



**Office of Education
Performance Audits**

RESA 4 REPORT

NICHOLAS COUNTY SCHOOLS

NOVEMBER 2015

WEST VIRGINIA BOARD OF EDUCATION

NICHOLAS COUNTY

		Total Standard- Functions Reviewed	Distinguished	Accomplished	Emerging	Unsatisfactory
Standard-Functions Rated for All Schools		360	2	202	156	0
Percentage of Standard-Functions Rated for All Schools in Each Designation			1%	56%	43%	0%

Standard-Functions Ratings Raised	37	10%
Standard-Functions Ratings Lowered	54	15%
Standard-Functions Ratings Unchanged	269	75%
Standard-Functions Reviewed for All Schools	360	

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	3	3	3	3	3	3	3	3	3	3	3	3
1B - High Expectations for All	3	3	3	3	3	2	2	3	2	2	3	2	3	3
1C - Safe, Orderly, Engaging Environment	2	2	3	3	3	2	3	3	3	3	3	3	2	2

2. School Leadership

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

3. Standards=Focused Curriculum, Instruction, Assessment

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

4. Student Support Services and Family/Community Connections

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

5. Educator Growth and Development

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

6. Efficient and Effective Management

6A - Facilities	2	2	3	3	3	3	3	3	3	3	3	3	2	2
6B - Fiscal Resources	2	2	3	3	3	3	3	3	3	3	3	3	3	3
6C - Personnel	2	2	3	3	3	3	3	3	3	3	3	3	3	3
6D - Data, Information System,Tech Tools, Infrastructure	3	3	2	2	3	2	3	3	3	3	3	2	2	2

7. Continuous Improvement

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

NICHOLAS COUNTY

Rating Scale:

4 = Distinguished

3 = Accomplished

2 = Emerging

1 = Unsatisfactory

1. Positive Climate and Cohesive Culture

1A - Shared Beliefs and Values

1B - High Expectations for All

1C - Safe, Orderly, Engaging Environment

2. School Leadership

2A - Principal Leadership

2B - School Teams and Councils

2C - Teacher Leadership

2D - Student Leadership

3. Standards=Focused Curriculum, Instruction, Assessment

3A - Classroom Learning Environment

3B - Standards-Focused Curriculum

3C - Instructional Planning

3D - Instructional Delivery

4. Student Support Services and Family/Community Connections

4A - Positive Relationships

4B - Student Personal Development

4C - Parent/Community Partnership

5. Educator Growth and Development

5A - Professional Development

5B - Teacher Collaboration

5C - Evaluation, Feedback and Support

6. Efficient and Effective Management

6A - Facilities

6B - Fiscal Resources

6C - Personnel

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

7. Continuous Improvement

7A - Focused and Cohesive Plan

7B - Processes and Structures

7C - Monitoring for Results

	62-218 Summersville Elementary		62-219 Zela Elementary		62-220 Panther Creek Elementary		62-401 Richwood Middle		62-402 Summersville Middle		62-501 Nicholas County High		62-502 Richwood High	
	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	3	2	3	3	3	3	2	3	2	2	2	3	3	4
1B - High Expectations for All	3	2	3	3	2	3	2	2	2	2	2	3	2	3
1C - Safe, Orderly, Engaging Environment	3	3	3	3	3	3	3	3	2	3	3	3	2	3
2A - Principal Leadership	3	2	3	3	3	3	2	3	2	3	2	2	3	3
2B - School Teams and Councils	4	2	2	2	2	3	2	2	2	3	2	2	3	3
2C - Teacher Leadership	3	2	3	3	2	3	3	3	2	2	2	3	3	3
2D - Student Leadership	3	2	2	2	2	2	2	2	2	2	2	2	2	2
3A - Classroom Learning Environment	3	3	2	3	2	2	2	2	2	2	2	3	3	3
3B - Standards-Focused Curriculum	3	2	3	3	3	3	2	2	2	2	2	2	3	3
3C - Instructional Planning	2	2	3	3	2	3	2	2	2	2	2	3	2	2
3D - Instructional Delivery	2	2	3	3	3	3	2	2	2	2	2	3	3	2
4A - Positive Relationships	2	2	3	3	2	3	3	3	2	3	2	3	3	3
4B - Student Personal Development	3	3	3	3	3	3	3	3	2	2	2	2	3	3
4C - Parent/Community Partnership	3	3	2	3	3	3	3	3	2	2	3	3	3	3
5A - Professional Development	4	2	3	3	3	3	3	3	2	3	2	2	4	3
5B - Teacher Collaboration	3	3	3	3	3	3	3	3	2	2	2	2	4	3
5C - Evaluation, Feedback and Support	3	3	3	3	3	3	3	3	2	2	2	2	4	3
6A - Facilities	2	2	3	3	3	3	3	3	2	3	3	2	2	3
6B - Fiscal Resources	4	3	3	3	4	4	3	3	3	3	3	3	2	2
6C - Personnel	4	3	3	3	3	3	3	3	2	2	3	3	3	3
6D - Data, Information System, Tech Tools, Infrastructure	3	2	3	3	2	2	1	2	2	2	2	2	3	3
7A - Focused and Cohesive Plan	3	2	3	3	2	3	2	2	2	2	2	2	3	3
7B - Processes and Structures	3	2	3	3	2	3	2	3	2	2	2	2	3	3
7C - Monitoring for Results	3	2	3	3	2	3	2	2	2	2	2	2	3	2

NICHOLAS COUNTY

Rating Scale:

4 = Distinguished

3 = Accomplished

2 = Emerging

1 = Unsatisfactory

62-701 Nicholas Co.
Career/Technical
Center

	School Rating	Team Rating
<u>1. Positive Climate and Cohesive Culture</u>		
1A - Shared Beliefs and Values	3	3
1B - High Expectations for All	3	3
1C - Safe, Orderly, Engaging Environment	3	3
<u>2. School Leadership</u>		
2A - Principal Leadership	2	3
2B - School Teams and Councils	2	2
2C - Teacher Leadership	2	2
2D - Student Leadership	3	3
<u>3. Standards=Focused Curriculum, Instruction, Assessment</u>		
3A - Classroom Learning Environment	3	3
3B - Standards-Focused Curriculum	3	3
3C - Instructional Planning	3	2
3D - Instructional Delivery	3	2
<u>4. Student Support Services and Family/Community Connections</u>		
4A - Positive Relationships	2	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	2
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	2
<u>7. Continuous Improvement</u>		
7A - Focused and Cohesive Plan	3	3
7B - Processes and Structures	2	2
7C - Monitoring for Results	3	3

NICHOLAS COUNTY

<u>Policy and Code Compliance</u>		62-202 Birch River Elementary		62-204 Cherry River Elementary		62-206 Dixie Elementary		62-209 Glade Creek Elementary		62-210 Gauley River Elementary		62-212 Mt. Lookout Elementary		62-213 Mt. Nebo Elementary	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	P	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	P	F	P	P	P	F	F	F	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		N	F	F	F	F	F	F	F	F	F	F	F	F	F
Code: 18-2-7a - Physical Education		F	F	F	P	F	F	F	F	F	F	F	F	F	F
Code: 18-5-18b - Counseling Services		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Full		5		5		5		5		5		6		6	
Partial		1		1		1		1		1		0		0	
Noncompliance		0		0		0		0		0		0		0	
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	Y	NA	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		Y	Y	Y	Y	NA	Y	Y	Y	NA	Y	Y	Y	Y	Y
Fire Marshal Report		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Health Department Compliance Report		Y	Y	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y
School Building Authority Report		Y	NA	NA	NA	NA	NA	Y	Y	NA	NA	Y	Y	NA	NA
Federal Programs Monitoring Reports.		Y	Y	Y	Y	NA	Y	Y	Y	NA	Y	Y	Y	NA	Y
Yes		5		5		5		6		5		6		5	
No		0		0		0		0		0		0		0	
Not Applicable		1		1		1		0		1		0		1	

NICHOLAS COUNTY

<u>Policy and Code Compliance</u>		62-218 Summersville Elementary		62-219 Zela Elementary		62-220 Panther Creek Elementary		62-401 Richwood Middle		62-402 Summersville Middle		62-501 Nicholas County High		62-502 Richwood High	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		P	F	F	F	F	F	F	F	F	F	F	F	F	F
Policy 2340 - WV Measures of Academic Progress		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Policy 2510 - Assuring the Quality of Eucation		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Code: 18-2-7a - Physical Education		F	F	F	F	F	F	F	F	F	F	F	F	F	F
Code: 18-5-18b - Counseling Services		F	F	F	F	F	F	F	F	N	N	F	F	F	F
Full		6		6		6		6		5		6		6	
Partial		0		0		0		0		0		0		0	
Noncompliance		0		0		0		0		1		0		0	
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		Y	Y	Y	Y	Y	Y	NA	Y	Y	Y	Y	Y	NA	Y
Fire Marshal Report		Y	Y	Y	Y	Y	Y	NA	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		NA	Y	Y	NA	NA	NA	NA	NA	Y	Y	Y	Y	NA	NA
Federal Programs Monitoring Reports.		NA	Y	Y	Y	NA	Y	Y	Y	NA	Y	Y	Y	NA	Y
Yes		6		5		5		5		6		6		5	
No		0		0		0		0		0		0		0	
Not Applicable		0		1		1		1		0		0		1	

