.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	We do walk-throughs and the required evaluation and observation schedule.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs.	Our strategic plan was developed jointly and is on line.

irection of the principal with collective involvement and input from the staff and the LSIC.
 strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs.
 rincipal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510 Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	All in place and documented.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	All in place and documented.
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9: • 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) <p>Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:</p> <ul style="list-style-type: none"> • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration 	All are in place and documented.

- 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)

We meet or exceed all the requirements and are documented.

- 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)

All of these are in place and documented.

- 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).

We have a responsible student program and character education in place and documented. Discipline procedures are given to parents and discussed with students. Parents sign that they have received this information.

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)

We have a county plan in place.

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

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

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

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Time Requirements (S3,FB)</p> <p>Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.</p> <p>Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.</p> <p>High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.</p> <p>Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.</p>	<p>A waiver was requested from the State Department.</p> <p>We have PE for each student 2 days per week 40 min. per day. Recess 30 minutes per day Activities in the classroom that promote physical activity.</p>
YES	<p>Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</p>	<p>We participate and document.</p>
YES	<p>Results are shared with students and parents. (S7, FC)</p>	<p>We share all results with parents.</p>

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

FULL COMPLIANCE

FULL COMPLIANCE

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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)	Documented.
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)	Documented.

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	We had none.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	We had none.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	We had none.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	We had none.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	We had none.	NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	We had none.	YES

Facility Resource Needs (Greenwood is scheduled for closure at the end of the 2015-2016 school year.)

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.)

2. School Building

B. Interior - General

- B-6. Restrooms were not compliant with the Americans with Disabilities Act (ADA) requirements as required by State Board Policy 6200. (May adversely impact students' health and safety.) (May impede access for individuals with limited mobility.)

3. Administrative Office Area

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

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

- School did not provide a clinic/health service area. (May adversely impact students' health and safety.)
- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
- A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
- A-3. Work counter with sink. (May adversely impact students' health and safety.)
- A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
- A-5. Desk and chair for health care provider, with telephone and communication line to the office. (May adversely impact students' health and safety.)
- A-6. Lockable file cabinet, ancillary supplies, etc. (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.)
- 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-1. Adequate ventilation equipment running that prevents a stale odor from physical activities. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)
- E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)
- 11. Custodial and Storage Areas**
 - C. All flammable and toxic materials were not stored in a vented cabinet that was vented to the outside and was locked at all times. (May adversely impact students' health and safety.)
- 12. Pre-kindergarten/Kindergarten Classrooms**
 - A. Pre-kindergarten and kindergarten classrooms were not of adequate size (50 ft.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**
 - D. Equipment and materials were not adequate and did not include at least the following:
 - D-1. Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)
 - D-2. Counter space. (May adversely impact program delivery and student performance.)
 - D-3. Instructional boards. (May adversely impact program delivery and student performance.)
 - D-4. Display boards and equipment. (May adversely impact program delivery and student performance.)
 - D-5. Mechanical ventilation or exhaust fan. (May adversely impact students' health and safety.)
- 16. Band/Music**
 - 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.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Bonnie Ritz, OEPA Consultant

Team Member – Tristan Gray, Principal, Tennerton Elementary School, Upshur County Schools

Team Member – Vickie Workman, Principal, Point Pleasant Primary School, Mason County Schools

Date of School Visit – 03/22/2016

SCHOOL PROFILE

58-204 PAW PAW ELEMENTARY SCHOOL – MORGAN COUNTY

	2012	2013	2014	2015	2016
Enrollment	112.0	115.0	111.0	112.0	99.0
Average Class Size	15.5	16.4	16.1	13.8	14.7
Attendance Rate	97.3	97.4	98.0	97.6	not available
Pupil Admin Ratio	149.3	153.3	148.0	149.3	123.8
Pupil Teacher Ratio	10.6	10.9	10.8	11.4	10.4
Participation Rate- Math	100.00	100.00	98.48	96.30	not available
Participation Rate- Reading	100.00	100.00	98.48	100.00	not available
HQT Percentage - Total	96.3	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	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	not available	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

PAW PAW ELEMENTARY SCHOOL in MORGAN COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	EMERGING	Team Meetings, Kudos of the Day, Backpack Program, Cheap Eats, SOAR Program, Potluck Dinners, MAPS – 6th Grade, Book Buddies- 2nd and 6th Grade, Fall Festival, Benefit Dinner, Faculty Senate, Daily Bulletins, Staff Calendars, Recycling Program – 4th Grade	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: Based on interviews and observations, the OEPA Team determined the mission and beliefs of the school were collaboratively developed by teachers and administrators and permeated the school environment.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily	ACCOMPLISHED	End of 9 Weeks Awards, Title I Parent Compact, Parent Pack/Syllabus, Student Work Displayed, Walk Throughs/Binder Checks, Lesson Plans, Interventionists, Recycling, SOAR Program, Rules Posted in Hallway	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

observed in educational practice and personal behavior.				
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Staff Badges, Student and Staff Handbook, Safety Drills, Supervision of Students, Safety Plan in Place, DARE Program – 5th Grade, Teach Expectations, Classroom Rules Posted, Safe Schools Training, Officer Phil Presentation, EMT on Staff, Some Staff are CPI, CPR, and/or AED Certified	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Agendas, Principal Meetings, Email Communication, Walkthroughs/Binder Checks, Faculty meetings after school, Works with teachers to deal with school issues, observations., IEP/504/SAT chairperson	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and	EMERGING	LSIC, Team Meetings, Strategic Plan, Faculty Senate, PTO, Safety committee	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: Based on interviews and observations, the OEPA Team determined school teams and councils were provided guidance, support, and monitoring from the principal to accomplish goals.

problem-solving.				
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	Mentors, Hiring Committees, Faculty Senate, Team Meetings, PTO, LSIC, Team Meetings, Safeschools.com, 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.
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	Elementary Student Council, Book Buddies, Yearbook, School Newspaper, Math Field Day, Recycling, Lemonade Sale – 4th Grade, Class rules., Class helpers.	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: Based on teacher and student interviews and observations, the OEPA Team determined abundant age-appropriate student leadership opportunities were available. Additional examples included: <ul style="list-style-type: none"> • All students had class jobs; • Students were empowered to make some decisions within the class and school; • Students set personal goals for reading, mathematics, writing, and behavior, as needed.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an	EMERGING	Bulletin Boards, PASS, Teach Rules/Procedures, SOAR, Morning Work/Meetings, Counseling Services, Data-Driven Instructional Groups, Differentiated instruction, Classroom	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 teachers valued

inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		management plans, Title 1/Interventionist Support		students' uniqueness, enhanced students' talents and abilities, and were respectful and supportive of all students. Teachers worked together to create supportive learning environments which were physically and emotionally safe for students. Teachers provided extra support through Title I and special education as well as, through support for personalized learning (SPL).
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	NextGen Standards, Progress Monitoring, Benchmark Testing – STAR and Running Records, Projector/Whiteboard/Laptops, SMART goals	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 learning experiences aligned to State standards and objectives as well as, standards for learning skills and technology tools.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Use of curriculum maps, IEP Goals, SMART Goals, Differentiated Instruction, Title I Meetings with K-2, 3-5, Team Meetings, Centers, Reading Groups, Using Assessment Data, Quarterly Documentation of IEPs, IEP Snapshots on WOW, Lesson plan checklist and binders for each teacher	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through teacher interviews and observations, the OEPA Team determined teachers developed long and short term plans to guide instruction. Daily lesson plans, based on State standards and student data, were developed weekly.
Function D:	EMERGING	Technology – Cosmeo, EdHelper,	EMERGING	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.		Brainpop, Xtramath, Smartboards, Ipads, ELMO; Evidence in Lesson plans of the use of Music, Hands-on activities, centers, groups, project-based learning, field trips; Visuals in classroom		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 and county evaluate options to increase available instructional 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	Open House, Blood Drive, Potluck Dinners, Cheap Eats, Clothing Donations, Parent Conferences, Supply Donations, Fall Festival, Backpack Program, School Messenger Calls, School Newspaper, Title I Meetings, Book Swap, Dr. Seuss, PASS, Officer Phil, Student Council	ACCOMPLISHED	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	ACCOMPLISHED	2nd Chance Breakfast, Snack – Fresh Fruit/Veggies, ESL, Guidance Counselor, Social Worker, Starting Points, MAPS Program, DARE, Staff attending extra-curricular activities, McKinney Vinto	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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.				
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	Toys for Tots, Adopt a Family, Classroom Readers, “Handle with Care” Program, Agendas, SAT Process, Dollar General, Volunteer Lunches, PASS, Girl Scouts, Science Discovery Club, Ice House, Lemonade Sale	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Library for Teachers, Number Talks, Intervention Day, Mentor/Mentee, Online Staff Development – Safe Schools, Certificate Renewal Classes, CPI, Team Meetings, Faculty Senate, Read Well Program, Medicaid Training	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended additional professional learning opportunities to further develop professional practices. In addition, staff would benefit visiting schools with similar demographics.

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	Team Meetings, Intervention Day, IEP and SAT Meetings, Special Education Collaboration, Title I, Random Time Moments	EMERGING	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 providing opportunities to collaborate with teachers who teach the same grade. In addition, the Team recommended teachers participate in vertical teaming to ensure students are prepared for the next level.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	WV Evaluator System, Lesson Plan/Binder Checks, Mentor/Mentee, Walk Throughs, Progress Reports (IEP)/ Report Cards	ACCOMPLISHED	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	ACCOMPLISHED	Drills – Maps and Practiced, character education, Key Cards, Locked Doors, Custodial Schedule, Student Cleaners, Classroom is Developmentally appropriate, Safety Drills practiced regularly, Custodians schedules, Safety inspections	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

meet the learning needs of students.				
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	School Finance 101 Class, Staff Handbook, Faculty Senate Money, Teacher Fundraisers, PTO – Fall Festival and Finance Field Trips, Ice Cream Fund, School Pictures, Out of Pocket Purchases by 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 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	Highly-Qualified Teachers, Hiring Committee, WV Evaluation System, Permanent Certification, CPI Training, CPR Trained (Some), Mentor Mentee, Experienced Aides (Supervisory), New Teacher Academy	ACCOMPLISHED	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 principal was committed to a strong teacher retention program.
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	Computer Lab, Ipads – Teachers and Students (6), ELMOs, Projectors, Engrade, TIS, Dreambox, Study Island, STAR	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Collaborative Strategic Plan, Working on School Goals together, Using Data (STAR, WV GSA, Running Records)	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team determined staff collaborated to collect, organize, and analyze data. Teachers met with students individually to discuss results, both current performance levels and progress toward end of year student goals. From these meetings, students developed a separate goal for reading, mathematics, writing, and behavior, if needed. These goals were tied to the strategic plan.</p>
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	PASS, Science Discovery, WVU Extension/Americorps, RESA, Lions' Club (glasses and flags), Cardiac Kids, Starting Points, Dentist Visit, Girl Scouts, Red Cross, NASA, Rotary	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and	ACCOMPLISHED	Data Adjusts Instruction, Intervention Days, Team Meetings, Progress Monitor/Midterms	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

communicates the progress to all stakeholders.				
--	--	--	--	--

**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.	Technology for students to use other than computer lab Mobile labs (tablets or laptops)	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. The OEPA Team observed one lab of twenty desktop computers for the entire school.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Smarter Balance Assessment Opportunities to go into other schools that mirror Paw Paw Elementary to observe "things" that work.	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 and recommended staff look beyond the Smarter Balanced Assessment for other best practices in instruction and assessment.

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.	2nd Chance Breakfast SOAR Parties small group differentiation / number of interventionists daily tech. time	<p>The OEPA Team commended this practice:</p> <ul style="list-style-type: none"> The school had a family atmosphere and was the focal point of the community. <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
--	---	--

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

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

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

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES

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

YES

Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)

YES

Assess School and Classroom Learning Conditions – all staff must utilize:
the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)
summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)

YES

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

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K
-----	--

	to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9: • 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) <p>Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:</p> <ul style="list-style-type: none"> • 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 <p>Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:</p> <ul style="list-style-type: none"> • Utilizes Standards-Focused Curriculum • Provides opportunities for world languages • Provides the 18 specified graduation requirements • Provides access to career technical education (CTE) • Develops student success and career readiness • Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration

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

YES

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

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

YES

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

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Guidelines for Implementation. (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>
YES	<p>Alternative Education. (S1,FC)</p> <p>A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.</p> <p>Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)</p> <p>Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas.</p>

Participate in State assessment program.
Compliance with State policies and federal regulations in the education of exceptional students.

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

YES Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

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

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

FULL COMPLIANCE

FULL COMPLIANCE

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	successful audit from July '14	NO A written corrective action plan documenting financial audit findings were addressed was not available.
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	this occurred two years ago and issues were resolved successfully.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	on file- did not identify any non-compliance issues	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

Findings

Policy 1224.1: Accounting Procedures Manual for Schools: Ensure a plan of correction is submitted to the county office addressing all financial audit findings.

Facility Resource Needs (One School Facilities Checklist was completed for both sections of Paw Paw Schools).

7. Cafeteria/Food Service Area

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

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
 - A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
 - A-3. Work counter with sink. (May adversely impact students' health and safety.)
 - A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)
- 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

- C. Locations of physical fitness facilities were not away from quiet areas of the school building or are acoustically treated. (May adversely impact program delivery and student performance.)
- E. Physical fitness facilities did not include at least the following items:
 - E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)
 - E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

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

- C. Auditorium was not appropriately equipped with at least the following:
 - C-4. Sound dampening acoustical treatment material is used to reduce unwanted noise from the seating area. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

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

13. General Classrooms

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

15. Art

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

17. Science Laboratories and Facilities

- C. Science equipment and materials were not adequate and did not include at least the following:
- C-2. Emergency main line gas shut-off conveniently located. (May adversely impact students' health and safety.)
- C-4. Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Tom Sanders, OEPA Consultant

Team Member – Mary Ann Triplett, Curriculum Facilitator, Clay County Middle School, Clay County

Team Member – Mark Barney, Assistant Principal, Martinsburg South Middle School, Berkeley County

Date of School Visit – 03/23/2016

SCHOOL PROFILE

58-205 PLEASANT VIEW ELEMENTARY SCHOOL – MORGAN COUNTY

	2012	2013	2014	2015	2016
Enrollment	121.0	120.0	124.0	120.0	120.0
Average Class Size	19.8	20.8	19.0	20.6	21.0
Attendance Rate	98.3	97.8	98.1	98.7	not available
Pupil Admin Ratio	121.0	120.0	124.0	120.0	120.0
Pupil Teacher Ratio	15.3	14.3	15.1	14.6	14.6
Participation Rate- Math	100.00	100.00	98.36	98.39	not available
Participation Rate- Reading	100.00	100.00	98.36	98.39	not available
HQT Percentage - Total	96.0	97.4	94.2	88.7	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	100.0	not available
HQT Percentage - English	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	83.3	65.3	26.1	50.0	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	3.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

PLEASANT VIEW ELEMENTARY SCHOOL in MORGAN COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

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

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	DISTINGUISHED	Weekly Team Meetings, Intervention Days, Strategic Plan	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. Comment: Teachers clearly articulated the shared beliefs and values. The OEPA Team noted all teachers participated in the development and sharing of the mission.
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	Positive Behavior Support (PBS) Program posted in all areas of the school, School Handbook	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Intercom needed school-wide, a Security camera is needed for the playground.	ACCOMPLISHED	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 was clean, safe, well-organized, and student centered.
---	---------------------	--	---------------------	---

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal has 14 years experience, 7 years as a school counselor, 6 years as an assistant principal. Second year as principal of Pleasant View, new to Morgan County, all previous experience was in Berkeley 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.
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.	DISTINGUISHED	Weekly Team Meetings, Monthly Principal Cabinet Meetings, LSIC	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. Comment: Through interviews, the OEPA Team concluded teachers valued team meetings as an important part of their professional practice.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and	DISTINGUISHED	Teacher Evaluation System, Professional Development, Book Studies, Data Analysis	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. Comment: During interviews, teachers discussed their leadership responsibilities and noted the principal

are provided authentic opportunities and resources to lead and influence professional practice.				respected and encouraged their professional opinions while providing support and guidance.
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	Student Council, LSIC-student presentations to the BOE	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team verified all grades elected student council representatives, who met regularly with the principal and provided suggestions. Additionally, students completed individual academic goals. Other classroom jobs and leadership opportunities were available.</p>

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.	DISTINGUISHED	Student conferences-goal setting, standards based lessons, rubrics, small-group instruction, reading response journals, self-selected reading materials, technology-Sumdog, Dreambox, Science Fair and SS Fair projects	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: During observations, the OEPA Team noted most, not all, classrooms were student-centered, had high expectations, and fostered self-reflection.</p> <p>Recommendation: The OEPA Team recommended all teachers provide student-centered instructional strategies which include intellectual inquiry and differentiation.</p>
Included Function B: Standards-Focused Curriculum. Teachers	EMERGING	Standards Based Lessons, Team Meetings and Planning, 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.