NICHOLAS COUNTY

<u>Policy and Code Compliance</u>		62-701 Nicholas Co. Career/Technical Center
Rating Scale: F=Full; P=Partial; N=Non Compliance		
Policy 2320 - A Process for Improving Education	—	F
Policy 2340 - WV Measures of Academic Progress	—	F
Policy 2510 - Assuring the Quality of Education	—	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	—	F
Code: 18-2-7a - Physical Education	—	F
Code: 18-5-18b - Counseling Services	—	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	Y
Policy 2419: Education of Students with Exceptionalities	Y	Y
Fire Marshal Report	Y	Y
Health Department Compliance Report	Y	Y
School Building Authority Report	NA	NA
Federal Programs Monitoring Reports.	NA	Y
Yes		5
No		0
Not Applicable		1

Full	84	<u>TOTAL</u>	Yes	80
Partial	5		No	0
Noncompliance	1		Not Applicable	10

SCHOOL PROFILE

62-202 BIRCH RIVER ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	100	113	120	117
Average Class Size	18.0	14.4	13.0	19.3
Attendance Rate	98.65	98.68	98.82	97.57
Pupil Admin Ratio	178.0	198.0	240.0	234.0
Pupil Teacher Ratio	11.1	12.4	15.0	13.8
Participation Rate-Math	not available	100.00	100.00	98.28
Participation Rate-Reading	not available	100.00	100.00	98.28

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

BIRCH RIVER ELEMENTARY SCHOOL in NICHOLAS COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

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

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The staff has worked collectively to form a mission statement and core beliefs that give focus and purpose to decisions. Teachers at Birch River Elementary believe all students can reach personal success. We believe that the levels of success will vary for each student. We also believe that it takes a village to educate the child and recognize the importance of parents and teachers working together for the benefit of the child. We hold ourselves to a high level of accountability as well as holding our students to a high level. We believe the children will rise to meet our expectations. A bulletin board in the front hall by the entrance displays articles that are submitted to the local county newspaper. We believe this weekly article in the Nicholas Chronicle goes a long way to promote our school and the awesome staff and students we	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		have here at BRE. We want the world to know what we do on a daily basis!		
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	Monthly meetings with parents and teachers are scheduled to better communicate expectations and gain collaboration in the learning process. Quarterly recognition, Award days and special activities ,are scheduled to celebrate learning and to make connections with community and family stakeholders. We held a WESTEST Medal Ceremony at BRE on Nov 13, 2014 for all students who were either High Achieving or High Improving on their WESTEST scores for the 2013-2014 school year. Students and their families were treated to a spaghetti dinner before the awards ceremony. At BRE we have Bear Dens. Each "den" is composed of various students and teachers from across all different grade levels. This has been a 4th nine weeks trial activity to see how it would function within our school. The goal is to promote citizenship, academic motivation, behavior, attendance, and family. We work together in our bear dens for the good of the school and the good of each bear den member.	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>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school update the School Monitoring Report with current assessment data.</p>
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	Staff meet every other Thursday to discuss data and/or learning to support student success. Staff do not see grade levels they discuss students as part of the family and many contribute to interventions and positive behavior plans. Since the "Bear Den" positive behavior support plan our discipline incidents have declined and classroom work effort has significantly increased.	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 principal encourages staff driven decisions that are collaborative and reflective of the staff's strengths. Weekly articles are written by staff and put into the newspaper that highlight school wide activities, individual accomplishments by students and/or staff and upcoming events. The principal attacks problems by gathering stakeholders together and discussing solutions and using the strengths and resources available. In order to become a more effective leader, Mrs. Morlan, the principal, distributed to staff, a survey where employees could rank her in a varieties of area. Mrs. Morlan is using the results of this survey to become a more effective leader.	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 noted the principal had a clear focus on collaboration, positive relationships, and using current assessment results to inform instruction. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal continue the focus on student achievement.
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	Committees are established and are developing regularly scheduled meetings to work to support leadership, planning and problem solving. Leadership opportunities are shared at BRE, with each teacher taking the lead in some area of need. Our PLC group also shared in leading a chapter discussion.	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 continued focus on collaboration using test data for instructional planning.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom	EMERGING	In the staff meetings that occur every other Thursday we are committed to do a book study on Making Thinking Visible to investigate strategies that would encourage higher level thinking and also more student engagement. The	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the rating, to strengthen the

improvement and are provided authentic opportunities and resources to lead and influence professional practice.		strategies will be demonstrated by each member of the staff and then discussion will further hone each one for use in our school. Teachers meet twice weekly on Tuesday and Thursday mornings for 20 minutes WITHOUT the principal to share student data, teacher concerns, etc. These meetings are led by the Title 1 Teacher Teresa Conrad. Minutes are then sent to all stakeholders as well as the principal.		function, the Team recommended a teacher from the primary grades become part of the leadership process to provide a whole school focus.
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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	All 5th grade students are automatically on the BRE School Leadership team. Mrs. Morlan, principal, meets with the class twice weekly from 7:30 to 8:00 a.m. At some of the first several meetings, students discussed qualities of good leaders then did a self-examination to identify what qualities they possess and which they do not. They made a list of these and know what qualities they need to improve on. Duties of a 5th grade leadership team include but are not limited to: flag care (folding/daily display), leading Pledge of Allegiance on intercom, tutoring lower grades, BRE Bear Team Treasurers, host & hostesses for school events and playground maintenance. Students are to be positive role models for their BRE peers One of the projects they worked on this year was showing their fellow students some "healthy habits". Students took the BRE Times camera and staged some 'good habits to have' photos and posted them in various places around the school.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A:	EMERGING	Classrooms and halls are inviting and student-	EMERGING	The evidence provided by the school and the

<p>Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>		<p>centered with student work, awards, accomplishments and information displayed. Collaborative teams meet twice weekly to discuss student/school needs. At these meetings student needs, triumphs, and concerns are shared with those in attendance. Plans are made at these meetings, data is shared, and this is a chance for classroom teachers to meet and talk with the rest of the teachers in a child's 'team' and let them know concerns, etc to work with the child on. The School Counselor comes every Friday to BRE. She is only here in the afternoons on Friday, one week she services grades K-2 in an in-class setting through presentation and the next week she services grades 3-5. She addresses issues suggested by the classroom teacher if an issue has presented itself that lends to being addressed in whole group. Bear Dens also promote positive supportive relationships between student - student and student - teacher.</p>		<p>additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team observed a positive environment throughout the school. Teachers and staff considered students' interest when planning for instruction.</p>
<p>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</p>	<p>EMERGING</p>	<p>Teachers have established a check off sheet for Standards that allow at a quick glance standards that have been taught and those that are still needing taught. Assessments align with those standards to show student mastery and reteach needed The Technology Integration Specialist (TIS), Sandy Hanshaw, worked on various projects throughout the year. Part of those have been uploaded here. The classes have worked on digital storytelling, powerpoint presentations, as well as learning to use the new testing site for the summative assessment One of our strategic goals at BRE for the 2014-2015 school year was to increase student engagement 10% as</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA team determined the school was in the beginning phases of developing standards-based instruction.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the rating, the Team recommended the staff intentionally align instructional practices with the Next Generation Standards and Objectives.</p>

Tools.		measured by the IPI (Instructional Practices Inventory). Attached you will find our results of the 3 IPI data collection points. You will also see a MORE than 10% increase from the first data collection point in October 2014 to the last in March 2015.		
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 include time allocations given to activities. Lesson plans reflect large and small groupings and also choice activities to demonstrate mastery of skills.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed efforts to improve student performance through long and short term planning initiatives as evidenced by an electronic plan book and teacher notebooks containing goals based on grade level assessment data.
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	Questioning strategies are just some of the strategies that we are exploring as we do our first PLC "Making Thinking Visible". Staff has established daily routines using the strategies from "Capturing Kids Hearts" that model social and professional skills. We engage the students as they come in the door with a positive greeting that affirms each student and welcomes them into our school giving them our full attention. We must capture their heart before we can capture their head. At BRE a needs assessment is completed at the beginning of the year. This year we did not have WESTEST data til later into the year. The teachers used a wide variety of assessments to determine areas of specific need within the separate classrooms. Some 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. Comments: The OEPA Team observed most teachers were transitioning from traditional teaching to facilitating engaging instructional experiences that enhance individual student progress. The Team noted the school was taking positive steps to assist students with mastery of the curriculum. Additionally, the Team observed two teachers who exemplified the practice of fostering intellectual inquiry and self-direction during instructional delivery. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen

targets.		Everyday Math beginning of year assessments, others used the Scott Foresman Online beginning benchmark data. The notes were shared with interventionists, Title 1 and Special Education teachers.		the function, the Team recommended the school arrange peer observations and modeling utilizing the identified teachers.
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Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	PTO is being established to create positive relations between the school, staff, families and the community. Our playground improvements are a community project because the school functions as the community hub of activity. We hold Open House at the beginning of the school year. We invite all students and their families to join us for an evening of visiting and snacks. This is our first point of contact with students and their families. This is a chance for meeting the teacher, seeing the classroom, getting a suggested supply list, etc. Title 1 sponsored a "Homework Help" Workshop for parents in all grades. Two flyers were sent home announcing the workshop as well as it being advertised on the school's Facebook page. Newsletters from the principal are sent home every Friday with weekly updates and upcoming dates.	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 numerous programs were in place to promote positive relationships. <ul style="list-style-type: none"> • Weekly Newsletter • Parent Nights • PTO • Parent Support Workshop • Award Days • Homework Help
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through	EMERGING	The school searches out agencies that can meet the physical, social-emotional and academic needs through grant writing, partners in education and various non-profit groups that give support to schools. We have partnered with United Way to provide shoes for students in need twice a year, Nicholas County Childhood	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.

coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		Hunger Prevention, Inc to provide summer snack packs and also weekend snack packs after school starts back up, and Christmas From the Heart. School-wide procedures are set in place to teach character education and also The Leader In Me is shared with the 5th grade.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Using our playground development as a starting point connections are being made within the local community and the county to form partnerships to meet the needs of the students. One of our goals this year was to increase attendance at our school's PTO meetings. We tried all of the action steps listed in our strategic plan and there were some months we did have increased attendance, but as a whole, attendance was not regular. At our first meeting we came away with a mission: "With excellent communication supporting education through community activities and assisting the needs of Birch River Elementary." Also, we did a survey (results attached here) to see when the best time was to have a PTO meeting and we changed the time of the meetings to accomodate the majority of parents. This did not seem to increase attendance. The PTO was in charge of several projects this year as witnessed by the minutes of those meetings.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team determined the school implemented a variety of activities promoting parent and community involvement. <ul style="list-style-type: none"> • Computer Night • WV Read Aloud • Summer Program • Career Day • Art Night
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE

Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	We sent three staff members to the Reading Conference and they will gather information and present it at our staff meetings held every other Thursday. Our staff takes part in any trainings that they feel will improve their classroom practices (Read-a-loud, IPI, Number Talks, CPI, PAR, First Aid & CPR, Observations in other classrooms, etc.) . What they learn they come back and share with the 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. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school seek schoolwide professional development opportunities designed to improve classroom practices, based on school data results.
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	We have begun our first PLC with the book Making Thinking Visible and we will share the leadership through demonstration and facilitating. All classroom teachers, interventionists, and resource teachers (Sped/Title I) meet twice per week to discuss student concerns.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff further build collaboration for improvement of student learning.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional	EMERGING	We are scheduled to do four IPI data collections in the school year 2014-15. We have worked on a better walk-through document that supports the strategies we want to use in our everyday instruction that we studies and implement as a result of our PLC with the book Making Thinking Visible.	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.

growth.				
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	When we received our school's Board of Risk Report we went to work making the changes needed that we could do as a staff. We removed the unsafe playground pieces, cut shrubs back, cleaned up storage rooms and asked the local fire department about exit signs for windows. All other findings were reported and requested for maintenance. The custodian checks the school and the playground frequently. Also, the teachers on playground duty are partially responsible for making sure the playground and the equipment is in good repair. If it is not, it is immediately reported to the principal.	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 due to safety issues, the drain by the dugout be covered.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMGING	The findings that were reported to us we have addressed and have established procedures to further comply with state accounting procedures. 5th grade teacher April Albertini has applied for a Media in Education Grant. Attached is a copy of her application. We are awaiting word on whether it will be funded or not.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. .
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified	EMERGING	Evaluations, Walk-throughs and Lesson Plan checks are done to insure the high expectations set by the staff are met and supported by the staff. To fill three long term sub positions that came up during the 2014-2015 school year we made individual calls out to find the most qualified substitutes.	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.

needs of students.				
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Our technology integrationist works regularly with staff, parents and students to instruct in the use of technology to support education and communication. Students regularly use the technology for assessment, practice and research and have a daily scheduled time with the lab and mobil ipad labs. Keep running logs of updates, usage and needs that are addressed by both the Integrationist and also the tech support 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

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	We determined as a staff after our WESTEST results were in that we needed to make one of our goals on our evaluations about Math because our scores were so much lower in math. Our first IPI data also led us to explore more strategies for student engagement which is why we are doing our first PLC this year on "Making Thinking Visible".	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	EMERGING	We have two split grade classes and we were able to go and observe another teacher in the county that has had great success with split	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.

for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		grades to give us some new ideas and a better way to structure class time and to improve student learning. Teachers have a weekly time set aside after school for collaborative planning. In the upcoming school year we have fit in another 20 minutes of intervention plan daily.		Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to support professional relationships and processes to collaboratively engage all stakeholders to promote the vision and mission of the school.
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	Smart Goals were written based on data collected from WESTEST and aligned with the school strategic plan. Parents were provided a workshop for help with Math homework and also practice on using the math website that will allow them to see their child's progress and to check mastery on concepts for themselves.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff update the School Monitoring Report evidence to reflect current school initiatives.

SECTION 2: What Support do you need for improvement?

Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The two most substantial needs are outlets in classrooms and a teacher secured for our split grades. We have a good amount of technology available to our students but only two outlets per classroom. Our 4th grade is split into two classes and both are at their maximum. Some secondary needs include: storage, slow internet access, furniture and indoor handicap access to the cafeteria.	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.	With a good amount of technology available to us we feel more training on how to use it, and ideas for more uses in the learning environment would help us significantly (Mobymac, clickers, interactive television, and iPads). Continued training on fully implementing the use of everyday math both in school and home. Most of our	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the Team recommended the school provide schoolwide professional development opportunities designed to improve classroom practices, based on school

	teachers work with Mac so continued training on utilizing more features.	data results.
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SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	We focus on transition between activities here and use a school wide method to transition. We make sure all students are greeted with a handshake and "good morning" as they enter the building. Our assessments help us to determine progress, needs and direction of instruction. We also feel our "Bear Den" program is providing sound support for leadership and character building. Weekly "Friday Updates", newspaper articles, Facebook, school messenger and phone calls to make connections.	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • Bear Den • Long and Short Term Planning Notebooks • Vision and focus of the school leadership team. <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

PARTIAL COMPLIANCE

The SMR was not updated for the current school year or prior to the on-site review.

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

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

NON-COMPLIANT

FULL COMPLIANCE

The school had a plan in place for students who may need an alternate educational

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

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

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

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

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

Implement investigatory and reporting procedures (Page 43).

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

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

NO

Alternative Education. (S1,FC)

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

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

Implement county policies and procedures for alternative education.

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

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

FULL COMPLIANCE

FULL COMPLIANCE

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

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

YES	Results are shared with students and parents. (S7, FC)		
F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	FULL COMPLIANCE	

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

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

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

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

Compliance Core Areas of Policy/Code

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

Verification of Other Monitoring Reports:

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

E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		NOT APPLICABLE
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-1. Tables and chairs. (May adversely impact program delivery and student performance.)
- B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- L. Dining area seating was not adequate (8-14 ft.² per student served). (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 students' health and safety.)
- C-3. Adequate storage areas for supplies and locker type storage for pupil belongings. (May adversely impact program delivery and student performance.)
- E. Lockers were not sufficient for student belongings. (Did not adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Cheryl Workman, OEPA Consultant

Team Member – Chris Perkins, OEPA Consultant

Team Member – Janet Hall, Principal, Harry J. Kaiser Elementary School, Jackson County Schools

Team Member – Anthony Boggs, Principal, Big Otter Elementary School, Clay County Schools

Team Member – Susan Braithwaite, Principal, Slanesville Elementary School, Hampshire County Schools

Date of School Visit – 10/01/15

SCHOOL PROFILE

62-204 CHERRY RIVER ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	247	253	259	238
Average Class Size	19.9	19.9	18.6	16.9
Attendance Rate	97.41	97.28	97.28	96.39
Pupil Admin Ratio	217.0	226.0	259.0	239.0
Pupil Teacher Ratio	12.1	12.6	15.2	12.3
Participation Rate-Math	not available	100.00	99.06	97.09
Participation Rate-Reading	not available	100.00	99.06	97.09

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

CHERRY RIVER ELEMENTARY SCHOOL in NICHOLAS COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

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

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The Cherry River Elementary staff uses "The 7 Habits of Happy Kids" as a foundation for the beliefs and values they deem appropriate for the school. These seven habits empower the students and the staff to take responsibility for themselves and their behavior. Throughout the school, the habits are displayed, referred to by teachers, and serve as reminders to everyone what is expected of them. Teachers also collaborate to come up with shared norms, values, and expectations for the school community. Also, classroom social contracts are developed with students to reflect the values and ideas of "The 7 Habits for Happy Kids". In addition students recite the school mission statement and school pledge daily.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

<p>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.</p>	<p>ACCOMPLISHED</p>	<p>The 7 Habits of Happy Kids serve as the framework for all aspects of the learning environment. In particular, putting first things first, and begin with the end in mind convey high expectations for all. Student Data Folders are used in each classroom. These folders include the “I Can” statements which are the Next Generation standards written in kid-friendly language so children can monitor their own progress. Student Data Folders include individual academic and personal goals. An incentive system for behavior is also in place with each classroom, e.g., Marble Jars. An Awards Assembly recognizes the students’ accomplishments throughout the year.</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>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.</p>	<p>ACCOMPLISHED</p>	<p>The school staff members have written grants to obtain a walking track, outdoor classroom and picnic tables. Teachers and parents have volunteered to give the interior and exterior a makeover including fresh paint and murals contributing to an inviting atmosphere. There are established procedures for various safety threats with monthly drills. In the classroom, teachers include PBL’s, hands-on activities, guest speakers and collaborative grouping to maximize student engagement. Classrooms are organized for whole group as well as small group sessions to meet the needs of all students. Classroom teachers, support teachers and interventionists work collaboratively to ensure all students are making progress.</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>