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.				
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Lesson plans, feedback from teachers reflect a need for pacing guides	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: During interviews, teachers shared collaborative planning included scaffolding of skills. The OEPA Team did not verify most teachers developed long term plans.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended development and documentation of long term planning and tracking student mastery.</p>
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.	DISTINGUISHED	Smartboards, Smart Lessons, Standards Based Lessons, Daily 5, Café Strategies, iPads, Online resources-Raz-Kids, SumDog, DreamBox	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: During observations, the OEPA Team noted most, not all, classrooms used multiple, engaging instructional strategies. Most classrooms were student-centered.</p> <p>Recommendation: The OEPA Team recommended all teachers implement engaging instructional strategies to increase student engagement and learning.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	DISTINGUISHED	Warm, positive, "Family" Environment, Title 1 events for families, parents serve on LSIC, supportive PTO	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. Comment: During interviews, the principal and teachers identified strong relationships with families, community members, local agencies, and other stakeholders.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	We share our school counselor with 2 other schools. Our nurse is here on Monday morning. Character education lessons are provided and we have one special education teacher to provide IEP services.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Backpack Program provides food for students in need, local church donates school supplies, PV Community Center, The Woods Resort, Title 1 Read Aloud guest readers, PASS, PTO, Starting Points, WV Farm Bureau, Sleepy Creek Watershed.	ACCOMPLISHED	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 strong connections with parent and community partners which enhanced social, emotional, and physical well-being of students. Staff indicated they collaborated with many organizations such as: Rotary Club, Providing Academic Self-esteem Support (PASS) mentors, backpack program, Starting Points, Boys'

and Girls' Club, the county social worker, and the official business partner, Jefferson Security Bank.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	DISTINGUISHED	Book Study, Book Clubs, Literacy Leaders Conference, Professional Development through RESA	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: Teachers participated in national conferences, professional development on their own time throughout the summer, online course work, and shared new information and skills with peers.</p>
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.	DISTINGUISHED	Team Planning and weekly Team Meetings, Intervention Days, Data Analysis, Running Records, STAR, research based interventions	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team verified teachers participated in weekly official collaboration, daily informal collaboration, and vertical planning as students moved from grade to grade. Through collaboration, teachers guided students in setting learning goals.</p>
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-	ACCOMPLISHED	Teacher Evaluations, self-reflections in WVEIS, OEPA School Monitoring Report	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: During interviews, the OEPA Team determined teachers used reflective questions the principal provided from walkthroughs as a means of</p>

reflection and informs the process of professional growth.				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.	ACCOMPLISHED	Security upgrades are needed, Major Improvement Project (MIP) HVAC, Custodian on a Leave of Absence, the position has been filled with four different long term substitutes	ACCOMPLISHED	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 observations, the OEPA Team determined the facility was well-maintained, secure, and aesthetically pleasing. Hallways and classrooms were neat, clean, and focused on student learning and achievement.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Limited Budget due to 70% levy	ACCOMPLISHED	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	Highly Qualified Teachers are motivated to learn and teach, one teacher pursuing National Board Certification	ACCOMPLISHED	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,	ACCOMPLISHED	We do not have a school-based Technology Integration Specialist (TIS), internet switches and wireless systems	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		upgraded this year to improve internet access.		school's self-rating for this function. Comment: Through interviews and observations, the OEPA Team noted the school utilized technology to support management and instruction.
--	--	--	--	---

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Teachers provide feedback and help to develop the Strategic Plan, daily intervention, weekly Title 1, small group instruction, progress monitoring, striving for continuous improvement.	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 teachers clearly articulated the goals of the strategic plan. Additionally, teachers noted the strategic plan was referenced frequently, shared with stakeholders, and was a framework to improve professional practice.
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	SAT, Intervention Days, Parent Teacher Conferences, Team Planning and 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: Monitoring for	DISTINGUISHED	Team Meetings, student goals, Data Analysis-STAR, classroom assessments,	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		Intervention Days		school's self-rating for this function. Comment: Staff and students shared the process of setting learning goals and conducting individual student conferences to monitor learning goals and academic progress using student 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.	We need a school-wide intercom, security camera upgrades, and additional certified special education teachers to meet the complex needs of our students with disabilities.	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 principal had the ability to monitor and open the front door from the iPad; plans were developed to add surveillance to the playground as funding was available. Staff did not indicate they could not meet students' individualized education programs (IEPs).
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Daily 5 to foster Literacy Independence, Number Talks, Think Central and TIDE training, Writing Strategies.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Daily 5/Café Strategies, Reading culture emphasis, 1 on 1 conferences with kids about reading, Number Talks, CPI Training for all teachers.	<p>The OEPA Team commended the practice of:</p> <ul style="list-style-type: none"> One on one conferences with students about reading. <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
--	---	---

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

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

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

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES

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

YES

Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)

YES

Assess School and Classroom Learning Conditions – all staff must utilize:
the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)
summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)

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

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9: • 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) <p>Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:</p> <ul style="list-style-type: none"> • 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

PARTIAL COMPLIANCE

An alternate plan for physical education was developed but not submitted electronically by the deadline and approved by the WVDE.

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

NO	<p>Time Requirements (S3,FB)</p> <p>Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.</p> <p>Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.</p> <p>High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.</p> <p>Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to</p>
----	--

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

3. Administrative Office Area

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

4. Teacher Workroom(s)

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

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.)

6. Library, Media, and Technology Centers

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

7. Cafeteria/Food Service Area

- C. Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (May adversely impact program delivery and student performance.)
- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
- A-3. Work counter with sink. (May adversely impact students' health and safety.)

- A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
- A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)
- B. Clinic/health service area was not adequate in size (250-400 ft.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.)
 - 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.)

11. Custodial and Storage Areas

- C. All flammable and toxic materials were not stored in a vented cabinet that was vented to the outside and was locked at all times. (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

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

13. General Classrooms

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

15. Art

School did not provide a separate art facility. (May adversely impact program delivery and student performance.)

16. Band/Music

School did not provide a separate band/music facility. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Bonnie Ritz, OEPA Consultant

Team Member – Tristan Gray, Principal, Tennerton Elementary School, Upshur County Schools

Team Member – Vickie Workman, Principal, Point Pleasant Primary, Mason County Schools

Date of School Visit – 03/23/2016

SCHOOL PROFILE

58-207 WIDMYER ELEMENTARY SCHOOL – MORGAN COUNTY

	2012	2013	2014	2015	2016
Enrollment	493.0	514.0	509.0	495.0	463.0
Average Class Size	22.3	21.2	20.1	19.3	23.3
Attendance Rate	98.0	97.7	98.0	97.2	not available
Pupil Admin Ratio	197.5	257.0	254.5	247.5	231.5
Pupil Teacher Ratio	15.1	19.3	19.8	19.0	18.1
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	91.9	100.0	100.0	91.7	not available
HQT Percentage - Self Contained Classroom	94.2	100.0	100.0	100.0	not available
HQT Percentage - English	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Reading/Language Arts	58.3	100.0	100.0	50.0	not available
HQT Percentage - Mathematics	subject not present	100.0	100.0	not available	not available
HQT Percentage - Science	subject not present	subject not present	100.0	not available	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	not available	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	6.0	2.0	1.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

WIDMYER ELEMENTARY in MORGAN COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	EMERGING	Widmyer works to create a "learning for all" environment where students are met at their level of need, whether academically, physical, or emotional. Weekly teacher newsletters are distributed to keep parents informed about weekly lessons, upcoming events, etc. A common mission statement, positive behavior recognition (Clip Chart), regular team meetings and student recognition through our Star Student of the Week help to reinforce our belief that all children can learn.	EMERGING	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	EMERGING	The staff at Widmyer set high expectations for the students and for themselves. Student and teacher Codes of Conduct are followed; a positive behavior support program (Clip Chart) is in place for the students. Teachers 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. Comment: The OEPA Team acknowledged student goal status displays as a positive reminder,

readily observed in educational practice and personal behavior.		data to set goals with students and to provide feedback on performance. Lexia certificates are distributed to students to recognize success and to foster continued progress. Dreambox, Lexia, and Running Records data are used during team meetings, SAT meetings, and IEP meetings to determine if additional services, such as Title I, Special Education, or remediation, are needed for students.		encouraging students to continue working toward the academic and behavioral goals they had set.
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	Widmyer strives to create an environment that is conducive to student learning. Classroom disruptions (P.A announcements) are minimized. All exterior doors are locked which requires visitors to be granted access to the building via main office personnel. Visitors must sign in and use the Lobbyguard system to maintain record of people entering the building. Afternoon student pick-ups are carefully monitored. Each team at Widmyer has at least one member who is trained in CPI; regular safety drills are conducted to help ensure student/staff safety. Widmyer also works to create an engaging environment by collaborating with local and other agencies to provide experiences for our students. These experiences include presenters from the Morgan Arts Council, volunteer fire fighters, story tellers, and an animal preserve.	EMERGING	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.	EMERGING	The administrative team meets almost daily to plan and coordinate the activities and direction of Widmyer. The administration attempts to provide opportunities for staff to be involved in decision making processes.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal be provided a mentor of the same programmatic level to assist with developing curricular knowledge due to his background at the secondary level.</p>
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 and assistant principal work to facilitate SAT meetings, team meetings, PTO meetings/events, Faculty Senate, and Team Leader/LSIC meetings.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team did not verify the existence of a local school improvement council (LSIC) or a technology team.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school assemble the required teams and councils, as well as develop agendas, document activities, and hold the minimum number of required meetings outlined in State policy and code.</p>
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence	EMERGING	Lexia Reading, Dreambox, Running Records, Team meetings, Team leader The administration at Widmyer attempt to provide opportunities for teacher to participate in leadership roles. These roles include formal roles such as team leaders, SAT chair, and Faculty Senate officers as well as informal roles such as data managers. Teachers are encouraged	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

professional practice.		to attend professional development sessions and then with the staff; these include sessions on strategies to teach Reading and co-teaching strategies.		
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 are afforded the opportunities to be leaders at Widmyer by being the classroom Helper of the Day, Line Leader, Pledge Helper and Star of the Week. Guidance lessons also reinforce how students can be informal leaders at school and in the community.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The Team observed few opportunities for student leadership beyond classroom jobs and pledge leader.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff explore and implement additional age-appropriate student leadership opportunities.</p>

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	The teachers at Widmyer work to create a classroom environment that is safe and engaging for the students. Teachers display student work in the classroom as well as in the hallways of Widmyer. Classroom materials and decorations are appropriate and engaging to the students at Widmyer. Centers, or stations, are created within the classrooms that allow students to experience a variety of activities.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: While the Team observed a variety of instructional strategies and centers, many classrooms did not foster student reflection, intellectual inquiry, and self-direction.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers expand educational environments to include student-centered, self-directed leaning experiences.</p>
Function B: Standards-Focused Curriculum. Teachers implement	EMERGING	The teachers at Widmyer align their instruction and curriculum with the Next Generation Standards via lesson	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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.		planning and frequently include lessons on personal hygiene (hand-washing, dental health, etc.) and safety (fire safety, bus safety). Technology is often integrated in the forms of iPads, computers, and software applications such as Dreambox, Lexia, and Starfall. Pre-K and Kindergarten teachers implement the ELRS system.		<p>Comments: While the OEPA Team verified teachers had pacing guides, the Team did not verify guides were used for tracking student mastery. In addition, through observations and lesson plan reviews, the Team concluded learning skills and technology tools standards were not addressed.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers not only track instructional delivery, but also assessment of student mastery of standards.</p>
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 develop lesson plans that drive the classroom instruction. Differentiation is demonstrated through varied assignments and delivery methods (whole group, small group, and individual work). The teachers use various sources of data to plan lessons and to monitor student progress. These sources include Dreambox, Lexia, benchmarks, Running Records, student goals, and the teacher evaluation system.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team observed pacing guides aligned with State standards. The Team determined classroom teachers administered monthly running records and adjusted small groups accordingly. Teachers spoke fluently about the process of reading interventions and groupings.</p>
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	EMERGING	The teachers at Widmyer integrate a variety of activities into their lessons. These include small groups and centers, computers and iPads, and various software and apps (Dreambox, Lexia, Starfall). The second grade team collaboratively plans and delivers units throughout the year.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

targets.				
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Widmyer welcomes parents and community members into the school. Parents are encouraged to participate in evening events such as PTO meetings and activities (Fun Night, Hay Ride, Inflatable Day, Spaghetti Dinner), Dr. Seuss night, Parent/Teacher Conferences and Back to School Night. Participation is also encouraged for activities that occur during the day as well. These events include the Parade of Characters, Valentine's Day party, field trips, field day, classroom readers, and Pass program. Parents and community members are also encouraged to volunteer in the school and classrooms. The Title I Parent Facilitator has increased the number of parents who volunteer for activities. Information is conveyed to parents via SchoolMessenger (automated calls), newsletters, and student planners (second grade).	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 number and variety of activities and programs in the school's evidence substantiated an accomplished rating. Through interviews, the Team verified many examples of positive relationships between students, families, and the community.
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,	EMERGING	In addition to the academic needs of our students, Widmyer also attends to the physical and emotional needs of our students. In Morgan County, all students are eligible for a free, healthy breakfast and lunch at school. Additionally, Morgan County Schools partners with Starting Points in the Backpack 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. Comment: The staff shared plans for implementing the Flex program next school year to address mental health needs.