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	<p>The school is in a transition process. In the past the principal shared instructional and school leadership with the staff through various teams and committees. The principal attended professional development with the staff and conducted professional development to keep staff up to date with policy and instructional practices. While the principal liked to stay connected with classroom activities and learning environments, he valued teacher discretion and supported their ideas. The principal had training on general aspects of coaching to improve instructional practices. The principal visited rooms to gather evidence of student engagement and had conversations with the teachers during common planning.</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 determined the evidence for this function was provided by the former administrator and it was not substantiated. However, the Team verified the current interim principal exhibited professional knowledge that reflected strong and effective leadership and management. The current principal was developing a sense of unity through support and guidance provided to the staff.</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.	ACCOMPLISHED	<p>All teachers serve on committees aligned to the Standards for High Quality Schools. There are four teams: culture and climate (1), curriculum and instruction (3), positive relationships(4) and professional growth and development (5). In addition, teachers are part of other committees including: a hiring committee, safety committee, technology committee, curriculum team, leadership team, SAT team, as well as faculty senate and LSIC (Local School Improvement Council).</p>	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: The OEPA Team verified the school had not addressed the strategic plan for the current school year and staff interviews revealed teachers were not aware of how the school was advancing the mission and goals of the school through strategic planning.</p> <p>Recommendation: The OEPA Team recommended the Local School Improvement Council and staff reexamine the strategic plan to assure the school's</p>

				mission and goals are being addressed though leadership planning and 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	Teachers share rotating roles in both PLC and Leadership Team meetings. The Leadership Team was instrumental in developing the strategic plan. Teachers continuously work to keep the school moving forward and rise to challenges when needed. Teachers attend professional development and present the information they acquire to school and county employees.	ACCOMPLISHED	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	Students set their own goals and are responsible for their own learning. The students keep track of their learning in data folders. Students have jobs in each classroom. Students help custodians clean the lunchroom. Students are responsible for leading the pledge, mission statement, and school pledge over the intercom each morning. Each grade is responsible for a monthly community service project. Primary students are paired with intermediate students one day a week during PLC time to participate in the "study buddy" 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.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE

<p>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.</p>	<p>EMERGING</p>	<p>Student learning at Cherry River Elementary is monitored throughout the school year by both teachers and students. The progress toward grade level and personal goals is tracked in the student data folder. The lower grade block, K-3, use the PAR (Predictive Assessment for Reading) and Math benchmark assessments. The upper grade block, 3-5, uses results from the Smarter Balanced Assessment as well as benchmarks from core instructional programs. Additional data is gathered for all grade levels from cold writes, spelling inventories, and Everyday Math RSA's. The data collected by teachers is analyzed to inform whole group and small group differentiated instruction. Students use technology to research and share information with their classmates. Title I, special education teachers and interventionists work closely with classroom teachers to provide instruction targeting specific needs identified by the data.</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff incorporate instructional strategies that foster student reflection, intellectual inquiry and self-direction.</p>
<p>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</p>	<p>EMERGING</p>	<p>Instructional delivery is centered around the Next Generation Standards with an emphasis on applying the results of formative assessment to inform instruction. Teachers school-wide use Science and Social Studies materials to integrate ELA and Math standards and objectives in an exciting way through Project Based Learning. Staff members participated in trainings designed to help implement Next Generation Standards in the classroom. Trainings included author of Super Core, Mark</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

Learning Skills and Technology Tools.		Weakland, Kathy Snyder (ELA), and Susan Barrett (Math).		
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	Cherry River Elementary School teachers are provided a common planning time with their grade level partners through the design of the master schedule allowing for collaborative planning. Long-range instructional plans are developed by grade-level collaborative teams. During collaborative planning and PLCs teachers use data, including RSAs from Everyday Math and other formative assessments to plan whole and small group lessons. Teachers are continuing to analyze current data and set instructional goals that address the Next Generation Standards and Objectives.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff continue to evaluate the effectiveness of long term plans as they relate to student performance levels.
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	ACCOMPLISHED	All teachers utilize a mix of whole and small group instruction. Technology is one means of providing differentiated practice. Teachers use the IPI process as a framework for tracking and improving student engagement. Teachers post learning objectives that connect to students in the form of I Can Statements. Students use data folders to track the mastery of those objectives.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team observed the use of data notebooks and beginning implementation of the Instructional Practices Inventory (IPI) framework. However, through observations and interviews, the Team did not verify a variety of instructional strategies, technology integration, or processes to enhance individual student progress were in place. Recommendation: The OEPA Team recommended the staff work collaboratively to strengthen utilization of the IPI framework. Additionally, the Team recommended the staff provide multiple instructional strategies and increase technology

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The CRE staff forms positive relationships with the students and families in various ways . The school takes the last day before a holiday break and has a celebration event for the students incorporating themes, crafts, games, pictures, movies, and music. Parents are invited to these celebrations to help with different stations and have fun with their child. Student-Led Conferences, held at the beginning and end of the school year, strengthen these relationships. Students create invitations and invite a family member to come in to join them in a conference led by the student to celebrate their accomplishments. At the beginning of each school year, we offer an open house to all family members. This time allows parents to meet the staff, become familiar with the school, and ask questions. CRE uses a website and Facebook page to keep parents and community connected. Take home folders provide two-way communication. LSIC meets to review the strategic plan and discuss improvements.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff	EMERGING	The Seven Habits of Happy Kids is a school-wide character education program that integrates academics, discipline, personal well-being, healthy school climate and	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.

<p>attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>		<p>environment, and cooperation. Along with the guidance counselor assigned to the school one day a week, additional counseling is available two more days a week through Title I funding. SAT meetings are held as needed to address individual students' needs. Title I also funds four part-time interventionists who collaborate with teachers to deliver instruction that meets students' needs. The school participates in a fresh fruit and vegetables grant that supplies students with a variety of healthy fruits and vegetables during their physical education period. The school also receives funding that provides every child with a free breakfast and lunch. The school grounds offer a walking track and outdoor classroom to benefit the students' academic and physical well-being. The school has a preschool and middle school transition plan.</p>		<p>Rationale: Through OEPA Team interviews and observations, the Team verified many activities and resources were available to students and staff. The Team observed a sincere focus to support students. Furthermore, student interviews indicated there was a sincere, caring culture at the school.</p>
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>Each grade level has a special day throughout the year where parents and other family members are invited to have lunch with their child. Parents can complete training to become a volunteer at the school to help teachers with activities. As a WV Read Aloud school we invite readers into the classroom. The Nicholas Co. Extension Office does projects with students throughout the year, including folk dancing, nutrition, and bike safety. The school is used for a meeting ground for after school activities like girl scouts and various youth athletic programs. The National Forest Service hosts a school-wide field trip to 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>

		Cranberry Glades. Local churches provide weekend food packs. High school students from the Career Center's Early Childhood program come to work with kindergarten. The school also partners with Starting Points, a child care center within the building, to provide summer camp, Girl Scouts, and 4H. The school recognizes parent and community volunteers with a luncheon.		
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Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Mark Weakland provided professional development at the county and school level on the 5 Big Ideas of Reading. He provided embedded PD at the school for two weeks, meeting with teachers individually and modeling strategies in their rooms. Kathy Snyder, Reading Cadre Consultant, provides continuing ELA training for teachers. Teachers met with Kathy for one day during the summer to study ELA and the Common Core. Susan Barrett, county math specialist, provided one day during the summer to learning about Math and the Common Core. Kathy and Susan continue to meet with and support teachers throughout the year. Primary grade teachers and Title I teachers were trained at the beginning of the year to implement the PAR. Many teachers attended training by Eric Jensen about teaching with poverty in mind. Several teachers are active in the local Reading 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. Rationale: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff participate in structured opportunities to analyze school data, discuss instructional practices, and share ideas to improve instruction and student performance.

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 meet in PLCs each week, alternating between primary and intermediate grades. While these meetings are held, the Study Buddy program pairs older and younger students for shared learning activities. PLCs focus on data analysis and planning instructional support for all students regardless of their current level of performance.	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>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff continue to evaluate the framework for professional learning communities (PLCs) with an emphasis on professional growth connected to instructional practices.</p>
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	Members of the staff have been trained in IPI, Instructional Practices Inventory. Teachers meet together after each IPI monitoring to review the data and develop goals. Teachers set individual goals in the Teacher Evaluation System. The principal provides feedback through observations, walk-throughs, and informal conferences as well as the formal evaluation process.	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 determined the interim principal was an experienced administrator who was providing support and stability to the staff and students during a transition period.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the administration and staff review all aspects of the teacher evaluation system to support processes for professional growth.</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	Facilities are maintained by two full-time and one part-time custodian. All doors are kept locked and all visitors have to be admitted in through the office. Safety drills are regularly conducted throughout the year. Teachers' classrooms are set up in a variety of ways so that cooperative learning can take place. New furniture such as desks, tables, and chairs have been received. A computer lab is located in each wing of the school in order to provide additional access for student learning. There is new tile in a majority of the classrooms. An outdoor classroom, walking track, and picnic tables have been added to our playground for additional student learning. Student work is displayed throughout the school. The 7 Habits of Happy Kids are painted and displayed around the school. The school's mission statement and each child's handprint is displayed in the cafeteria. Two televisions are prominently located in the school to display pictures and videos of 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:</p> <ul style="list-style-type: none"> • Most of the building was clean, well maintained, safe, and secure. The door to the daycare, which is housed in the school, was unlocked throughout the day and the preschool bathrooms were in need of attention. Additionally, the Starting Points closet was unlocked. The principal does not have authority over the daycare and preschool. • Central office staff was currently working with the outside agency to revise the memorandum of understanding to include the safety issues addressed in this report. <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the door to the daycare center remain locked at all times. Additional attention should be given to the preschool restrooms, and all closets with cleaning supplies must be locked at all times.</p>

Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Being a Title I school, there is a variety of funding sources from the county, state, and federal government. Multiple sources of revenue include the excess levy, faculty senate, Title I, and school-based fundraising. Teachers are allocated \$200 each school year through faculty senate. The faculty senate allocation is for classroom supplies and materials. The local levy funds provide additional revenue for classroom materials, supplies, and library books. Title I, in addition to classroom materials and supplies, provides revenue for professional development and instructional interventionists. Grants have provided additional resources such as a walking track, outdoor classroom, and picnic tables. The school blends resources with Starting Points to provide summer school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of	ACCOMPLISHED	The faculty senate and principal form a hiring committee to interview perspective candidates for professional employment. During the interview, the committee provides information about the school culture. Candidates are given an opportunity to share their qualifications and ask questions about the school. The interview committee chooses the most highly qualified applicant for each position. When asked why	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

students.		the staff at Cherry River Elementary chooses to work at the school rather than a school closer to home, they reply: It is a tight-knit community where each person feels valued and needed. There is a sense of accomplishment and gratifying aspect of working with the students in the area.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	The principal uses WVEIS. Students are trained on cyber safety before using the Internet. There is a computer lab in every wing of the school that provides opportunities for further student learning. There are multiple iPads and iPods, computers in each classroom, and two ViewSonics in the school. Teachers use multiple technology sources to gain data to monitor students' progress in core content areas and plan personalized learning and support. Among the sources that we use are PAR (Predictive Assessment for Reading), STAR Math and Reading, Accelerated Reader, Everyday Math Online, Engrade, Odyssey, and IXL.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff provide opportunities for students' creative use of technology tools for production and performance.
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	EMERGING	The mission statement of the school is, "What we learn and do today shapes tomorrow." Each year the staff analyzes summative assessment reports to establish the strategic goals for the upcoming year. Throughout the year teachers use formative and benchmark assessment data to track student learning and progress toward those	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and goals outlined in the strategic plan.		goals. The staff meets regularly in PLCs, focusing on professional development, data analysis, and planning students' personalized learning supports. PLCs set and monitor SMART goals. The academic goals of the school this year will be built from a need for increased performance in both ELA and Math. The staff will use high-yield teaching strategies like thinking maps to increase the levels of student engagement. These initiatives will be monitored by principal walk-throughs and the Instructional Practices Inventory.		
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Grade-level common planning time allows teachers to collaborate and coordinate learning activities and objectives. The staff has meetings on Thursday after school as needed. Professional Learning Communities are held weekly, allowing vertical team discussions and collaborative planning with support personnel. Students in all grades have data folders that are used to track their student progress toward mastery of the Common Core Standards. Students set goals and review them periodically.	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: The OEPA Team did not substantiate the school had a well-defined structure to establish a coherent approach for improving student performance. The Team determined the interim principal was working with staff to reestablish the vision and direction of the school with a positive focus.</p> <p>Recommendation: The OEPA Team recommended the school reexamine the strategic plan to assure the school's mission and goals are being addressed through leadership planning and problem-solving. Additionally, the Team recommended the staff analyze school data and extend the school focus to implement instructional practices that will impact student achievement.</p>

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	As previously mentioned, the staff has many opportunities to share student progress and plan instructional supports. The staff is focusing on using data from formative assessments in core content areas as well as summative data. The formative assessments help staff to remain proactive by assessing the learning on a day by day basis. Student progress is shared with families through progress reports, report cards, Student-Led Conferences, and parent-teacher conferences.	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: The OEPA Team did not determine staff was monitoring change in practice and implementing adjustments to improve student achievement. Additionally, the Team did not substantiate data results were being communicated to all staff.</p> <p>Recommendation: The OEPA Team recommended staff monitor change in instructional practices and implement adjustments to improve student achievement. Additionally, the Team recommended the school monitor progress of the goals in the strategic plan and communicate progress to all stakeholders.</p>
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SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The school is lacking stable leadership. While teachers have stepped up to assume leadership roles, a committed instructional leader is needed to guide school improvement efforts.	<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>Comment: Currently, an interim principal was providing the leadership role identified in the School Monitoring Report.</p>
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The staff needs team building activities to renew their commitment to support each other. The school needs ongoing support for the leadership team, PLCs, classroom instruction, and new teachers.	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's professional development needs.</p> <p>The OEPA Team commended the staff and interim principal for the current support and progress exhibited toward continuous improvement for the school.</p>

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

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

PLCs are built into the instructional day. This is made possible by Study Buddies, a program that pairs kindergarten with third grade students, first and fourth grade students, and second and fifth grade students. Teachers alternate hosting and planning a wide variety of shared learning activities each week for the Study Buddies. This structure allows both teachers and students to collaborate to enhance learning.

The OEPA Team commended this practice:

- Study Buddies

However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</p> <p>Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan</p> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>

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.
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	(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).</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. 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	<p>PARTIAL COMPLIANCE</p> <p>Physical Education was provided 2 days a week for 45 minutes. Also, 20 minutes for Fun Fridays was provided each week. Students who received intervention did</p>

		not receive 20 minutes on Fridays. The school did not have an approved alternate plan from WVDE.
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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?	NOT APPLICABLE		YES Verified with 6/30/15 report. Findings were listed with corrective steps.
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE

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

1. School Site

- F. Physical fitness equipment was not maintained in a clean and safe manner. (May adversely impact students' health and safety.)

5. Counselor Office

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

7. Cafeteria/Food Service Area

- K. Equipment and space were not available to serve fresh fruits and vegetables. (May adversely impact students' health and safety.)
M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

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

Education Performance Audit Team

Team Chair, Charlene Coburn, OEPA Coordinator

Team Leader – Cheryl Workman, OEPA Consultant

Team Member – Chris Perkins, OEPA Consultant

Team Member – Cathi Bradley, Principal, Kanawha City Elementary School, Kanawha County Schools

Team Member – Erica Propst, Principal, Rosemont Elementary School, Berkeley County Schools

Date of School Visit – 9/29/2015

SCHOOL PROFILE

62-206 DIXIE ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	93	90	72	69
Average Class Size	11.0	13.6	10.6	12.2
Attendance Rate	99.05	99.11	99.21	98.09
Pupil Admin Ratio	170.0	164.0	144.0	138.0
Pupil Teacher Ratio	9.4	9.1	8.0	9.9
Participation Rate-Math	not available	100.00	100.00	97.37
Participation Rate-Reading	not available	100.00	100.00	100.00

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

DIXIE ELEMENTARY SCHOOL in NICHOLAS COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

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

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The staff of Dixie Elementary works collaboratively around a set of shared educational beliefs and values. Our mission statement outlines these beliefs. It states that our staff will provide a safe, nurturing environment for our students. This is demonstrated by the ways in which we, as staff, treat each other. When students see adults interacting in a positive manner, it makes them feel safe. We model respect, kindness, honesty, responsibility, and caring, and through these interactions with one another, we communicate our expectations of behavior to our students. The staff develops unique and interactive activities that provide multiple opportunities for learning using a variety of learning styles. When students are engaged, they want to learn, and when the learning is fun and exciting, they	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		want to come to school. The statement also stresses pride in individual accomplishment.		
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 establishes high expectations for themselves and for students, and these expectations are written clearly, communicated, and readily observed in the daily educational practice and personal behaviors. The staff is expected to write lesson plans and turn them in on Mondays to the principal. Teachers are expected to keep data on their students in the form of RSAs, STAR, Cold Writes, WTW. Social contracts are drawn up in each classroom and students are expected to follow these behaviors. The children and teacher together develop the rules and consequences. Children and adults sign these contracts. The Staff at Dixie Elementary has high expectations for themselves, also. This is done through professional development and pursuing higher degrees. Of the six teachers, four have master's degrees and the other two are pursuing a degree.	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: The OEPA Team determined the following.</p> <ul style="list-style-type: none"> • Due to high teacher turnover, the professional learning communities (PLCs) were functioning at an emerging level. PLCs were in place and the staff had examined the first goal of the strategic plan, but had not analyzed data to plan for instruction. • Every student in the intermediate grades had a data binder. However, data binders were not used to alter instruction. • The data collected by students was not specific and did not encourage students to take ownership of their learning. <p>Recommendation: The OEPA Team recommended the staff analyze school data and implement instructional strategies to improve educational practices that will impact student achievement.</p>
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to	ACCOMPLISHED	Dixie Elementary is a small, well-maintained, clean school. The driveway and basketball court have recently been repaved to remediate uneven and broken pavement. The grass is mowed in a timely manner. Playground equipment is inspected regularly, and pea gravel is placed	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: The OEPA Team determined the</p>