character education, guidance and counseling, special education, and English as a Second Language.		to provide a weekly bag of food to students in need. Morgan County employs a social worker who is able to work with the school counselor to provide counseling services to our students and referrals, if needed, to outside agencies. The Pass program is another asset that assists students with their social and emotional needs while supporting academic progress. Widmyer also has a full time nurse on staff to attend to student physical 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	Morgan County Schools partners with Starting Points in the Backpack program to provide a weekly bag of food to students in need. Morgan County employs a social worker who is able to work with the school counselor to provide counseling services to our students and referrals, if needed, to outside agencies. The Pass program is another asset that assists students with their social and emotional needs while supporting academic progress. Additionally, Morgan County Schools provides transportation for students whose parents need after school care to Go Friends, Boys and Girls Club and Little Learners Village. Widmyer hosts a Science Discovery "camp" for girls which is sponsored by the Girl Scouts and a Robotics club sponsored by 4-H. Widmyer has worked with the Lion's Club to obtain glasses for students whose parents were not able to afford them.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	The staff of Widmyer participate in various professional development opportunities. Teachers participate in regular team meetings to discuss student needs and concerns. Grade level teachers participate in three "Intervention Days" per year to dig further into student data and curriculum needs. Opportunities are provided to staff to participate in online PD through safeschools.com, collaborate with RESA on NumberTalks, discuss Daily 5 strategies, and to develop materials for the new reading series.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: Through interviews and review of documentation, the OEPA Team determined the majority of professional development was determined and provided by the county office. Staff indicated areas they wished to receive professional development were incorporated in the strategic plan; however, these supports were not provided. The Team observed a lack of ownership in seeking professional development.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended, when possible, staff seek school-based professional development for topics not provided by the county office.</p>
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	EMERGING	The teachers at Widmyer have regular team meetings to discuss student concerns, needs, and progress. Also, grade level teachers participate in three "Intervention Days" per year to dig further into student data and curriculum needs. Title I teachers also work with assigned grade level teachers to assist and monitor student progress.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team determined staff did not have a clear understanding of professional learning communities (PLCs).</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff receive support in developing understanding of PLCs which will lead to another option for in-house professional development.</p>

analysis, and the implementation of strategies that improve instructional practice.				
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	Teachers utilize the Teacher Evaluation System to establish and monitor goals. Morgan County Schools provides a mentor teacher to all first year teachers.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team reviewed lesson plans which were signed and dated; however, constructive feedback was minimal.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended administrative staff develop a system of reviewing lesson plans and providing constructive feedback to improve lesson plan development.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Widmyer strives to maintain a clean and safe environment. Custodial cleaning schedules are created and followed to ensure a clean building. Building security is monitored: all exterior doors remain locked throughout the day. Visitors are granted access through the main office by office 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 B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal	EMERGING	Widmyer follows the Accounting Procedures Manual for West Virginia and participates in yearly financial audits.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Morgan County Schools participates in various recruiting fairs throughout the region. Also, job postings are listed on the WVDE site and the SearchSoft website is utilized. Qualified candidates are review with Widmyer administration and the candidates are referred to the Faculty Senate committee for review according to Policy 5000.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	WVEIS is used to maintain student information and data. Schooldude is utilized to work with Central Office personnel to ensure that current network and technology resources are in working order. Teachers utilize various pieces of hardware and software to enrich instruction and to promote go digital citizenship.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team was informed the school's current electrical supply was not sufficient to support the newly purchased technology. Therefore, the technology could not be installed. The county office was working with the local power company to resolve the issue.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school and county continue the work with the local power company to improve the electricity supply to the school so current technology devices can be used.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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 school leadership team works with administration and teams to monitor student data (Dreambox, Lexia, Running Records) and progress. This information is used to create teacher goals and the Strategic Plan.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

goals outlined in 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	Through regular team meetings and "Intervention Days," the staff build relationships that allow them to work collaboratively. Title I meetings and Faculty Senate meetings also provide a time for the staff to work together to increase student achievement. Additionally, the Widmyer staff has developed a family relationship that allows us to support each other in a time of personal need.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Various pieces of data (Running Records, Dreambox, Lexia, Benchmarks) are collected and analyzed to monitor progress toward the goals of the strategic plan. Administration works with the School Leadership Team to review and adjust current practices. The School Leadership team acts as an intermediary between the administration and the various teams providing two-way communication.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers expand the model used for monitoring reading instruction and interventions to also include mathematics.</p>

SECTION 2: What Support do you need for improvement?

Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Staff would like to see more hardware, such as digital whiteboards and mounted projectors, in the classrooms. With the current building infrastructure, the electrical system needs to be upgraded. The staff would like to see the re-institution of a Behavior Support Program (such as FLEX) to provide support to students who struggle with behavior in the general classroom.	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p> <p>The county office was working with the power company to address the electricity needs.</p>
Please identify professional development and other capacity building needs that are significantly	Teachers need additional training implanting NexGen standards and providing for a true individualized learning	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified

impacting staff's ability to improve student performance.	environment. Additional support/training in the "Journeys" reading series is needed. Nurtured Heart was introduced to the staff this year; continued support is needed to ensure its continuation. Inadequate math performance is an issue county wide. Additional professional development, such as NumberTalks, is needed.	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.	WES houses a Scholastic and Fountas & Pinnell Leveled libraries to supplement the Reading curriculum. We utilize Dreambox and Lexia Reading to help provide Common Core based instruction in math and reading in a computer environment. The new reading series also provides Common Core based instruction. Each grade level classroom has at least two ipads and a netbook for student use. WES recognizes students through Star of the Week and Clip Chart shopping. Dropped off students are greeted at cars.	<p>While these activities all supplement core instruction:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Leveled Library for guided reading; • Dreambox (reading and math support programs); and • Lexia (reading and math support programs); <p>However, the Team did not verify, through data, a positive impact on student performance and well-being as required for consideration as a best practice.</p>
--	---	--

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

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

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

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

PARTIAL COMPLIANCE

PARTIAL COMPLIANCE

The school did not have a technology team or LSIC.

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)
NO	The curriculum required of all students includes each content area specified in the

All students have a 30 minute daily recess, 20 minute Gross

appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)

Motor Activity period daily and one 45 minute P.E. class weekly. Students rotate on a nine weeks schedule to have a second 45 minute P.E. class per week. This rotation gives all students two P.E. classes for two of the three nine weeks (Special Schedule changed after the first nine weeks due to declining enrollment and a retirement).

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

Verification of Other Monitoring Reports:

	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

6. Library, Media, and Technology Centers

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

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

7. Cafeteria/Food Service Area

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

8. School Nurse Clinic/Health Service Area

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

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

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

13. General Classrooms

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

16. Band/Music

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

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

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

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Michelle Jeffers, OEPA Consultant

Team Member – Ann Bennett, Director of Curriculum and Instruction, Pendleton County Schools

Team Member – Jana Miller, Special Educator, Preston County Schools

Team Member – Denise Sprouse, Principal, Jane Lew Elementary School, Lewis County Schools

Date of School Visit – 03/23/2103

SCHOOL PROFILE

58-208 WARM SPRINGS INTERMEDIATE SCHOOL – MORGAN COUNTY

	2012	2013	2014	2015	2016
Enrollment	396.0	373.0	399.0	362.0	393.0
Average Class Size	24.7	25.3	22.3	21.7	24.6
Attendance Rate	97.8	97.0	97.1	96.6	not available
Pupil Admin Ratio	198.0	186.5	199.5	181.0	196.5
Pupil Teacher Ratio	16.9	17.3	17.0	15.4	17.5
Participation Rate- Math	99.75	99.20	98.76	99.46	not available
Participation Rate- Reading	99.75	98.94	98.51	99.73	not available
HQT Percentage - Total	100.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	not available	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	100.0	100.0	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	100.0	100.0	100.0	subject not present	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	1.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

WARM SPRINGS INTERMEDIATE SCHOOL in MORGAN 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	Entire staff developed vision and mission statement, positive actions program, share assessment data across grades, faculty senate addressing collaborative needs, PBS, FLEX, IPI, intervention days, sharing data with interventionist staff, goal setting and strategic plan, catalyst, vertical alignment, leadership teams, Pay Day Goodies, Monday Memo, housekeeping calendar, digital signage in cafeteria, office whiteboard for 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. Comment: The OEPA Team commended the school for creating the catalyst team to address areas of weakness and identify school-specific professional development needed for improvement.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated	EMERGING	Goal setting for all constituents, codes of conduct, PBS, clear consequences and expectations, Engrade and Class Dojo, progress monitoring for STAR assessments, intervention days and conferencing with kids, concept maps, displays of progress monitoring by	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: Expectations were not written or posted; however, the OEPA Team observed high expectations were clearly evident by the student behaviors and

and readily observed in educational practice and personal behavior.		grade.		teacher expectations throughout the building.
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	Mental health supports and poverty rate monitored daily, building safety features, drills, crisis preparedness emergency codes flip charts, walkie-talkies, student knowledge of procedures, volunteer screening, visitor sign in, organizational procedures for all students and teachers, academically inclusive classrooms. McKinney/Vento small groups 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. Commendation: The OEPA Team commended the school for the Flex Program, which supplemented the regular counseling program to meet mental health needs of individual students.

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 stays current with education philosophy, policy, and procedure, emails housekeeping calendar, professional development, community involvement, walk-throughs, professional integrity, open door policy, liaison between board and staff.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through	ACCOMPLISHED	Grade level and department teams, cabinet leadership team, catalyst, vertical alignment teams, crisis response teams, PBS, faculty senate, LSIC, Pay Day Goodie Teams, IPI teams, text book adoption committees.	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 verified every member of every school team maintained documentation of extensive team collaboration. All staff discussed in depth how collaboration was focused on improving

leadership, planning, and problem-solving.				student achievement.
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	Catalyst, grant writing, membership on all teams and councils, trainings and seminars, PLCs, mentoring for new teachers, PD presentations, TIS, school/county level academic competitions.	ACCOMPLISHED	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.	ACCOMPLISHED	Announcements, recycling, Buddy2Buddy, Sardine Club, show cases, Discovery Day, flags, library helpers, office stewards, Flora-hydration team, classroom opportunities, swish, peer tutoring, poetry project, hallway dismissal monitors, Dojo king and queen, spirit 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.
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-	EMERGING	Teacher decision making for curriculum, interactive journals, print rich environments, lesson plan templates. differentiated instruction, related arts notebooks, goalfolios, classroom libraries, academic competitions, performance tasks,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

centered and fosters student reflection, intellectual inquiry, and self-direction.		collaborations with community programs. book reports, online research opportunities, student created technology projects and presentations, high tunnel outdoor classroom		
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 are attending professional development sessions, exploring on-line resources and using PLC time to better understand and implement Nex Gen standards. Team plans, collaboration, cyber safety lessons, IEP goals align with Nex Gen standards, pre/post assessments, WVGSA diagnostics and interims, standards checklists, school concept mapping,	EMERGING	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	pre/post assessments, differentiated plans/lessons, weekly team meetings, flexible groupings for interventions, planning for special programs, enrichment opportunities, progress monitoring, team and teacher goal setting, STAR progress monitoring, data dialogs, IEP/504 accommodations and modifications, sequential 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.
Function D: Instructional Delivery. Teachers facilitate engaging	EMERGING	Teachers develop lesson and unit plans individually and as teams. Technology tools, Nex Gen alignment, small	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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.		groups, performance tasks, platooning, online delivery, guided math, literature circles, content centers, accommodations and modifications, behavior intervention plans, community resources, professional presenters, grant funded projects,		
--	--	---	--	--

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	Class Dojo, Engrade, PASS, book fair, read aloud volunteers, Watch D.O.G.S., parent/teacher conferences, backpack program, showcase nights, afterschool programs, open house, health fair, county extension, law enforcement social presence, county resource center, Positive Actions, Adopt-a-Pilot program, Morgan County Partnership, CEO lunch program, school social events, Starting Points, FAST, McKinney/Vento grant, step up day.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team was impressed with the following services: <ul style="list-style-type: none"> • Providing Academic Self-esteem Support (PASS) program to meet academic needs, and • Watch D.O.G.S. (Dads on Guard) fathers who spent the entire day at school, supporting students and activities in the school from serving food, talking to students, and assisting with bus duty.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-	ACCOMPLISHED	McKinney/Vento grant, county extension nutrition program, PASS, counseling programs, small guidance groups. nurse/health communications, Positive Actions, Sprigeo, Boys and Girls club, Go Friends, breakfast club,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		sardine club, clothing drive, bi-lingual communications, PBS, swish, flexible learning 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	MTV Solar, WV Extension, Morgan Arts Council, Go Friends, Boys and Girls Club, Mock Farms, Family Preservation, East Ridge Psychiatric Services, Lot 12, Potomac Watershed, WV Read Aloud, Morgan County Partnership, Luke Christie Insurance, Girls Scouts and Boy Scouts of America. 7-11, Fox's Pizza Den, Roy's Service Center, MCAFF, Morgan County Public Library, Solid Waste Authority, MOCO summer camp,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	catalyst team drives math PD. PD on intervention days. Team PLC. Teams bring resources to each other and other teams. County directors meet with administration and staff to guide PD. Data decisions suggest future needs. Staff works individually and in teams to analyze assessment data. staff attends conferences designed for specific needs and report out to other	EMERGING	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 catalyst team in researching professional development to meet school-specific needs. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the county office continue

		staff. IPI data collection and review.		support to maintain the momentum of this new catalyst school.
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 are involved in grade level/departmental team, and articulated teams across grade levels and disciplines. Teachers follow trends and latest research online. staff reaches out to other learning communities for ideas. Teams analyze data to drive instruction. The leadership team reviews and reports on school/county/state data from assessments.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	All students and staff set goals and track goal progress. Staff use the reflective evaluation in the employee evaluation tool. Teams reflect on curriculum, delivery, and assessment data in team meetings. Administrators conduct formal and informal walk through observations on instruction and lesson 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
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,	DISTINGUISHED	The custodial and maintenance staffs work cooperatively to provide the cleanest, safest environment possible. Students and teachers chip in with light	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: The OEPA Team noted a clean, well-

aesthetically pleasing, and configured to meet the learning needs of students.		cleaning for heavy traffic and usage. Staff expresses ownership of the building. mantraps. interior and exterior cameras. self closing fire doors. card key door locks.		maintained facility, configured to meet the learning needs of students. Staff and students took pride in the school's appearance.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Administration and teachers are careful to allocate and manage resources according to strict accounting principles. The staff has secured many grant funded opportunities to benefit all students. Waste is recognized and minimized. Staff practices re-use, reduce, recycle concepts. There is a push to reduce energy consumption.	ACCOMPLISHED	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	There was no turnover between 2014-15 and 2015-16. All teachers are highly qualified. Many teachers hold multiple category licensure. Several staff have achieved advanced degrees in the last three years. Staff are shifted to meet changing needs. 5th grade team chose to platoon to help students adjust to a Middle School environment.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools	EMERGING	Students and teachers engage with technology in all classrooms. We have not achieved a 1:1 technology ratios. Teachers explore technology resources (hardware and software) to expand student exposure. Staff received several grants to secure technology such as kindles, GPS monitors, the original SMART boards. Faculty Senate supported funding for SMART boards. various software tools are used	EMERGING	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 support management, instructional delivery, and student learning.		for professional data tracking and communication.		
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	There is an on-going attempt to develop coherent strategies to meet student needs. Innovation is encouraged, pursued and practiced with administrative guidance: seating and table arrangements. portable computer modules. catalyst driven PD. articulated content alignment. attendance and health tracking.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	Team meetings. Electronic communication devices. Articulated teams that report out. informed support staff. County organizational systems to define professional practice (substitutes, Intervention Days. parent contacts. report cards and progress reports.)	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments,	ACCOMPLISHED	Data dialogues are common and detailed. Weekly team meetings. Use of complementary curricular approaches and resources such as Engage New York, digital library.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

evaluates the results of student learning, and communicates the progress to all stakeholders.		Teach 21, 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.	Continuous updating of technology infrastructure. Campus egress. additional safety features.	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 need staff development in classroom management and delivery of math concepts related to performance task approaches. Face time to discuss and explore classroom management, instructional delivery, meeting student needs. Increased mental health support for 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.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Teachers use auxillary resources (NASA, Potomac Watershed, County Extension Service, etc.) to develop STEM performance tasks. A core group is involved in the EEA process. Teachers and administrators write and secure grants to extend classroom opportunities. many opportunities for student driven projects and presentations	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> Teachers' use of auxiliary resources to develop STEM performance tasks and Technology skills taught by Technology Integration Specialist to grade 5 through the author "baseball cards" (kids designed author cards using baseball card format). <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
--	--	---