an engaging and inclusive atmosphere for learning.		around the equipment. The interior of the school is clean, well-lit and maintained. Outside, we just had a new fence installed around the entire property. Teachers are encouraged to keep their classroom clutter-free and have seating arrangements that allow students to collaborate with their peers. We have expectations for good behavior in the halls, cafeteria, and classrooms. LSIC meets to discuss safety issues in and around the building, as well as ways to improve the school as a whole.		<p>facility was clean and well-managed and the environment was safe and conducive to an engaging atmosphere. However, students were not engaged at high levels. In several classrooms, the Team observed traditional teaching relying heavily on worksheets.</p> <p>Recommendation: The OEPA Team recommended teachers receive continued support for developing engaging classrooms.</p>
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Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	The principal is in her second year as of 2014-15. She is currently participating in the principal's leadership academy which is providing many ideas on how to lead a school, as well as involve the community, and also guide teachers in their instruction. The principal greets students as they come in every morning in an effort to make them feel welcome, and to make the school atmosphere feel positive. The principal communicates clearly to the staff on what is expected--through e-mail, staff meetings and PLCs. The principal desires to make the school a place of learning that is also positive and encouraging. The principal communicates with parents regularly, through written communication as well as using the call-out system for special events, and also personal phone calls.	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 principal ensured the Next Generation Standards and Objectives were the basis of instruction.</p>
Function B:	EMERGING	The principal has established a current LSIC	EMERGING	The evidence provided by the school and the

<p>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>team involving teachers, service personnel, as well as community members. The agenda includes safety, school improvement, and any questions the members may have about curriculum, discipline, or improving the school facility. We also have a separate safety committee, as well as a wellness team, and SAT team. The mission of our school is to educate students for success in life. This has been communicated to parents through the student handbook, as well as being displayed throughout the school. LSIC members are aware of our goals and how we feel about educating students.</p>		<p>additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Rationale: While the OEPA Team determined the school leadership team and PLCs were meeting regularly, the school did not have a technology team.</p> <p>Recommendation: The OEPA Team recommended the school form a technology team, including agendas to ensure staff integrate technology as a learning tool to increase the level of student engagement.</p>
<p>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.</p>	<p>EMERGING</p>	<p>Teachers collaborated on the OEPA document to ensure that everyone had input into how our school is performing. Also, teacher lesson plans reflect Next Gen. Standards. Walk-throughs reflect teachers using the standards to guide their instruction. Teachers use data to form intervention groups, and use information from professional development to instruct their students in higher-level strategies. One teacher went to the PAR training and then reported back to the appropriate staff. Another teacher attended the E-Suite training and then trained all teachers in the building. We had one teacher trained this summer on the Super Core. We had a teacher named last year as an Arch Coal Teacher of the Year. That same teacher recently became Nationally Board Certified, and was a Nicholas County Teacher of the Year in 2012.</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all teachers are provided opportunities to lead professional development sessions and have access to other leadership opportunities.</p>
<p>Function D: Student Leadership.</p>	<p>EMERGING</p>	<p>Students have data folders that help them keep track of their progress and attendance</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team</p>

Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		throughout the year. Through Capturing Kids Hearts, students monitor their own behavior, knowing that they have created and signed a social contract that describes the types of behavior that are expected. Children at Dixie are very good about letting us know problems before they become larger problems. Our teachers are also very skilled at discussing these conflicts with children to help keep undesirable behaviors at a minimum. Students know they can come to us and discuss whatever is needed. We have a sense of trust between staff and students that makes students love this school. Finally, a peer tutor may be assigned to a student when needed, based on academic or behavior needs. This allows students to help other students as needed, providing leadership opportunities. Leadership roles have also been assigned during the talent show as well as students leading the pledge each morning.		<p>substantiated the school's self-rating for this function.</p> <p>Comments: Through student interviews, the OEPA Team determined some classrooms provided leadership opportunities for students. Additionally, the PLCs had plans to develop a reading buddy's program.</p> <p>Recommendation: While the OEPA team substantiated the school's rating, to strengthen the function, the Team recommended the school provide authentic leadership opportunities for students to develop self-direction and a sense of responsibility for improving self, school and the community.</p>
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	The teachers at Dixie Elementary use Blooms Taxonomy to create higher level learning and activities based off of the Next Generation Standards. They create a variety of differentiated educational possibilities within the classroom such as: small groups, whole group instruction, and partner learning. Teachers also use technology and ask open-ended questions to enhance the student learning environment. The teachers promote student learning by giving out pre and posttest to ensure	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: The OEPA Team determined the classrooms were inviting and student-centered, however, the evidence did not support student reflection, intellectual inquiry, and self-direction in most classrooms. The Team observed traditional, teacher-led instruction and student desks in rows in the majority of classrooms.</p>

		that learning has occurred. Students' desks are also arranged so collaboration is easy for projects and for analyzing material.		Recommendation: The OEPA Team recommended teachers receive additional support to develop and implement activities promoting student reflection, inquiry, and self-direction in a collaborative environment.
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 at Dixie Elementary create lessons aligned with the Next Generation Standards and objectives. The learning goals are clearly posted and reviewed in the classroom on a daily basis. The students are able to recite the learning objective in kid friendly terms. The teachers utilize various resources to reinforce the learning standards and to confirm that the students are learning the appropriate material. The teachers keep the standards near their desk so they can be referred to easily by themselves or the principal. Students use technology in the classroom such as the ipad lab and apple tvs. These are some of our newer technology tools. Ipads are used in centers and apple tvs are used for presentations.	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 the principal worked with teachers to ensure the Next Generation Standards and Objectives were implemented.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff utilize PLC time to collaboratively improve instructional delivery and alignment of the curriculum with Next Generation Standards and Objectives.</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.	ACCOMPLISHED	Teachers create long term goals based off of the Next Generation Standards. They are promoted by verbally revealing the kid friendly goals to the students. The teachers then use formative and summative assessments to recognize the student's strengths and weaknesses. They then work to enhance their weaknesses throughout the year by having the students participate in a variety of learning environments. The teachers also use the results to create short term goals for students who are struggling in specific areas. Long-range goals for math are developed by using the pacing guides that are provided on the	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:</p> <ul style="list-style-type: none"> • The OEPA Team did not verify most teachers were designing long-term plans. • While some lesson plans were thorough, some were not detailed enough to be followed by a substitute. <p>Recommendation: The OEPA Team</p>

		county's website. Teachers will develop actual long-range plans in PLCs using a few guiding questions that help each teacher focus on what is important throughout the year.		recommended the school develop long-term planning procedures.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers facilitate engaging instructional experiences by promoting a variety of learning strategies such as: small groups, whole group instruction, collaborative learning, and individual tasks to address different learning styles. We use activities such as See Think Wonder to allow students to generalize, make inferences, and observations while the teacher builds interest and background knowledge on a topic. We also use Number Talks which helps students to share their mathematical strategies with each other. Teachers use formal and informal assessments such as pre-tests, posttests, RSAs and Pearson Success Net. We also use digital tools to reinforce mathematics and ELA such as ipads, the computer lab, as well as our new Apple tvs. Our county TIS provides many activities that are planned ahead of time in collaboration with the classroom teacher. Ms. Hanshaw keeps a log of activities such as summarizing computer games, powerpoints on WV, powerpoints on the water cycle, and others.	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 technology tools were in abundance and small group time provided opportunities for intensive instruction, the OEPA Team observed traditional teaching methods in most classrooms with a heavy reliance on worksheets.</p> <p>Recommendation: The OEPA Team recommended the school be provided additional support with using multiple teaching strategies.</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	ACCOMPLISHED	Teachers at Dixie Elementary create a positive relationship with students by attending trainings and then implementing encouraging behavior management systems such as Capturing Kids	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this

school staff and the students, families, and the larger community.		Hearts. Teachers collaborate with students to produce a social contract which promotes positive attitudes and behavior at school. Teachers create positive relationships with staff by collaboration and support. Finally, teachers create a healthy relationship with families and the community by communicating frequently and through a welcoming school environment.		function. Comments: In addition to the school's evidence, the OEPA Team determined the following supported this function: <ul style="list-style-type: none"> • The principal and teachers made home visits. • The school had a parent coordinator who coordinated volunteers. • Each classroom had read aloud every week by volunteers.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	The students participate in character education twice a month to encourage healthy and positive relationships at home and within the school. The teachers create a positive and safe relationship with the students so they are able to identify any physical or emotional need of the student. A counselor is also available once a week to any student for one-on-one counseling. The teachers make sure that students with an IEP are receiving the services that are required. The students with special learning requirements are provided special education and intervention opportunities through RTI. We have interventionists that work with children in small groups, as well as an after-school program that reinforces standards that are taught during the day.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with	ACCOMPLISHED	: Dixie Elementary partners with various businesses such as Summersville Regional Medical Center to encourage an active lifestyle and learning through a program called, "26	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

various community agencies and organizations to enhance the ability to meet the needs of all students.		Books and 26 Miles”. The students receive an award for walking 26 miles and for reading throughout the year. The National Park Service takes an active role in teaching Dixie students about various environmental topics. Other local businesses donate money to provide a better and safer environment for students at Dixie Elementary. We partner with the WVU Extension office to help us with Appalachian Day every October. Also, parents volunteer for this, helping with all the activities. The WVU Extension also offer an arts program in which they teach dancing to our fourth and fifth grade students. We also have the WV Read Aloud Program which trains parents to come into the school and read to the students. AEP also offers a program in which they provide someone to read aloud annually, as part of Read to Me Day.		
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Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Our staff frequently engages in professional development throughout the school year. Many of our staff has taught professional development to the county. In August two of our employee's presented on opening day. We also have a teacher who is a National Board Certified Teacher. More than half of the teachers here have completed their Masters Degree. The other teachers are working towards their Masters Degree. Currently, we have two employees attending the Reading Conference. Principal is participating in the PLA this year. One teacher is a trainer for PAR, One teacher is being	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:</p> <ul style="list-style-type: none"> • The OEPA Team verified many opportunities for professional development were provided. • Ongoing, embedded professional development and support from the school and district was in place.

		trained to administer the IPI. Another teacher participated in county-level training on Everyday Math E Suite. She has trained oru other teachers on this.		
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	The staff collaborates often, particularly special education and general education. The teachers meet frequently to discuss student strengths and needs. They often collaborate in planning lessons, sharing data, and developing goals for students with and without IEP's. In 2015-16, the staff will meet in PLCs once a week and alternate which teacher will lead. Each leader will discuss a chapter (or part of a chapter) in the book Super Core.	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 verified the school's rating, to strengthen the function, the Team recommended the school utilize collaborative planning time to analyze assessment data to monitor student progress and adjust instruction.</p>
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	At the beginning of the school year, each teacher completes a self-reflection on WVEIS which pin-points how they would rate themselves in the different areas of teaching. Throughout the school year, the principal completes observations and evaluations on the teachers. Afterwards, the principal and teacher meet to discuss strengths and needs. Lesson plan feedback is given regularly, at least quarterly. I may send an e-mail to a teacher or put a note in their mailbox about something I have noticed in their plans.	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: Through teacher interviews, the OEPA Team determined the principal provided the staff feedback and support. The principal was accessible to them.</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	Dixie Elementary is clean and safe for our students. Also, levy funds have provided us with a new roof, new windows, new doors, and new security system. This year, the funds are also supposed to provide a new fence around the playground, which will brighten the entire view of the school. I am working to get the trees behind the school cut; however, the owners are in the process of giving us permission to cut the trees. The custodian does weekly checklists for playground safety. Also, fire drills are conducted regularly, as well as code red drills.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All schools are monitored annually to ensure that financial practices are secure. I, as principal, make sure that the finances are allocated correctly, to provide what is needed for teachers, staff, and students. Our county's excess levy has provided new fencing around the entire playground. It has also provided new paving on the driveway. The levy also provides each teacher with money to spend in their classroom for art, science, and other supplies. This money is divided equally to ensure each classroom has the needed resources that faculty senate money may not completely cover. Every summer, each school is audited to ensure sound financial practices. When a recommendation or finding is reported, each principal must submit, in writing, how we plan to correct the error.	ACCOMPLISHED	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	ACCOMPLISHED	Teachers at Dixie Elementary are all highly-qualified. Teacher turnover at Dixie in the last several years has been low. Our teachers have chosen to stay here even though some of 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.

are purposefully assigned and retained to effectively meet the identified needs of students.		have a long drive. As principal, I try to make sure teachers have the support they need, so that they can be retained at our school. As I observe and evaluate teachers, I try to give them feedback that helps guide their instruction. Most of our teachers are advanced, only one teacher being initial. Most teachers say they enjoy the atmosphere of our school and want to stay here if at all possible.		
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 county office provides us with support from Chris Hanshaw, Technology Director. He offers support for WVEIS and Engrade. Our county Technology Integration Specialist, Sandy Hanshaw, offers support for technology in the classrooms, such as PAR, AR, cyber-bullying, and digital story-telling. Our school has a classroom set of Ipads, two mobile laptop labs, and a stationary lab. Title I has recently purchased a View Sonic large screen monitor for interactive learning. Our internet has been upgraded to fiber-optic and is working very well. Our mobile labs are wireless. Last year we had very few technical problems with taking the WESTEST 2 Online. Students use technology in centers, reinforcing the concept of the lesson. They also go to the lab and complete digital activities that go along with what they are learning in the classroom.	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 infrastructure and digital tools were sufficient, the OEPA Team observed low level technology skills sporadically embedded in the curriculum.</p> <p>Recommendation: The OEPA Team recommended the staff integrate technology as a learning tool to increase the level of student engagement and student learning.</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	ACCOMPLISHED	The mission of Dixie Elementary School is to educate students for success in life. We believe that great teaching should be accomplished	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this

establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		through personalized learning. We also believe that students can always improve, and that it takes the entire school staff, parents, and community to educate our students. One goal in our strategic plan is that the principal will monitor the teachers' student learning goals throughout the year. This will ensure that teachers are working towards those goals with the students and monitoring their progress regularly. The second goal in our plan is that teachers will write across the curriculum at least three times each week. I especially want the students to write in their math classes. They need to explain how they arrived at the solution. The strategic plan will be revised this year during weekly PLCs. Each teacher, including principal, will make comments and provide feedback.		function. Comments: The OEPA Team determined the following: <ul style="list-style-type: none"> • The staff collaboratively developed the strategic plan and the School Monitoring Report. • The staff used the strategic plan goal for improving writing and developed a PLC goal to create a process for writing across the curriculum. • Teachers planned to share evidence of writing lessons taught across the curriculum three times per week during the PLC time.
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	Every staff member in our school is important to helping students learn. The cooks provide alternative breakfast choices to help put a strong emphasis on the importance of eating breakfast each day. They try to make it something different and interesting so students will eat. The custodian helps to ensure a safe, clean environment for our children. Our PE teacher works with children on fitness and teamwork, encouraging a healthy lifestyle. Our interventionists plan even outside their paid time so students will have small group activities that meet the Next Generation Standards. The bus drivers welcome each student every	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: While the OEPA Team verified the staff was meeting in PLCs, the Team did not verify the staff was using relevant data to inform instructional practices to meet students' specific needs. Recommendation: The OEPA Team recommended the staff reexamine all school data to implement instructional strategies to improve instructional practices that will impact

		morning and help the students enjoy their trip to school. They also let the principal know when there is a problem on the bus. They are concerned when a student is absent. We also have parent volunteers at Dixie that contribute weekly to our curriculum by reading to our students. We also have parent volunteers in activities, or helping out in the office.		student achievement.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	The staff meets regularly to discuss student progress as well as analyze test scores, and other data such as cold writes, PAR, STAR reading, and Everyday Math data from the E-Suite program. Our strategic plan has two SMART goals which teachers are familiar with. One is to write across the curriculum at least three times per week. The other is that the principal will monitor student learning goals throughout the year, checking to make sure that students are meeting the goals and that the content is being taught. These goals are clear and attainable. The principal checks these during walk-throughs and by monitoring lesson plans. The teachers check their data regularly, monitor the students' progress and guide instruction accordingly.	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: The OEPA Team determined there was a lack of data-driven instruction.</p> <p>Recommendation: While the OEPA Team confirmed PLCs were meeting once a week, the Team recommended the staff utilize this time to monitor changes in practice and evaluate student results to adjust instruction to impact student performance.</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.	Our preschool was closed in 2013. This has caused us to take a step backward in terms of our students being prepared for kindergarten. Because these students are coming to us with no preschool experience, we need to train the parents of kindergarten students on reading readiness, and other areas that can boost their children's progress during kindergarten. We can utilize our county board personnel to help us train	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
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	parents on these strategies.	
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Teachers need professional development on using technology in the classroom. We also need professional development on teaching children who live in poverty. The principal needs professional development on classroom walk-throughs, as well as hiring practices. We continue to need our interventionists, which help with the split-grade classrooms. Interventionists need training on reading and math strategies, as well as small-group management.	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.	small group instruction, differentiated instruction, higher-level thinking strategies, focus on projects that meet the Next Gen. Standards, extended day programming, summer programming, parent involvement, community involvement, low student/teacher ratio, high-quality teachers, research-based professional development, collaboration throughout the school, WESTEST analysis.	While the OEPA Team determined these are valuable practices, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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	Policy 2322 has 31 standards of High Quality Schools. The staff has been informed of these standards and we have read and understood them.
YES	Complete the School Monitoring Report	The staff has worked together to complete the School Monitoring Report. Each teacher has contributed to the self-reflection as well as commenting on how we meet each standard.
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	Teachers have been informed of the on-site review process and will participate in the review and exit conference.