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	Initial training and state schedule have been presented. More in depth training is needed for staff.
YES	Complete the School Monitoring Report	In progress
YES	Participate in the on-site review process	Attended RESA VIII training session.
	Prepare for the review – the principal shall: Prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress Prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: Share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan Work with staff to determine how the deficiencies are to be corrected according to the timelines established	

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES

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

NO

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)

Timely data from the state is unavailable

YES

Assess School and Classroom Learning Conditions – all staff must utilize:

	<p>the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)</p> <p>summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)</p>	
YES	<p>Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC)</p> <p>school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs.</p> <p>direction of the principal with collective involvement and input from the staff and the LSIC.</p> <p>strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs.</p> <p>principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)</p>	
B . Policy 2340: West Virginia Measures of Academic Progress		<p>FULL COMPLIANCE</p>
<p>COMPLIANCE CHECKLIST: POLICY 2340</p> <p>West Virginia Measures of Academic Progress</p> <p>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:</p> <ul style="list-style-type: none"> • Full Compliance = Compliant with all items listed below. • Partial Compliance = Compliant with more than half the items listed below. • Non-Compliant = Compliant with half or less of the items below. <p>The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.</p> <p>(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).</p> <p>Compliance Core Areas of Policy/Code</p>		
YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	
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		<p>FULL COMPLIANCE</p>
<p>COMPLIANCE CHECKLIST: POLICY 2510</p>		

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • 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) <p>Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:</p> <ul style="list-style-type: none"> • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence

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

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

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

YES

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

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

(S6,FD)

NO

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

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

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

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

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

YES

Alternative Education. (S1,FC)

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

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

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

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

FULL COMPLIANCE

NON-COMPLIANCE

An alternate plan for physical education was submitted after the October due date; however, the plan was recently approved. Even though FitnessGram scores were entered online, results were not shared.

**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 checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

NON-COMPLIANCE
Counselor's log did not reflect at least 75 percent of work time was spent in a direct counseling relationship with students.

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)		
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)		
Verification of Other Monitoring Reports:			
	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Findings

Counseling Services W. Va. Code §18-5-18b: Ensure the counselor spends at least 75 percent of work time in a direct counseling relationship with students. (Recommend the counselor investigate coding of specific items to accurately reflect activities.)

Physical Education W. Va. Code §18-2-7a: Ensure an alternate physical education plan is submitted by the required date and approved by the WVDE. In addition, ensure FitnessGram results are shared.

Facility Resource Needs

7. Cafeteria/Food Service Area

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

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Michelle Jeffers, OEPA Consultant

Team Member – Ann Bennett, Director of Curriculum and Instruction, Pendleton County Schools

Team Member – Jana Miller, Special Educator Director, Preston County Schools

Team Member – Denise Sprouse, Principal, Jane Lew Elementary School, Lewis County Schools

Date of School Visit – 03/22/2016

SCHOOL PROFILE

58-301 WARM SPRINGS MIDDLE SCHOOL – MORGAN COUNTY

	2012	2013	2014	2015	2016
Enrollment	532.0	521.0	510.0	495.0	465.0
Average Class Size	23.3	23.5	24.2	25.1	25.5
Attendance Rate	96.6	96.7	97.3	95.9	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	266.0	260.5	255.0	247.5	232.5
Pupil Teacher Ratio	14.1	14.2	14.9	15.1	14.7
Participation Rate- Math	99.06	98.66	99.23	97.99	not available
Participation Rate- Reading	99.06	98.66	99.23	97.79	not available
HQT Percentage - Total	88.9	90.5	78.2	78.1	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	81.6	97.0	89.7	88.7	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	not available	not available	not available
HQT Percentage - Mathematics	85.6	85.8	78.6	66.0	not available
HQT Percentage - Science	90.8	96.2	73.9	70.7	not available
HQT Percentage - Foreign Languages	100.0	100.0	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	84.1	77.8	76.9	81.3	not available
HQT Percentage - History	100.0	94.0	100.0	100.0	not available
HQT Percentage - Geography	100.0	87.5	100.0	100.0	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.**

WARM SPRINGS MIDDLE SCHOOL in MORGAN 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	Warm Springs Middle School is a school made up of 6th through 8th graders. The Mission Statement is a "A learning for All" educational program, which results in students achieving to their maximum potential and mastering the skills and knowledge necessary to be prepared for high school. The core beliefs are that "All students are welcome, all students can learn, and all students are equal. The Goals are that all students will achieve proficiency in reading/language arts, mathematics, and all students will be prepared for the ninth grade. The Mission, Core Beliefs, and Goals are posted in each classroom. They are stated in the first two pages of the student handbook. Shared Beliefs and Values are used to shape the culture of	ACCOMPLISHED	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. The school operates by a true middle school concept. Each team has a team leader that shares in the spread of the positive culture that makes up the school. The LSIC is made of parents, students, teachers, and community members.		
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 staff at WSMS expects high expectations for themselves and their students. The staff expectations are outlined in the staff handbook that is given to the teachers and school personnel the first day of school. Some of the information that is shared from the handbook is staff and student related information, teacher and staff information, expectations, and financial information. In the student handbook, regulations, policies, and information on attendance and discipline are explained to the students and parents. Our responsible student program, PAWS, is also explained. The PAWS Program rewards students for their positive behavior and responsibility. (P- for being prepared, A-for attendance, W-for work, and S-for student behavior). Professional Staff Development is provided through Safeschools PD and other methods. IPI- Instructional Practice Inventory will be done by the school. Goals are written for students and teachers. STAR Testing is done multiple times a year.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The	DISTINGUISHED	Warm Springs Middle School is a safe, well-managed, clean environment that contributes to an engaging and inclusive	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

school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		atmosphere for learning. The school year starts with a review of the staff handbook for teachers/staff and a review of the student handbook for students. Teachers must turn in their behavior plans and individual classroom rules to administration. The staff monitors hallways and does morning, lunch, and afternoon duties. Cameras are used for busses and hallways to help with discipline. One third of the staff is also trained on CPI, Nonviolent Crisis Intervention. The discipline is maintained through the WVEIS referral system. WSMS uses STAR testing in Reading and Math to look at student improvement. Each student at the end of each nine weeks will take the test. Low performing students will be placed in Intervention Classes to get extra help instead of going to non-required related arts classes. Teachers in team meetings will discuss SPL and student progress.		rating for this function. Rationale: Although the OEPA Team observed an emphasis on school safety, during student interviews, students remarked restrooms were not cleaned regularly. In addition, the Team observed some holes in walls. The Team observed high levels of student engagement and student-centered learning opportunities in most, but not all, classrooms. Recommendation: The OEPA Team recommended the administrator address concerns with the restroom cleanliness and other minor repairs needed.
--	--	---	--	--

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	Warm Springs Middle School operates on a true Middle School concept. We have about 500 students at WSMS. The administration cabinet is made of the principal, assistant principal, counselor, team leaders of each grade level team, special education teacher, and a representative from the service personnel. The cabinet meets every	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 lived the mission and vision of Warm Springs Middle School, which was evident in his interactions with stakeholders. A consistent message was evident, and the principal delegated responsibilities to team leaders. The principal exhibited strong leadership and organizational skills.

		<p>Thursday morning before school starts in a Professional Learning Community and discusses important information. The team leaders then meet with their teams and discuss the information. Team Meetings occur every day with notes being kept. The information is used to improve student achievement. Student data, STAR, and WVGSA scores are reviewed in cabinet meetings and in team meetings daily. Evaluations, observations, and walkthrough data is used to improve instruction. The Local School Improvement Council meets once a month to discuss student improvement and long range goals. They give a presentation to the BOE.</p>		<p>He had well-defined processes and structures in place to collaborate and communicate with all stakeholders.</p>
<p>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.</p>	DISTINGUISHED	<p>The school teams function very effectively here at WSMS. The Mission, Vision, Goals, test scores, procedures for the school, safety needs, and plans for improvement are shared from the administration to school teams. The principal meets with team leaders on Thursday mornings at 7:25 and the team leaders meet with each team during their daily team planning to discuss student improvement. IEP, SAT, and 504 meetings also occur during team time. Faculty Senate Meetings occur during the year. The administration also divides the staff into focus school teams during ISE and other professional staff development days. Some of the Focus School Teams are LINKS for student advisement, Support for Personalized</p>	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The administrators exercised distributed leadership. When teachers wished to participate in additional professional development, they made requests through team leaders. Team leaders were student assistance team (SAT) chairs and dealt with first level discipline before ever referring students to the office. Every teacher was required to be on a Focus team: Learning, Individualized Needs, Knowledge and Skills (LINKS), support for personalized learning (SPL), emergency procedures, wellness, parent/community involvement, etc.</p>

		Learning, Emergency Procedures, Staff and Student Wellness, Student Recognition/Motivation, Parent Community Involvement, and 21st Century Instruction. The focus teams are led by a teacher, and they report back to the staff during Faculty Senate. The LSIC is run by a president.		
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	People will find very good teacher leadership at Warm Springs Middle School. We have Faculty Senate where decisions with money, schools operation, and focus school programs like Links, Emergency Procedures, Support for Personalized Learning, Staff and Student Wellness, Student Reorganization/Motivation, Parent Involvement, and 21st Century Tools and Instruction are all lead by teachers. The grade level teams, led by a team leader, also show teacher leadership. The NextGen Academy on Thursday, August 7 at Berkeley Springs High School was led by teachers who were trained in Math and Language Arts. SPL/STAR Data was discussed on Thursday, August 14. The Intervention Teachers meet with the administration and discuss changes in classes, student schedules, student progress at the end of each nine weeks. Teachers also work with Morgan County Partnership, Morgan Arts Council, and the after school program in some other leadership opportunities.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student	ACCOMPLISHED	Warm Springs Middle School provides leadership opportunities to students in	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		several ways. We have a student council that meets every month. The student council has a president that takes ownership in the meeting. A teacher directs the student council. Students also take part in the LSIC presentation to the board. The LSIC looks at programs and facility needs for the school. Students also run the news group. This group is responsible for Channel 1, the pledge, morning, afternoon, and dismissal announcements. In 2015-2016 WSMS started a program called 2HW3 which is ran mostly by students. 2HW3 means Healthy Habits of Wild and Wonderful Wolves. This mirrors community involvement in the town of Berkeley Springs. Every month there is a different color with a slogan. We have banners here at school, and you can see the slogans on billboards. Some of the slogans are "Do Your Best", "Resolve Conflicts", and "Be Patient".		school's self-rating for this function.
---	--	---	--	---

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Teachers create and manage an inviting classroom environment by giving students a math and language syllabus. Project based learning is evident in math and language arts class, and Literary Circles are used in language arts. SOAPSTONE writing strategy is used. A variety of books and magazines for independent reading are used in class.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Examples of Lesson plans for social studies and other subjects use Next Generation Content Standards as a basis for instruction. There will be examples of lesson plans using Differentiated Instruction and appropriate Content Standards for levels. The Next Generation Standards will be displayed on the board in every class. The principal will make sure it is followed 100 percent of the time. The principal will do walkthroughs to make sure of consistently of follow-through. Instructional Practice Inventory (IPI) is another process that we engage in here at WSMS.	ACCOMPLISHED	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	At Warm Springs Middle School, the teachers establish long and short term instructional plans for the students. The teachers in team meetings look at the test scores and needs of the students. Some of the classes this year are doing project based learning, create writing, fiction and nonfiction, Mock United Nations Unit, an oral communication, and a research paper. A variety of manipulates for math goals and a variety of learning strategies are used. In science, lesson plans illustrate differentiation, formative assessment, hands-on-labs, bellringers, and projects.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that	ACCOMPLISHED	In Science classes, the teachers will use formative assessments, poster projects, current science research articles, Cornell Notes, daily higher level bellringers, and hands-on science so the students can	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated

enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		master the curriculum. In Math there will be project learning activities, hands-on activities, Scholastic Math articles, and higher level bellringers. In Language Arts, there will be higher level bellringers, power point projects, project based learning in Writing, technology based lessons, and higher level thinking bellringers. STAR testing will be used to see improvement in the students along with formative tests.		the school's rating and observed a variety of instructional strategies and use of digital tools in most classrooms, to strengthen the function, the Team recommended staff receive support in instructional strategies and student use of digital tools to increase 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	Positive relationships do exist between school staff and the students, parents, and larger community. The Local School Improvement Council meets once a month to discuss curriculum and facility needs of the school. The LSIC is made up of school and community members. The administration established two focus groups dealing with student support services and family connections. Parent and Community Involvement and Student Recognition and Motivation are the two focus groups. In the committee that deals with Parent and Community Involvement, the group looks for ways to increase awareness of volunteers and increase involvement in the schools. In the Student Recognition and Motivation group, they have a Wolf Buck Program, which awards students who do a good deed at school. They receive a buck 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.

		a prize at end of the week. Post Cards are sent out by teachers on positive grades or behavior. Other activities are The Biggest Ham Contest, Dances, Wreaths in the Hallway, and Top Turkey.		
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	Differentiated lesson plans are in all subjects. The Backpack Program for students in need is handed out to students on Friday for the weekend. Counseling Groups are established for students with disciplinary referrals, bullying problems, anger management, and social skills groups. The students are pulled out of an non-required class once a week. The school follows through with IEP's, SAT's and 504's to meet student needs. Monthly special education meetings are held. LINKS lessons are established and taught in class for 30 minutes every week. A nurse is available to meet the student needs. Free Breakfast and Lunch are provided to all students. PASS program is here at WSMS to set up an older adult to a student as a role model. The MC AFTER 3 is an after school program that provides tutoring and academic help to students, a recreational activity, and a dinner for students through a grant. The teams also pullout students during their planning for tutoring help.	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Commendation: The OEPA Team commended the school's use of the county social worker who met daily with students placed in alternative education to address mental health and behavioral concerns.</p>
Function C: Parent and Community Partnerships. The school staff forms partnerships with	ACCOMPLISHED	Warm Springs Middle School is a partner with State Farm Insurance and McDonalds in Berkeley Springs. Morgan County Partnership also offers programs	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

various community agencies and organizations to enhance the ability to meet the needs of all students.		and discussions like Unity Day, which is an Anti-Bullying Day with students wearing orange, Red Ribbon Week and filming students acting out examples of bullying. AVID students visited colleges in the area like Shepherd, Frostburg, Fairmont and WVU. Morgan Arts Council provided programs on music and native culture. PASS Program to pair a needy student with an adult role model, once a week. Solar Energy Unit was established in 8th grade with the students visiting U.S. Solar.* Watershed program with 25 students visiting Spruce Knob and analyzing the water in the Potomac at the head water or source and then comparing the water in Cacapon River in Berkeley Springs. This is an over night trip with a connection with Potomac Headwaters.* Adopt a family program is established at Christmas. Additionally, teachers donate to the Jon Luc Diel Scholar		
--	--	---	--	--

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	IPI, Instructional Practices Inventory is done 3 times a year. The teachers who go in to classrooms and observe then present their findings to the staff and discuss ways to improve instruction. CPI, Nonviolent Crisis Intervention is training provided to the staff that helps with an aggressive student. New Teachers Orientation is provided	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>throughout the year to new teachers. A Mentor-Mentee program is established here at WSMS. Professional Staff Development was provided on Visible Learning. What Works Best in Raising Student Achievement?* The staff also had training on Youth Suicide, Conflict Management: Managing the Angry Parent, Sexual Harassment, Bullying: Recognition and Response, FERPA, Homeless Students: Awareness and Understanding, Online Safety, Reasonable Suspicion for Drug and Alcohol Use in the workplace, Blood borne Pathogen Exposure Prevention, and WVDE Policy 2460.</p>		
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>The Team Leaders or Cabinet meet every Thursday Morning before school. Core and Special Education Teachers have a Team Planning daily and meet on students and student progress. SAT Meetings are held and recorded in the log for students that are failing or have other issues like poor attendance or medical needs or poor behavior. In the team meetings the teachers review test scores for state testing and STAR Assessments to help improve student performance. The Interventionists look at the results of the STAR and move students in and out of Intervention classes every nine weeks after discussing with the administration. Special Education students are also in the intervention class. Teachers in each team establish a goal as part of the evaluation</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		plan. All students establish a goal for state testing or the STAR program.		
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	Observations and Evaluations are done on teachers according to the Evaluation System. Self-Reflections are completed by the required date and goals are set by each teacher by November 1st. The Principal is part of OEPA Teams auditing other schools and bringing back ideas for student improvement. Team Leaders, parents, community members, students and administration are part of the LSIC to improve overall performance at WSMS. The WSMS LSIC gives a presentation to the Morgan County Board of Education. Walkthroughs are recorded and the results are shared with the teachers. Instructional Practices Inventory (IPI) is completed and shared with the teachers, by the leaders. A High Quality Standards Diagnostic Review from RESA 8 was completed because WSMS is a Focus School. Memorandum of Understanding was also 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.

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	Warm Springs Middle School has a secure entrance. The doors are locked and visitors have to press a buzzer to be allowed to come into the school. The person has to sign that they have entered the building. There is a second lock door. The person has to run their driver's	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>license through a Lobby Guard. If a person fails the Lobby Guard, it alerts the Administration, Police, and Central Office. Cameras are monitored by the administration. There are 3 outside cameras and 13 inside cameras in halls, cafeteria, and gym. An Emergency Procedure Focus Group is in place for unexpected emergencies. The Emergency Procedure Team met at the beginning of the year and on CE Days to review the information and set up Evacuation Drills and other important information. Code red, orange, purple, white and yellow are discussed. Students' work in Art, Consumer Science, and other classes are displayed on bulletin boards and display cases. Walkthroughs are done to assure the building is clean.</p>		
<p>Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</p>	<p>ACCOMPLISHED</p>	<p>In Morgan County, each school receives an allotment of money. The administration, team leaders, and faculty senate decide how they want to spend the money. The Treasurer gives the amount that is going to be allotted to the school in May and the school has to decide how they are going to budget the money. This has to be sent back to the County Treasurer. There is a statement given to the school each month on how they are spending the money and if they are within the budget. Each school is audited at the end of each school year. Needs for the school, both facility and academic, are presented through the</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

		LSIC. Faculty Senate money is spent according to policy and reviewed.		
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	Warm Springs Middle School administration works with the central office to identify teachers as Highly Qualified per the guidelines established by the WVDE. Information is entered into the WVEIS system. The Faculty Senate follows guidelines with policy 5000. A hiring committee has been established. The Evaluation Timeline is followed with employees. All new employees will have a mentor here at WSMS.	ACCOMPLISHED	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	All student information is entered in to the WVEIS system. This includes attendance and discipline. Attendance is taken in the morning and all people have to sign in and out of the building. This helps to keep track in case of emergency drills and accountability. Warm Springs Middle School has a TIS to help with technology needs. WSMS has three labs set up for student use. The classes sign up to use the labs. The school rotates a grade level per week in the main lab. iPad Labs are used throughout the school. Smart Boards, Mimeos, and Elmos are used also. The teachers use Engrade as their form of communication with parents and grades. School Dude is used in the school. A Virtual Spanish Class is set up, and the students are the top scoring students in the state on their accountability test.	ACCOMPLISHED	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 cabinet developed the Strategic Plan. The Plan develops goals and action steps to meet the goals. Warm Springs Middle School used the Morgan County Strategic Plan, Diagnostic Focus School Review Data, WVGSA data, and STAR Diagnostic Data to develop the plan. The plan was reviewed and submitted. Team Leaders and administration will keep the school on track to improve student performance. Reading and Math Interventionists met with the administration and scheduled the lowest performing students at the beginning of the year. The students will be moved in or out of class according to their scores. School Teams look at the state test and look at deficiencies of students to improve student performance. Differentiated lesson plans are noted in the plans.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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 structure has been established for the responsibilities for each involved. The principal, assistant principal, counselor, and activities coordinator responsibilities are outlined in the teachers' handbook that is given to the teachers at the beginning of the year. The team leaders' responsibilities are also in the handbook and reviewed. Grade level teams meet each day with the emphasis on student improvement.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Notes are kept for each meeting. The county board office provides staff development to the teachers; an example would be Visible Learning. RESA 8 also provides training to teachers and administrators. Focus Groups are established in Emergency Procedures, SPL, Student and Staff Wellness, Parent Involvement, 21st Century Tools, Student Recognition and Motivation, LINKS, and Instruction. Calendar committee is another example of professional relationships. Faculty Senate meets to discuss issues and the Focus Team Leader reports back to the staff.		
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	At Warm Springs Middle School, we have a Team Planning Period for grade level teams. The team leader reviews the strategic plan with the team throughout the year. The WVGSA or state level test is reviewed for each student in the team meetings. STAR Testing is given at the beginning of the year, and we use the results to place the students in Interventionist Class. At the end of the nine weeks, we use the Diagnostic Reports to change placement of the students. The reports are shared with the teams by the interventionist and administration. The administration must signoff in the change of each student schedule. SAT meetings are held for each student that is failing. A log is kept. IPI is done 3 times during the year. The results are shared during Faculty Senate	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		days. Walkthroughs are done by the administration and shared with the teacher. Goal Setting is done with each student at WSMS and reviewed before the state test. Engrade, email, and Schoolmessenger are used to communicate.		
--	--	--	--	--

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	More resources for extra help with students with mental illness. A second counselor would help at Warm Springs Middle School to deal with students with bullying issues, bullying prevention, anger management, social skills, and family changes. This would help by being consistent and pulling the students out once a week from non required related arts classes and offering more group counseling.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. Although the Team agreed the school could benefit from another counselor, the Team did not verify a substantial impact on student performance. Additional support was provided to students with significant mental health and behavioral concerns through the support of the social worker.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Professional development in the area of managing a class of 30 or more students and doing Differentiated Instruction. We feel that the teachers understand Differentiated Instruction but are reluctant to do a lot of DI because of not being able to control the class.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed a need for professional development in the use of differentiated instruction. However, the OEPA Team did not observe classes with over 30 students. Further, the Team observed well-managed classes.

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 Warm Springs Middle School we implemented a program that is called ALC for Alternative Learning Center. This program is different from an In-School Detention because students are placed there because they can not be successful in the regular class. Examples of students which are placed in ALC are students with pregnancies, attendance issues, medical needs, and anti-social behavior. Students are taught through E2020 and using a computer. A teacher monitors progress at school and at home.	<p>The OEPA Team commended this practice:</p> <ul style="list-style-type: none"> Alternative Learning Center. <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
--	--	--

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	Administration went through training and trained the staff at Warm Springs Middle School on the new policy of 2322 The administration also went over the process for the A through F grading system.
YES	Complete the School Monitoring Report	The report was given to the Team Leaders and they implemented a list of items that we do here and fill out the data collection report. This was discussed on August 13 and August 14, 2014
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	The administration will develop/review the policy and progress with the teachers of 2322 at WSMS. The review of the policy started on August 13, 2014

Monitoring Report documenting and summarizing the school's overall progress
Prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
Share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	The Administration, Team Leaders, LSIC, Focus School Teams, RESA 8 and office staff are developed and creates a structure for continuous improvement.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	The testing results are given and reviewed by the testing coordinator from the county office to each grade level team. The administration and the Team Leader looks at the results of the test for the strengths and weaknesses of the students. It is a on going progress through out the year. The results of STAR Testing are reviewed at the end of each nine weeks to look at the results.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	A review of the evaluation process was done on August 14, 2014. The Monitoring Report was completed by each team of teachers and the results reviewed by the administration.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The Strategic Plan was completed last year and included core beliefs, mission, goals, action steps, and professional development needs. The Strategic Plan was completed by the administration, team leaders and LSIC. The plan will be an on going plan for 5 years which looks at the needs of the school and we will make changes to the plan based on needs.

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)	Examiners will be trained by the county test coordinator each year and the administration will follow through with the process of everyone being trained. The administration and TIS will make sure everyone all computers are on working order.
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 administration, counselors and anyone in charge of Special Education students for testing will make sure that students with disabilities are participating in the assessments required under the West Virginia Measures of Academic Progress.
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)	The administration, counselors and anyone in charged of testing will make sure the students with disabilities are participating in the assessments required under the West Virginia Measures of Academic Progress.

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)	The master schedule is implement and reviewed to make sure all requirements are being met in Policy 2510. Evaluations, observations and walkthroughs are done by the administration to monitor classroom instruction.
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 charts for middle level instruction are reviewed and the curriculum is implemented.
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> developmentally appropriate practices as described in the policy pages 6 to 9: • 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) <p>Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:</p> <ul style="list-style-type: none"> • Utilizes standards-focused curriculum 	WSMS uses a standards focused curriculum. We have and offer all programs to implement the appropriate practices as described by Policy 2510 including LINKS as an advisory program.

- 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

The school offers more than 330 minutes of instruction each day as a Middle School. All teachers have a planning period that last 45 minutes and core teachers have a Team Planning Period.

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)

Evaluations, observations and walkthroughs are done by the administration. The staff monitor progress through testing programs. The LSIC is in place to support the school with parent involvement. ALC is in place to support struggling students. WSMS has a TIS in place to support technology needs.

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

Agenda for the Technology team, LSIC Faculty Senate, School Curriculum Team, SAT logs and leadership teams will be provided.

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

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

Compliance Core Areas of Policy/Code

<p>YES</p>	<p>Guidelines for Implementation. (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	<p>Warm Springs Middle School follows policies that are developed from the Morgan County Board of Education. Policies are reviewed by teachers and students at the beginning of the year in the handbooks.</p>
<p>YES</p>	<p>Alternative Education. (S1,FC)</p> <p>A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.</p> <p>Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)</p> <p>Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.</p>	<p>Warm Springs Middle School provides a ALC which is an alternative learning school/class to support students that cannot learn in a regular classroom instruction.</p>

Employ licensed, certified staff in core subject areas.
 Participate in State assessment program.
 Compliance with State policies and federal regulations in the education of exceptional students.

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.</p>	Students are provided one semester of physical education each year for 45 minutes at Warm Springs Middle School.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	All students at WSMS will go through the fitness testing in class.
YES	Results are shared with students and parents. (S7, FC)	The results are shared with students and parents with certificates and levels.

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The counselor meets with students in groups to help prevent dropouts. Some of the groups are Anger Management, Anti-Social Behavior, Behavior, Bullying and Anti-Bullying Groups. The counselor meets with students developing plans for high school and meets with at risk students individually.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	The counselor meets with students more than 75 percent of the time individually and in groups. The counselor keeps a counseling log.

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	There is a Manual for auditing practices and after the district audit the school had no non compliances.	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

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

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

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. Note: Classroom doors could be locked with a key from outside of classroom. (May adversely impact students' health and safety.)

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.)

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Tom Sanders, OEPA Consultant

Team Member – Mary Ann Triplett, Curriculum Facilitator, Clay County Middle School, Clay County Schools

Team Member – Mark Barney, Assistant Principal, Martinsburg South Middle School, Berkeley County Schools

Team Member – Pam Gallaher, Assistant Superintendent, Taylor County Schools

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

Team Member – Tyler Boswell, Assistant Principal, Martinsburg North Middle School, Berkeley County Schools

Date of School Visit – 03/22/2016

SCHOOL PROFILE

58-501 BERKELEY SPRINGS HIGH SCHOOL – MORGAN COUNTY

	2012	2013	2014	2015	2016
Enrollment	779.0	778.0	760.0	757.0	719.0
Average Class Size	17.5	18.3	18.3	18.4	17.7
Attendance Rate	95.0	94.9	96.8	95.5	not available
Graduation Rate 4 yr cohort	91.7	92.0	92.9	91.2	not available
Graduation Rate 5 yr cohort	84.9	not available	92.1	93.3	not available
Dropout Rate	1.0	1.8	0.5	1.8	not available
Pupil Admin Ratio	259.7	259.3	304.0	302.8	239.7
Pupil Teacher Ratio	14.7	15.0	14.6	15.8	14.7
Participation Rate-Math	97.13	98.11	96.25	95.76	not available
Participation Rate-Reading	97.13	98.11	96.25	95.15	not available
HQT Percentage - Total	90.2	94.2	91.1	95.0	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	86.1	100.0	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	69.9	63.5	100.0	100.0	not available
HQT Percentage - Mathematics	84.9	88.4	80.0	88.4	not available
HQT Percentage - Science	98.6	99.5	not available	85.7	not available
HQT Percentage - Foreign Languages	55.5	69.7	70.6	100.0	not available
HQT Percentage - Civics and Government	100.0	100.0	100.0	100.0	not available
HQT Percentage - Economics	100.0	100.0	100.0	100.0	not available
HQT Percentage - Arts	97.3	100.0	92.0	100.0	not available
HQT Percentage - History	100.0	100.0	100.0	100.0	not available
HQT Percentage - Geography	100.0	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	13.0	9.0	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.**

BERKELEY SPRINGS HIGH SCHOOL in MORGAN COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	EMERGING	The vision of Berkeley Springs High School is to provide an educational system that enables all students to achieve their highest academic/technical/vocational potential. The mission of Berkeley Springs High School is to provide excellence in teaching by meeting the educational needs of every student and providing an environment where learning is valued and individuals are respected. BSHS's vision, mission, and goal statements are noted in our student handbook, stated in our strategic plan and visible throughout the school. These statements were created many years ago and are revisited annually to allow all teachers to give input on any changes or revisions that need to be made via discussions in team	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team determined staff collaboratively worked on the shared educational values of the school. The staff was united around school goals and created a positive climate. Staff consistently modeled the mission and goals.

		meetings. Staff members care about our students and use a variety of resources to attend to the academic as well as physical, social, emotional, and safety needs of every child, every day. Students in need are provided with food, clothing, and school supplies as needed.		
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	High expectations for all are consistently communicated to staff, students, and parents. At the beginning of the year, the principal and staff reviewed qualities of a great teacher and administrator to establish our expectations. Expectations are reviewed throughout the year and monitored via lesson plan reviews, classroom eWalks and observations. Furthermore, the school strategic plan was reviewed by the whole staff via department meetings to finalize our school goals. These goals were then used to help set departmental goals and then individual teacher goals. Expectations are then shared with students by classroom discussions, student handbook, class assemblies with administration, guidance from counselors, principal expectations at Freshman Orientation, and through advisory. Students are recognized for outstanding accomplishments via announcements, newspaper, Engrade, Principal's Honors and Student Awards Banquets, Students OT/Month, WVGSA Reward Picnic, and Making A Difference.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: While the school addressed high expectations through the handbook, interviews and observations revealed some, not most, teachers demonstrated high expectations. In several classrooms the OEPA Team observed worksheets used as low level instructional material such as defining words, answering questions from text, and completing math problems.</p> <p>The science and English departments initiated project-based activities, while other departments were in the planning and development phase.</p> <p>Recommendation: The OEPA Team recommended all classes clearly communicate high expectations through rigorous instruction and consistent planning.</p>
Function C: Safe,	ACCOMPLISHED	A (PRO) is located at our school most of	ACCOMPLISHED	The evidence provided by the school and the additional

<p>Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>		<p>the day. Surveillance cameras are utilized. Code Red (safety lockdown) and Yellow (drug dogs) drills are reviewed and practiced during the year. Fire drills are held regularly and teachers have code procedures and signs to hold up indicating whether or not all students are accounted for. Hallways are monitored by faculty and staff during class changes. During class time, administrators walk through the building. All visitors must sign-in at the main office and obtain a visitor's pass. Administration is visible throughout the day walking the halls, performing walk-throughs, and supervising lunches. Custodial staff works to keep one of the oldest schools in the county as clean and well maintained as possible. Students and staff respect the buildings and the surrounding facilities and help to keep them clean. Students pick up paper products from classrooms for recycling weekly. Student discipline is entered into WVEIS and follows WVDE policy 4373.</p>		<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: Through interviews and observations, the OEPA Team determined the school was safe, clean, and well-managed. The environment was positive and engaging. Most students commented staff was fair, and the school was a good place to be. Students indicated teachers cared about them. Teachers and students took pride in maintaining the school's appearance and inclusive atmosphere. Students felt the school's priority was keeping them safe.</p>
--	--	---	--	---

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective</p>	<p>EMERGING</p>	<p>Mr. Nida addresses student and staff issues professionally. He attends AP training and other required professional development. The principal and administration is visible during school and at extra-curricular school events. Mr. Nida is always available to students,</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team determined the principal exhibited a high level of expertise in professional knowledge, skills, and strong leadership within the school. Policies were clear and communicated to all.</p>

management.		<p>staff, parents, and community members. Mr. Nida reviews lesson plans and provides feedback for teachers. He conducts walk-throughs and observations and maintains discipline and structure on a daily basis. Mr. Nida recognizes teaching and learning as the main function of a school and puts his instructional leadership responsibility first. He provides clear goals and expectations for staff and students. Decisions made by the principal are driven by his high expectations for all. Mr. Nida models his own high expectations which encourages both students and staff to follow his examples. Mr. Nida believes in distributing leadership and works closely with the SLT to review and improve school performance.</p>		<p>The principal had a collaborative approach to leadership by including teachers and students in decision-making.</p>
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>SLT at BSHS is becoming more actively involved with various aspects of planning and reviewing school progress. Content teams were responsible for review of the High Quality Standards rubrics and providing evidence for each function. All teachers had input into the final School Monitoring Report. SLT meets every Friday. Team leaders meet with the principal every other week. The administrative team meets every Monday. Faculty Senate meets as required by policy. LSIC meets regularly, and its membership includes required stakeholders. Safety Team meets monthly. SAT meets regularly as</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team determined school teams and councils were high functioning and focused on advancing the mission of the school. School teams used data to make decision. Most teachers were involved in teams and/or councils. Minutes and agendas were provided to verify activities of each team. The local school improvement council (LSIC) was very active. The support for personalized learning (SPL) team was identified as a valuable team to assist students.</p>

		required by student need. Team leaders are responsible for interactions among their departments which include a weekly meeting during their common planning to facilitate collaboration among content area teachers. Cross-curricular teams meet as often as possible to provide grade level collaboration. BSHS also has an Intervention Team that meets regularly to address student needs and concerns.		
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	BSHS School Leadership Team meets twice each month to guide the mission of our school, always relying on the High Quality Standards established by the WV Department of Education. SLT members monitor the Strategic Plan and review progress toward goals throughout the year. Faculty had input into the HQS and School Monitoring Report. LSIC and Faculty Senate meet regularly. The Faculty Senate chair is a faculty member and the agendas are set by the faculty members. Teachers participate in review of assessment data in teams. Teachers are involved in multiple school improvement activities, such as the Administrative Step-up Program for aspiring administrators, data analysis, team leaders, campus improvement initiatives (such as our new electronic sign), and club advising. Teachers also demonstrate leadership by being teacher mentors, coaching, grant writing, and designing new electives.	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, interviews, and review of documents, the OEPA Team determined most teachers took a leadership role within the school. The teachers worked together and were provided authentic opportunities to influence school-wide decisions. Teams met weekly and worked to increase cross-curricular collaboration.
Function D:	EMERGING	BSHS students are engaged in leadership	EMERGING	The evidence provided by the school and the additional

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.		by participating and holding offices in a variety of clubs and organizations. Our students are provided a Club Day every three weeks where they can attend club meetings as long as they are in good academic standing and have teacher permission: Student Council, National Honor Society, Spanish Honor Society, FFA, FCCLA, HEROES, RAZE, Teen Court, Anti-Bullying club, Youth Leadership Council, Student Mentors, Book Club, and Science NHS. In addition, students are provided leadership opportunities through athletics, LSIC, Band, Chorus, Theater and Dance. Class Officers are elected by their respective class. Grade level Student Council Officers are elected by their respective grade levels. A variety of student leaders broadcast the morning and afternoon announcements. We also have students who serve as Read Aloud volunteers and are mentors to elementary school students. Our student council also leads the Making A Difference Award Program.		evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through interviews and observations, the OEPA Team determined some students were provided a variety of leadership opportunities. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff investigate leadership opportunities to include more 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	ACCOMPLISHED	BSHS classrooms offer an inviting, stimulating environment. Teachers often celebrate successes by exhibiting student work and displaying student achievements. Teachers create a positive, welcoming atmosphere by greeting	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 staff and student interviews, the OEPA Team determined some

and fosters student reflection, intellectual inquiry, and self-direction.		students at the classroom doors. Teachers use a syllabus to set expectations. Teachers utilize WVEIS for discipline. Bulletin boards are maintained in hallways and classrooms. Teachers have good rapport with students and truly care about their well-being. Faculty participates in/attends student-centered activities that support and foster academic & personal growth such as assemblies, athletic events, etc. Teachers address the individual needs of each student. Teachers organize their classrooms in ways that will facilitate learning using a variety of instructional strategies: whole group instruction, independent work, small group activities, and collaboration. Most teachers have classrooms that are free of clutter.		<p>teachers created student-centered classrooms which fostered higher level thinking skills and collaboration. Classroom environments were monitored through e-walks and observations. Some classes were project-based and self-directed. Some teachers were trained and implemented APL strategies. While the Team did not observe a great number of project-based lessons, students verified they participated in such activities.</p> <p>Recommendation: The OEPA Team recommended teachers continue to develop student-centered instruction with project-based learning and use fewer worksheets reinforcing lower level skills during classroom instruction.</p>
<p>Function B: Standards-Focused Curriculum.</p> <p>Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>	ACCOMPLISHED	Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools as presented in planbooks and course syllabi. These standards drive the instruction. Teachers implement the Next Generation Learning Skills and Technology Tools through the use of the following: laptops, computer labs, iPad labs, Elmos, electronic responders, iPods, Smart Boards, and cell phones. English and Math teachers have participated in county professional development on NxG Standards. Teachers use a variety of instructional strategies and formative assessments to increase student learning.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team determined most teachers implemented a standards-based curriculum. Curriculum maps and pacing guides were present in some classes. Technology was available and mobile labs were used often. Administrators monitored curriculum delivery through a new lesson plan template teachers were using.</p>

<p>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.</p>	<p>ACCOMPLISHED</p>	<p>Instructional planning centers around mastery of Next Generation and WV CSOs. Lesson plans are reviewed monthly by the administrators to ensure standards driven instruction and differentiated instruction. Long term planning occurs in team planning where teachers review assessment data (WVGSA, Compass, ACT PLAN, SAT, ACT, AP) and other standards based assessments. Students who score well below teacher expectations on state assessments are met with to discuss effort levels on tests. Teachers are encouraged to collaborate with colleagues teaching the same subjects to pace their instruction and share strategies for content delivery. After spending a month or so getting to know our students and their needs, all teachers set SMART goals for student learning that align with both departmental and school goals.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team verified most teachers developed both short and long term plans. Pacing guides, curriculum maps, and syllabi were observed. Formative and summative assessment data were analyzed, including results from Smarter Balanced mid-year assessments, to adjust instruction. The administrative staff developed a new template to improve lesson planning. Differentiation per period was monitored through lesson plan reviews and observations.</p>
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>BSHS's staff engages in dialogue that results in sharing a variety of instructional strategies and making instruction relevant for students. Large group, small group, and independent learning activities are implemented in classrooms. Project-based learning is also incorporated in many classrooms. Many teachers use bell ringers to quickly get students on task. Teachers have access to technology such as laptops, projectors, iPads, interactive whiteboards, and computer labs. The computer labs are used on a consistent</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: Through observations and interviews, the OEPA Team verified some teachers implemented multiple strategies in the classroom. Several teachers used worksheets reinforcing lower level skills for instructional support. Mobile labs were observed being used.</p> <p>Recommendation: The OEPA Team recommended teachers investigate a variety of instructional strategies to meet the needs of all students. The Team</p>

		basis for word processing, research, digital media, and creating presentations. Formative and summative assessments are utilized across classrooms to adjust instruction. Walk-throughs are conducted, and teachers receive feedback on the data obtained. Teachers are reflective in their teaching practices. Differentiated instruction, audio-visual aides, intervention team, and student choice in projects are also evident.		further recommended increasing the use of rubrics for criteria in developing student products.
--	--	---	--	--

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	We need to work on building a more positive school culture among staff, students, families, and the community. We reach out to parents during Open House and Freshman Orientation, parent-teacher conferences, parent-volunteer recruitment and Transition Night for upcoming eighth graders. We also hold workshops for students and parents to provide help on college applications and financial aid. Students have a wide range of activities to participate in including athletic teams, assemblies, clubs, and performance groups. Students participate in the youth art show and give band and choral performances for the community. We utilize a school webpage and Engrade for student grade reporting to communicate with families and the community. We also utilize the School Messenger calling system to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through interviews and observations, the OEPA Team determined most of the staff, students and other stakeholders had positive relationships with the school. Students were complimentary of the caring staff. The counselors actively supported students and families. Teacher turn-over was low, and students and staff were happy to be at school.

		communicate school news and announcements to parents. We also host an Athletic Hall of Fame Induction and Banquet each year. The staff Google site is used to enhance communication and relationships.		
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	BSHS meets students' physical, emotional, and educational needs by providing a full-time nurse, speech and physical therapist, ESL services, guest speakers, three guidance counselors, social workers, psychologists, social work interns, HEAP testing, Let's Move school-wide dance initiative, Grab and Go Breakfast, RAZE, special education and 504 services, MC After 3 after-school program (which serves a meal) and alternative school program. BSHS also provides a 30-minute advisory program for every student weekly. Club Day is held every three weeks and is an opportunity to attend club meetings for students in good academic and attendance standings. Morgan County Backpacks program provides weekend and holiday packages of food for needy students. All students at BSHS also receive free breakfasts and lunches. Staff is very responsive to student needs and the SPL program emphasizes the academic, behavioral, and environmental interventions necessary for student success.	DISTINGUISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: Through student interviews, the OEPA Team determined students felt valued by all staff. Teachers indicated their primary focus was the welfare and safety of students. Many safeguards were in place to protect students and staff. Efforts of all support services were coordinated to meet students' physical, social-emotional, and academic needs.</p>
Function C: Parent and Community Partnerships. The school staff forms	ACCOMPLISHED	We support our community by participating in Celebrate My Drive with State Farm Insurance and by bringing in	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		<p>guest speakers from the community. Our community business partner is CNB Bank, we work with them on a variety of events and projects for the school. We also work with the Morgan County Partnership on drug and alcohol prevention as well as promoting the 40 Developmental Assets and other programs to support students. Our facilities are used for a variety of community events, including the Morgan County Fair and various performances by local organizations. We also support various charities throughout the year through student organizations. School organizations also adopt families in need to provide holiday gifts and meals. A large number of local business professionals also participate in mock interviews for seniors upon completion of their senior portfolios. The PASS program brings local mentors in to work with students. We also participate in Read Aloud WV.</p>	<p>school's self-rating for this function.</p> <p>Comments: Through interviews and observations, the OEPA Team verified the school formed many partnerships within the community. Business partners enhanced student and staff experiences through recognition programs.</p>
--	--	---	---

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.</p>	<p>ACCOMPLISHED</p>	<p>Professional development opportunities are offered at the school level. For 2015-16, the focus is on full NexGen Implementation and WV GSA preparation. Teachers attend county and state level professional development as it pertains to their particular fields. Teachers also complete online</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: Through interviews and review of documentation, the OEPA Team determined most staff participated in professional development opportunities, as determined through the strategic plan and surveys. In addition, many teachers</p>

		professional development through Safe Schools on topics such as bullying, sexual harassment, working with parents, suicide prevention, Internet Acceptable Use. New teachers are required to participate in the Mentoring Program and New Teacher Academy at the county level and are expected to attend all meetings and participate in scheduled activities. AP teachers attend AP training as required. A series of after-school professional development workshops are also being offered this year on school safety, goal setting, Smarter Balanced preparation, Engrade, and writing.		participated in conferences or on-line courses.
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	Through common planning periods, teachers have the opportunity to examine data, look at concerns, and problem solve collaboratively to share instructional strategies to improve student achievement. Team meetings are held weekly. The Arts team collaborates to bring assemblies, art shows, concerts, and performances to students. Teachers also collaborate through the use of the SPL database to share student concerns and record interventions and other comments to communicate with teachers on different planning periods who may share common students. Teachers work well together and have positive professional relationships.	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 observations, the OEPA Team determined teachers collaborated. The leadership team guided goal development for improving instruction and student performance while the curriculum team focused on increasing class offerings for students. The support for personalized learning (SPL) team and the student assistance team (SAT) identified individual supports to improve student outcomes.
Function C: Evaluation, Feedback, and Support. The staff participates in	ACCOMPLISHED	The staff participates in the WVDE evaluation system (Policy 5310) focusing on self-reflection and goal setting for student learning. BSHS has fully	ACCOMPLISHED	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.		implemented the Educator Evaluation System that sets high standards, ensures high quality instruction and guidance, and promotes teacher self-reflection and growth. Teachers complete the self-reflection component in September, as well as two student learning goals by October 15 to allow time for revisions if needed. A SMART goal workshop was held to offer assistance in writing appropriate goals for teachers. Teachers are expected to describe the results of student learning for each goal. The principal reviews the results and records a performance level. There is also a conference between the principal and the teacher regarding the final evaluation. Walk-throughs are also conducted regularly and teachers are given feedback on the visit. Informal reflection of daily lessons also occurs for most teachers.		Comments: The OEPA Team determined feedback from walkthroughs, observations, and the educator evaluation system were used for professional growth. Lesson plans were monitored, and constructive feedback was provided. The administration used focused support plans, as needed, to improve teacher performance.
---	--	---	--	--

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 cleans and waxes all floors during the summer. Visitors and students entering after the first bell must sign-in at the main office. The PRO provides security and helps coordinate safety drills. Considering its age, BSHS is a clean, well-maintained, and fairly updated facility. Staff and students take pride in our building and work together to provide an environment that meets the learning needs of students. Access to the	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 most of the school was clean, secure, and configured to meet the needs of the students. The gym was renovated with support from students, staff, and the community.

		buildings is limited to ensure the safety of all, but there is still concern to access with four buildings on campus. A key card system was installed for the 2014-15 school year to increase security. All students have reviewed and practiced proper protocols for all drills which are held throughout the year. The gymnasium is undergoing several upgrades including the recently finished floor, banners, wall mats, etc.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All school purchases are handled by the school secretary or faculty senate treasurer and audits are always found to be exemplary. All school related fundraisers must have prior approval from the school administration. Financial procedures are reviewed with teachers at the beginning of the school year. Teachers have input regarding Faculty Senate money allocation. CTE expenditures are all closely monitored by our CTE administrator. Purchase orders are required for all spending. The Faculty Senate Treasurer provides accurate and frequent updates on available funds. Most teachers also participate in the Faculty Dress Down Scholarship 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 C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to	ACCOMPLISHED	Most teachers are highly qualified and properly certified, many possessing or seeking advanced degrees. Teachers have input in the hiring process through participation in interviews. The BSHS faculty senate chose an eleven-member pool of teachers from which to choose 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.

effectively meet the identified needs of students.		three-member committee to interview prospective personnel. Policy 5310 is followed for the evaluation of all school personnel. Teachers' schedules are decided based on expertise and student need by content. Turnover sometimes causes issues in finding highly-qualified personnel. BSHS constantly faces the challenge of losing good teachers to neighboring states and counties that pay higher wages.		
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	Technology infrastructure includes wireless capabilities throughout the campus, presentation stations in most classrooms, seven stationary labs, two iPad labs, and a distance learning room. All teachers use WVEIS for the teacher evaluation system and Engrade for attendance, grading, and student/parent communication to share progress. Teachers integrate technology through presentation tools and interactive equipment. Students use technology to create various assignments for all classes. Teachers schedule use of the labs via an online calendar, administered by the Technology Integration Specialist. The webpage is updated with school events and other helpful resources and communication for students, parents, and the community. BSHS also has a Facebook page that updates users on events and accomplishments of the school. Technology issues sometimes take a while to get addressed because of the small technology department in the	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 observations, the OEPA Team determined the school had adequate wireless Internet connectivity. Teachers stated adequate technology was available for use by teachers and students. Administrators used technology for walkthroughs and lesson plan reviews. In addition, new technology was being installed.

county.

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 2015-16 strategic plan will be based on the school's mission and overarching goals derived from the WV Standards for High Quality Schools. We continue to update and add new goals each school year. The school leadership team leads the staff in the creation of these goals by examining the data. Team leaders also lead discussions about the plan in team meetings. All professional development planned for this school year will be tied to the strategic plan. The strategic plan is evaluated annually and put into practice.	ACCOMPLISHED	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 verified the strategic plan was monitored and used to guide school improvement 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	Team leaders meet weekly with administration. Teachers meet in departmental teams weekly to discuss data, instructional strategies, assessments, and student needs. Common planning periods allow these individual departments to come together and develop plans to address student learning needs and growth. Staff also often utilize lunch and before/after-school time for discussions. Teachers find time to collaborate with those from other departments as needed, but cross-curricular time is limited. Occasionally, substitutes are provided to allow for collaboration with grade level teams. LSIC has student and faculty representatives.	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 teachers were provided common planning to facilitate weekly collaboration and team meetings.

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	<p>The staff shares responsibility for monitoring student learning and making the necessary adjustments to instructional delivery. All teachers create student learning goals and monitor the results in order to adjust instruction. Teachers are responsible for modifying their instruction based upon the data they receive from formal and informal student assessment. This occurs through self-reflection, data analysis, and team meetings. Teachers share student progress information through Engrade. When WVGSA scores become available, families are made aware of student progress through written communication and an all-call is sent home informing parents. Professional Development is designed based on information gained in data analysis. The SPL process identifies struggling students, and the Intervention/Administration Team meets weekly to address concerns. SAT, 504, and IEP meetings allow for open communication to address student learning needs. Continuous improvement is a theme for the school.</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team verified progress monitoring was ongoing, particularly in math and English.</p>
---	---------------------	---	---------------------	--

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	<p>The overall age of the buildings on campus is impacting student performance to some degree. Our students visit other schools and are often envious of what other systems have and are embarrassed by our campus. A new school would go a long way in improving pride and we believe would also positively impact student performance. If we were to remain</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. Staff and students demonstrated pride in the school. In addition, the gymnasium was renovated over the summer with support of staff, students, and the community.</p>
---	---	---

	in this building long-term, a major upgrade to the gymnasium building is a must.	
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Implementation of NexGen Standards and strategies for preparing students for the Smarter Balanced Assessment are the highest need areas for professional development at BSHS. The faculty has also requested workshops on grant writing as we strive to find ways to provide more opportunities for students than our current budget allows.	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 Support for Personalized Learning (SPL) program is a best practice. Two years ago, the former principal and assistant principal (current principal) traveled to all RESA's in the state to present our program. The database we developed along with the weekly administrative SPL meetings and cross-curricular collaboration make our program unique and majorly impacts student success. Our senior portfolio development and mock interview requirement for all seniors also raises preparedness for all.	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • SPL Program; • School of Hard Knocks; • College and Career portfolio development for seniors; • 9th grade double block for students struggling in English language arts; and • Student grant recipients, specifically the \$25,000 technology grant from Lowe's (only 4 given nationally). <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
--	---	---

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

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

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	The faculty was trained regarding Policy 2322 at the start of the school year and provided a link to the entire policy.
YES	Complete the School Monitoring Report	The School Monitoring Report was completed on time. Content teams worked to self-rate according to the rubrics. They also provided input for each of the functions. A draft was developed and proofread by a group of teachers to create the finished version.
YES	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for	The school is in the process of preparing for the OEPA visit in March of 2016.

using the report in the development or revision of the school strategic plan

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES

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

School Leadership Team meets weekly to address both academic and non-academic concerns. Departments also meet every other week to discuss student needs.

	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)	Data is reviewed in depth as received by the applicable departments. Plans for improvement are developed as a result of these reviews and guides the Strategic Plan development.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	Staff will all receive a copy of the School Monitoring report and had input into creating it. the expectation is that the report will drive practice and improvement and all staff will be knowledgeable of its contents. The School follows Policy 5310 and professional development is tied to the Strategic Plan.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The Strategic Plan is in the process of being developed and will include the input of the School Leadership Team and key stakeholders. Progress is reported to the faculty and they will receive a copy upon completion. Administration will take steps to implement the plan and share progress.
B . Policy 2340: West Virginia Measures of Academic Progress		FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	All teachers and administrators are trained in WVDE testing procedures prior to testing and must sign-off on Appendix E agreeing to follow all procedures and security measures.
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)	WV 326 Forms are reviewed for accuracy prior to testing. All students with disabilities as defined in Policy 2419 participate in the state assessments and are provided appropriate accommodations as determined by the IEP team.
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)	WV 326 Forms are reviewed for accuracy prior to testing. All students with disabilities as defined by Section 504 participate in the state assessments and are provided appropriate accommodations as determined by the Section 504 Committee.

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	Instruction is monitored through lesson plan reviews and classroom walkthroughs. Administration and staff also meet the requirements on Policy 2510 when scheduling students.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	Courses are offered in the required areas. This can be verified on the Master Schedule. All students must successfully complete the state mandated curriculum as set forth in Policy

<p>YES</p> <p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • 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) <p>Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:</p> <ul style="list-style-type: none"> • 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 <p>Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to</p>	<p>2510 prior to graduation.</p> <p>BSHS administration and staff adhere to the requirements of Policy 2510 specific to Adolescent Education.</p>
---	---

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

BSHS administration and staff adhere to the requirements of Policy 2510. Students are monitored via SPL, Bright Bytes, Engrade, etc.

- 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

BSHS administration and staff adhere to the requirements of Policy 2510. The technology team, curriculum team, and leadership teams function as one team to provide greater efficiency. The Faculty Senate and LSIC meets as prescribed by law and the SAT meets as needed.

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-

County policies and procedures are posted on the Edline website and in the county calendar. BSHS students are also given handbooks at the start of each school year. Teachers are trained to report any suspicious behavior to proactively diffuse a potential negative situation.

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.

Policies for alternative education students are outlined in the alternative education handbook. There are specific entry and exit requirements and all students have an intake meeting with the AEPT prior to beginning the program to create an individual plan. Alternative education program commplies with all state and federal regulations.

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.</p>	Physical education is required for all freshmen to ensure age-appropriate physical activity and meet the graduation requirement. Activities are age appropriate as evidenced through lesson plans and walkthroughs.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Students participate in the FitnessGram as required.
YES	Results are shared with students and parents. (S7, FC)	Students are informed immediately after the test. Parents are also notified of student performance via Engrade.

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)	BSHS has three counselors that provide services to students divided by alphabet so that students have the same counselor all four years and counselors are familiar with all grade levels. Counselors provide educational and career guidance, work on career exploration, arrange college trips and speakers, provide classroom instruction, and discuss emotional and social concerns and needs. They help identify at-risk students and provide options to increase likelihood of success.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	Counselors spend at least 75% of their time devoted to addressing academic, social/emotional, and college/career needs of students. Administrative duties are limited and logs are kept to document time.

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	Non-compliances noted from the accounting audit from 2013-14 school year have been addressed.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	Non-compliances are addressed on an annual basis. There were no findings for the 2013-14 school year.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Non-compliances noted from the fire marshal for the 2013-14 school year have been addressed.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Non-compliances noted from the health department for the 2013-14 school year have been addressed.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	Non-compliances noted from the	YES

		SBA for the 2013-14 school year have been addressed.	
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	Non-compliances are addressed on an annual basis. There were no findings for the 2013-14 school year.	YES

Facility Resource Needs

7. Cafeteria/Food Service Area

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

8. School Nurse Clinic/Health Service Area

- 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.)

13. General Classrooms

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

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Rick Deuell, OEPA Consultant

Team Member – Dwight Williams, Principal, Moorefield High School, Hardy County Schools

Team Member – Diane Blume, Principal, Midland Trail High School, Fayette County Schools

Team Member – Todd Barcus, Director of Attendance, Student Services, and Safety, Wetzel County Schools

Team Member – Kelly Haines, Assistant Principal, Frankfort High School, Mineral County Schools

Team Member – Tim Payton, Principal, Oak Hill High School, Fayette County Schools

Date of School Visit – 03/22/2016

SCHOOL PROFILE
58-502 PAW PAW HIGH SCHOOL – MORGAN COUNTY

	2012	2013	2014	2015	2016
Enrollment	101.0	94.0	108.0	107.0	97.0
Average Class Size	9.7	10.0	8.8	6.6	6.9
Attendance Rate	96.0	96.5	98.3	98.1	not available
Graduation Rate 4 yr cohort	78.6	100.0	93.8	94.4	not available
Graduation Rate 5 yr cohort	100.0	not available	100.0	93.8	not available
Dropout Rate	2.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	134.7	125.3	144.0	142.7	101.0
Pupil Teacher Ratio	10.3	9.5	10.7	10.6	9.9
Participation Rate-Math	100.00	100.00	97.96	94.23	not available
Participation Rate-Reading	100.00	100.00	97.96	98.08	not available
HQT Percentage - Total	90.6	90.7	83.6	94.1	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	100.0	86.4	100.0	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	100.0	100.0	40.0	not available
HQT Percentage - Mathematics	81.6	94.8	53.8	100.0	not available
HQT Percentage - Science	82.5	88.0	62.5	88.9	not available
HQT Percentage - Foreign Languages	100.0	100.0	100.0	100.0	not available
HQT Percentage - Civics and Government	100.0	73.8	100.0	100.0	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	93.2	100.0	100.0	100.0	not available
HQT Percentage - History	100.0	88.2	100.0	100.0	not available
HQT Percentage - Geography	100.0	100.0	100.0	100.0	not available
Educators on Permit/Authorization	1.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

PAW PAW HIGH SCHOOL in MORGAN COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	EMERGING	School beliefs, goals, and mission are aligned with the Morgan County Schools. CEP program, LSIC, School handbook, reteach period for all high school students, spring health fair, weekly team meetings, PBS Behavior support program, Faculty Senate, quarterly rewards	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 of the staff worked collaboratively around the shared educational values of the school. The staff created a positive climate, in spite of the teacher retention challenges.
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	ACCOMPLISHED	school beliefs, goals, and mission are aligned with Morgan County, collaboration with special education teachers, PBS, quarterly recognition assemblies for attendance/ grades, teacher creation of SMART goals, school student handbook/ county handbook review, expectations posted in rooms 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 observed high expectations through course syllabi, student handbooks, and student learning goals.

behavior.		common areas, morning/afternoon announcements, student council,		
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	Morgan County Emergency Operations and color code plan, fire marshal report, Crisis response plan, School safety priorities plan updated yearly, custodian safety checklist, School Access safety audit, safety drills, evacuation drill - off campus planned yearly, security cameras in select areas, building walk- throughs, CPI trained staff- select personnel, barriers, lobby guard, FLEX program, new automatic locking door security system, inclusive classrooms, communication through emails and announcements, Safe schools training modules, Medical emergency team	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team determined the school was safe, clean, and well-managed. The environment was positive throughout the school. A resource officer visited periodically and worked well with the students. Students commented teachers were fair, had high expectations, and cared about them. Emergency medical services (EMS) and law enforcement officials were not always available, so some staff were trained to assist with emergencies.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Meets regularly with both curricular teams, multiple certifications- Pre- K -8 multi- subjects, reading specialist K-12, admin K-adult, expectations communicated at opening days of school and through team meetings, walkie talkies, "week at a glance " email, open door policy, classroom Walkthroughs, lesson plan checks, calendars, bi-monthly faculty meetings	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team determined the administrative staff exhibited a high level of expertise in professional knowledge, skills, and strong leadership. The principal was training the assistant principal in administrative duties, and the two shared responsibilities.</p>
Function B: School Teams and Councils. The school teams and councils function effectively to	EMERGING	LSIC meets to advance the school goals and mission and prepare for the presentation to the board of education, PLC meetings weekly to discuss student data and plan strategies to target	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: Through interviews and review of</p>

advance the mission and goals of the school through leadership, planning, and problem-solving.		learning, Faculty meetings weekly to plan for OEPA visit, Annual CPI training for select staff members to ensure effective response to students before reaching crisis state.		documentation, the OEPA Team determined teams established data-based goals and were meeting regularly. Agendas were developed and minutes maintained.
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	Online PD modules/training available to all staff in a self-paced format. All training encouraged by the principal – After school collaborative training available after school as voluntary action, paid and encouraged , Teacher Mentor program for all new teachers to support and monitor success. New Teacher Academy for all new teachers at the county level, weekly PLC where all teachers share a leadership role, responsibilities are shared due to the small nature of the school, Functioning Faculty Senate where all teacher have input into decision effecting the school, Professional library made readily available to all staff in the office and additional resources are made available when at all possible by the principal.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations, interviews, and review of documents, the OEPA Team determined most teachers took responsibility for a high level of leadership in the school. Teachers were provided authentic opportunities to influence professional practices within the school.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	The Student Council consists of many active students that cooperate effectively with their advisor to set and accomplish goals for the student body. Student Leadership Team annually trained and implements their strategies learned within the classrooms. Active Leo Club engaged in community outreach to assist in shared goals that connect school to its community NHS to acknowledge academic excellence, provide motivation for students to excel, and recognize	ACCOMPLISHED	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 and observations, the OEPA Team determined students had a variety of leadership opportunities, including clubs, student council, athletics, and the Youth Leadership Academy. Ninety percent of students were involved in leadership opportunities.

		leadership and outstanding character. Weekly advisor advisee meetings to target character education/LINKS lessons for each grade level with class sponsors. Students are afforded an opportunity to participate in band and sports teams. Older students are permitted to serve as PASS volunteers to mentor younger students when selected.		
--	--	--	--	--

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	PLC meetings held biweekly. Grade level meetings used to discuss instructional ideas and pacing. Core targeted and intensive instruction takes place in Math and ELA. Teacher provide support to students during lunch time. Principal uses EWALKS to collect classroom data. Teacher uses Know Me sheets in order to learn about individual students. Annual back to school celebration invites parents to meet teachers. Family night provides parent opportunity to interact with 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 determined most of the teachers created student-centered classrooms fostering higher level thinking skills and collaboration. The Team observed small group interactions and self-directed classroom. The science, technology, engineering and mathematics (STEM) program provided opportunities for intellectual inquiry, robotics, and problem-solving activities.
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	EMERGING	NxG standards are implemented throughout school as evidenced in lesson plans. Lesson plans provide clear easy to follow directions on a weekly basis. Implementation of Scholastic Magazine to provide informational text to all classrooms. All grade levels have scheduled lab times. Tea Every classroom has an elmo, teacher CPU, intel-board, and a data projector.	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 implemented a standards-based curriculum through curriculum maps and pacing guides. Standards were monitored through checklists and lesson plan reviews. "Bring your own device" (BYOD) policy was implemented to increase available devices for

Technology Tools.				students.
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	Principal provides feedback on lesson plans quarterly. WVGSA results and other assessment data are analyzed by teachers during PLC meetings. SMART goals are created during management of Academic performance process based on test data. Students are provided with choices for additional material once class work is completed. . IEPs provide for differentiated instruction for special needs. Grade level meetings discuss scope and sequence to ensure NxG standards are being followed. Teachers use formative assessments and summative assessments to monitor progress.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team verified most teachers developed short and long term plans, implementing a variety of instructional strategies.</p>
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	Reward assemblies are held to celebrate success on PBS program. Students taught how to use graphic organizers to improve writing skills. Core, targeted, and intensive instruction is provided to all students. All classrooms have an elmo for projecting information. Teachers employ clueing and prompting to encourage students. Teachers allow ample wait time to encourage students to deepen their thinking. Technology is integrated into all content delivery.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team observed most teachers consistently used digital tools and multiple strategies through delivery of instruction. The Team observed the following:</p> <ul style="list-style-type: none"> • Extensive use of BYOD; • Computer labs used frequently; and • STEM activities through robotics class.

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 hosts a back to school event to allow families and students to meet new teachers and discuss the coming year. The staff in collaboration with the PTO host a fall festival for the school and community. The school has two scheduled parent teacher conferences scheduled outside of the work day to accommodate parents to meet with teachers. Starting Points works with the school to host Cheap Eats events for families and community members at the school to educate about healthy eating on a budget. Students from families in need of assistance are provided with a backpack of food to provide extra nutrition on days when they are not at school. High school students are able to participate in FAFSA day to assist with the intricacies of navigating the FASFA forms with staff support. Paw Paw Schools has an all call system that allows for easy, timely communication to families about important school events and news. All seniors and junior are given opportunities to visit college campuses	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: Through interviews and observations, the OEPA Team determined staff, students, and many stakeholders had positive relationships with the school. Students were very complimentary of the caring staff. However, a large number of students stated the counselor was not accessible, did not respond quickly to student requests, and was slow to process scholarship and college applications. Students indicated the principal was not often visible in the high school facility. They stated the assistant principal was in the high school a little more frequently.</p> <p>Recommendations: To build more positive relationships between staff and students and improve student perceptions, the OEPA Team recommended the administrative staff develop a schedule of regular classroom walkthroughs and consider occasionally scheduling conversations with students.</p> <p>The Team recommended the counselor meet with students regularly; evaluate barriers to timely processing of college documents and accessibility to students; and consider maintaining a separate log for each school to verify direct service time for each school.</p>
Function B: Student Personal Development. The	ACCOMPLISHED	PPS participates in the free breakfast and lunch program allowing students the	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.		chance to receive proper nutrition during the school day. Multiple staff are trained annually in CPI training to ensure staff know proper deescalating strategies and safe response techniques. All students are provided lesson through the LINKS program on a weekly basis within their advisor groups. Students have access to online reporting system for bullying to allow them to anonymously report incidence of bullying. Backpack program, Advisor/advisee character ed. lessons, ESL services, rotation of physical education cycle for 7-12 (weekly)		school's self-rating for this function. Comments: Staff indicated a variety of resources were available to meet students' needs. An additional period was scheduled to provide academic interventions and support students who had fallen behind with classwork.
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 LSIC meets to prepare for the annual board meeting to showcase important growth at the school. Lion's club works in cooperation with student volunteers to combine community and school. The yearbook staff seek support throughout the Morgan County area to guarantee ads and funding for the school yearbook. Students are provided the opportunity to volunteer as a PASS reader volunteer or in some cases are provided with a volunteer to foster a love of reading. Students are given career development lesson throughout the years at PPS to identify strengths and aptitudes that might guide them to certain professional paths.	ACCOMPLISHED	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 verified support to meet students' needs through many partnerships. Community partners donated basic pantry supplies to students in need. Business partners included Dollar General, Bank of Romney, Avalon, and Best Western. The community used the school and gym daily. Additional school activities were instrumental in attracting parent participation, such as the fall festival, open house, dinners, benefits for families in crisis, etc.

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	Professionals and paraprofessionals are offered online modules for staff development. Many staff members are currently enrolled in graduate degree programs. Some teachers take advantage of NEA academy for extra development opportunities. Teacher mentor/mentee program, New Teacher's academy , team meetings, summer academies (math dep.), RESA professional development 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.
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	STAR assessments results are shared with all teachers to provide data driven decision making. Teachers collaborate with Special Educators to enhance student performance. Weekly team meetings to discuss at risk students and determine and approach to target their deficiency areas. team meetings, STEAM (3 teachers), data review weekly	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function Comments: Through interviews, the OEPA Team determined teachers chose to meet after school for team collaboration rather than to secure substitutes during the school day. The reteach period also allowed for additional collaboration and data analysis.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-	ACCOMPLISHED	All staff participate in self-reflection in accordance with WVDE teacher evaluation process. Teachers are given frequent feedback on lesson plans and observation made by administration during walk though visits to 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. Comments: During interviews, teachers indicated they used administrative feedback from walkthroughs, observations, and lesson plan reviews for

reflection and informs the process of professional growth.		classroom environment providing reflection opportunities. teacher evaluation self- reflection, mentor/mentee meetings, lesson plan review schedule, school climate survey, end-of -the-year meeting		professional growth. Lesson plans were reviewed and feedback provided to improve instructional design and 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.	ACCOMPLISHED	All entrances to the school are protected by magnetic locks to prevent entry except through main door. All staff wear school identification badges and visitors must wear a pass provided by the main office. Lobby Guard is used to quickly screen all visitors before presenting with a pass to enter the school. All classroom and environments have a PA system for easy communication to the main office. All work orders are sent through an online system "School Dude" where they are monitored and updated as repairs are addressed. Students from both elementary and highs school building interact with each other at appropriate times throughout the day.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team determined the school was clean, secure, and configured to meet the needs of the students. The teachers indicated enclosing the breezeway would increase security and protection from weather. During a walkthrough of the building, the Team determined an outside door by the weight room did not latch independently when opened.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the administration submit a work order for the outside door.</p>
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All forms to request funds are available in the main office for easy access. Procedures for obtaining funds are clearly established and reasonable. Faculty Senate has clear guidelines and procedures for securing funds required for classroom use. An annual budget meeting is conducted by the FS Budget Committee for a review and budget	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		analysis and preparation for upcoming year. Resource allocation verification Forms.		
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	Highly qualified teachers are selected using a rubric and interview process that includes school administrators and interested staff members who are 2520.8 certified. An online application system is used for all interested applicants guaranteeing equal opportunity to apply. All applicants are screened at the central office based on the findings of the application process.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through interviews, the OEPA Team determined the school followed hiring practices identified in State code. In the event highly qualified staff did not apply, the school employed long-term substitute teachers with the highest qualifications.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	The school provides easily accessible computer labs. Many rooms are equipped with ELMO, smart boards, and classroom computers or tablets. The staff and students use Engrade for content and grade management and communication. All staff have been provided with Office 365 and all the tools associated. Many teachers take advantage of several of the features offered in this package to collaborate and share ideas, student data, and plans.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team observed sufficient infrastructure to support current technology devices. Most teachers had access to technology and used it for student learning. Students stated they used technology on a regular basis. The BYOD initiative allowed for added devices available for student use.
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	EMERGING	Daily announcement of the school mission statement. SMART goals developed and monitored as required by state evaluation system. The LSIC meets at least quarterly to discuss core beliefs and mission statement and how to align	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 strategic plan goals were monitored and used to guide the school

the mission and goals outlined in the strategic plan.		school plan to meet goals. Alt. ed. program, benchmark data examined and used to adjust instruction/groupings ,lesson plan reflections help staff work on weaknesses, WVGSA data results review		and student achievement. Staff discussed the content of the strategic plan and their role in its implementation.
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	Weekly secondary team meetings to evaluate and assess student progress. Weekly faculty meetings to evaluate data and student success. Students are provided an opportunity to take courses at James Rumsey. All new teachers are provided with access to the new teacher academy to support growth and success. WV virtual school classes are available to students to offer students credit.	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 observations, the OEPA Team verified most teachers collaborated to review student data and progress, and to develop effective plans 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	Staff is reminded of and invited to professional development opportunities through email notifications. Staff receives daily announcements including all information related to students and school functioning. Student reports of missing assignments are generated through Engrade daily and students pulled for time to work with teacher during a reteach period.	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 teachers continuously monitored student progress. The administrator attended all team meetings and evaluated the results of the benchmark assessments, Engrade, and data analysis.

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.	mobile lab upgrade, departmental planning	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	resources av. for staff to pursue advanced degrees in critical	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.	areas (math/eng.)	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.	skill level grouping in RLA/Math, state/regional recognition of PPS for STEM projects, using HS students to assist with elementary students, STEAm club, Science club, wellness club rotation, senior project support, credit recovery support period, math field day support	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • Second Chance Breakfast; • Caring staff; • Collaboration; • School pride displayed by students; and • STEM classes and activities. <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
--	---	--

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

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code**School Responsibilities for Accreditation (Pages 13-14)**

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

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

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

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of

- student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

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

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

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

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

- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

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

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

YES

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

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Guidelines for Implementation. (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>
YES	<p>Alternative Education. (S1,FC)</p> <p>A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.</p> <p>Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)</p> <p>Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.</p>

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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	July '15 audit successful for PPS	NO A written corrective action plan documenting that financial audit findings were addressed was not available.
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	special audit occurred three years ago, all issues resolved	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	report on file, did not identify any non-compliances	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	report on file, did not identify any non-compliances	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

Findings

Policy 1224.1: Accounting Procedures Manual for Schools: Ensure a plan of correction is submitted to the county office addressing all financial audit findings.

Facility Resource Needs (One School Facilities Checklist was completed for both sections of Paw Paw Schools).

7. Cafeteria/Food Service Area

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

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
 - A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
 - A-3. Work counter with sink. (May adversely impact students' health and safety.)
 - A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)
- 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

- C. Locations of physical fitness facilities were not away from quiet areas of the school building or are acoustically treated. (May adversely impact program delivery and student performance.)
- E. Physical fitness facilities did not include at least the following items:
 - E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)
 - E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

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

- C. Auditorium was not appropriately equipped with at least the following:
 - C-4. Sound dampening acoustical treatment material is used to reduce unwanted noise from the seating area. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

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

13. General Classrooms

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

15. Art

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

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

17. Science Laboratories and Facilities

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

C-2. Emergency main line gas shut-off conveniently located. (May adversely impact students' health and safety.)

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

Education Performance Audit Team

Team Chair – Deborah Ashwell, OEPA Coordinator

Team Leader – Rick Deuell, OEPA Consultant

Team Member – Dwight Williams, Principal, Moorefield High School, Hardy County Schools

Team Member – Diane Blume, Principal, Midland Trail High School, Fayette County Schools

Date of School Visit – 03/23/2016