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

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

appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

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

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

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	The school has a leadership team consisting of two teachers and the principal. They work together to discuss improvement of each child. Staff participates regularly in professional development.
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)	School staff has discussed school accountability data and reviewed test scores to plan instruction for each child.
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)	One of our strategic plan goals is for the principal to monitor each teacher's student goals and make sure the teacher is doing everything to ensure students meet those goals. This is part of the evaluation process,

	summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	but is also part of 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 involves focusing on student learning goals as well as strategies that will be used in the classroom at least three times per week. Teachers are familiar with the plan and had input into writing the plan.

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	The school's teachers instruct students appropriate to the grade-level using the Next Gen standards as well as the programs provided by the county.
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)	We address the specific content area requirements.
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 	Our school implements programs that apply to grades K-5.

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

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

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

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

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

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

YES

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

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

YES

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<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</p>

the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

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

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

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

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

Verification of Other Monitoring Reports:

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

1. School Site

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

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

9. Gymnasiums/Physical Fitness Facilities

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Cindy Willis, OEPA Consultant

Team Member - Bonnie Ritz – OEPA Consultant

Team Member - Judy Johnson – OEPA Consultant

Team Member – Shann Elkins, Principal, Madison Middle School, Boone County Schools

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

Date of School Visit –09/30/2015

SCHOOL PROFILE

62-209 GLADE CREEK ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	155	147	164	154
Average Class Size	22.4	21.4	20.8	21.1
Attendance Rate	98.41	98.89	98.49	98.20
Pupil Admin Ratio	280.0	258.0	328.0	308.0
Pupil Teacher Ratio	17.5	14.3	18.2	16.2
Participation Rate-Math	not available	100.00	100.00	97.01
Participation Rate-Reading	not available	100.00	100.00	97.01

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

GLADE CREEK ELEMENTARY SCHOOL in NICHOLAS 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 at Glade Creek Elementary believe our students do great work through great teaching, personalized learning, and continuous improvement by accountability through the collective efforts of multiple individuals. A social contract, which is a component of "Capturing Kid's Hearts", is student written at the beginning of each school year, signed by each student in the class, and displayed in every classroom. This contract includes rules and the way students want to be treated as well as how they will treat others. The LSIC has reviewed the goals set for the school and believes in the goals the same as the faculty and staff. Goals are revisited often to direct change in scheduling and/or intervention strategies.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for	EMERGING	The staff establishes high expectations through	ACCOMPLISHED	The evidence provided by the school and the

<p>All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.</p>		<p>our mission statement, students do great work through great teaching, personalized learning, and continuous improvement by accountability through the collective efforts of multiple individuals. Each staff member sets 2 goals for their evaluation that are student oriented and based on assessment analysis. Each year students are rewarded for achievements on state test. These rewards include improvement as well. Students are also rewarded for attendance as well as achievement. School mission and goals are in the school Handbook which is updated and distributed each school year. An awards ceremony is presented and parents are invited to attend to award student successes each year.</p>		<p>additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: Based on staff interviews, the OEPA Team determined the staff had ownership and knowledge of schoolwide data. Additionally, the staff utilized the data to support developing student learning goals for writing and math.</p>
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>An emergency evacuation plan is in place with Boxley, next door, and has been practiced. All emergency codes are practiced at least once each year as well as the required number of fire drills. Visitors have to use the buzz system at the front door for entrance and all doors are locked throughout the school day. Visitors are required to check in at the office and wear a visitor's pass while in the school. A list of emergency contact numbers for each student has been given to the transportation directory in case of an emergency. The teachers and principal analyze data to guide instruction and to target students for intervention. Announcements are made at the start of the day and the end of the school day to minimize classroom interruptions. Student work and accomplishments are displayed throughout the school.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team determined the school environment was conducive to an engaging, learning atmosphere.</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	<p>The principal takes care of situations in a timely manner. When teachers need supplies for instruction the principal is quick in getting the resources needed. Necessary correspondence is sent through notes, texts, or emails. The principal utilizes the call-out system to notify parents of upcoming events and/or to remind parents of events or timelines. The principal sends a monthly note home to parents to inform them of events and prior month's news. Faculty meetings are held when there is a necessity. Students come to the principal's office to be rewarded for good behavior and good academics with a treasure box and/or pencils or ribbons that state "I read to my principal". The principal and teachers work together to make schedules to maximize instructional minutes. The principal performs walk throughs to observe instruction in the classrooms. Lesson plans are turned in and reviewed weekly by the principal and comments are made and returned to the teachers about their plans.</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>Comments: The OEPA Team confirmed the principal was engaged and involved with all aspects of school improvement. Furthermore, the principal provided instructional support as verified through interviews.</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	<p>All information and tools are supplied to school teams and councils to accomplish the purpose of that particular entity. The school teams are: School Leadership Team, Student Assistant Team, LSIC, and Staff Development Team. The principal heads up all team meetings. Principal meets with the LSIC once every nine weeks to discuss concerns they may have in regards to the school and/or any concerns staff may have that the LSIC may be able to assist with. The Student Assistant Team is conveyened when there is a concern for a student , whether it be behavioral or academic. The Leadership Team assists if</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>Comments: The OEPA Team determined the following:</p> <ul style="list-style-type: none"> • Professional learning communities (PLC's) were based on the goals of the strategic plan, but were functioning at an emerging level. • Most teachers were focused on the

		problems develop, a plan of action is established to solve the problem. Staff works as a team to meet the needs of the students and meet goals set by the staff. The leadership team consists of 2 classroom teachers, special education teacher, principal, and interventionist. The Staff Development Team assists in determining the needed training for staff and approve hours.		<p>school goals.</p> <ul style="list-style-type: none"> • The strategic plan was a working document. • The staff had made PLCs a priority following the leadership training provided by Nicholas County Central Office summer 2015.
<p>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.</p>	ACCOMPLISHED	<p>The School Leadership Team is attending a training in August. Information is provided, by the principal, for opportunities for professional development, all are encouraged to participate. Upon returning from any professional development experiences, staff is encouraged to share with all staff members. 1 teacher attended a training on Everyday Math e-suites and returned to train the staff on using this program to monitor progress in math. The principal and 3 teachers attended professional development on content standards and shared with staff information obtained at training. 1 teacher attended a math training at Glenville on fractions. 2 teachers are attending the Reading Conference. The principal is attended the New Leadership Academy to gain insight on being a strong leader and to demonstrate the need to continue higher learning to staff. All classroom teachers and special education teacher attended training on the new reading series. K-3 Teachers have been trained in PAR.</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>Comments: The OEPA Team confirmed teachers provided professional development to the staff. Furthermore, teacher leadership opportunities were provided through academic programs, projects, and events.</p>
<p>Function D: Student Leadership.</p>	ACCOMPLISHED	<p>Students demonstrate leadership qualities during oral presentations and/or during participation in</p>	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</p>

Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		Science/Social Studies Fair. We had 8 students move forward to the county Science Fair. All 8 students placed either first or second place. The third and fifth grade classes placed first in the Literature Fair. They both moved on to the County and Regional Fair and placed first in both of those. Almost all teachers use some form of peer-tutoring within their classroom. Cooperative groups are used in most classrooms and a leadership role is required within the group. Each classroom has a social contract that is written by the students. The fourth grade teacher uses the students as teachers in some subject areas. The teacher allows the student to teach a lesson or part of the lesson. Fifth grade students were used to help chaperone the kindergarten and first graders on the school field trip.		determined a lower rating for this function. Rationale: Through interviews and observations, the OEPA Team did not find evidence to support student leadership opportunities. Recommendation: The OEPA Team recommended the staff explore additional opportunities for student voice and leadership.
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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	Student work is displayed and academics are recognized on a quarterly basis by distribution of certificates and/or ribbons for honor roll and attendance. Also, we hold an Awards Day each year and invite parents. Students are awarded with medals each year for accomplishments on the state test. This includes improvement as well as achievement. Problem-based learning is used by many teachers in order for students to problem-solve. Teachers analyze data continuously to maintain students in the correct placement for their level. Teachers collaborate with interventionist and plan according to data	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team confirmed the following: <ul style="list-style-type: none"> • Students were engaged in most classrooms. • Classrooms were student-centered and used self-inquiry and self-reflection. • Students were using technology as a tool,

		results to meet the needs of the students. Many teachers use the Accelerated Reader Program and the Moby Max Program which allows students to work on their individual instructional level.		<p>i.e., Grade 1 used the video application Educreations to create videos; Kindergarten used iPads in stations and a document camera for presentations; Grade 4 and Grade 5 used responders and were creating brochures with laptops in groups.</p> <ul style="list-style-type: none"> Classroom teachers were nurturing, supportive, and encouraging which provided a positive learning environment for all. <p>Commendation: The OEPA Team commended the staff for effective use of technology as a tool for students to create, solve problems and develop intellectual inquiry.</p>
<p>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.</p>	ACCOMPLISHED	<p>Grades 3-5 have daily access to laptops to perform research, practice basic skills, and create power points. The Classroom Performance System is used by the fourth grade teacher weekly. All teachers have an elmo and projector in their classrooms and are most use daily for instruction. Cyber Bullying is taught to every child each school year. Each classroom has a designated computer lab time (30 minutes) to be used daily. While in the computer lab, teachers assign Moby Max lessons, Odyssey lessons, Accelerated Reader Quizzes, and work in Microsoft Word. All of these things are part of the Next Generation Learning Skills. Many assessments are also given on the computer to try and prepare students for the state test. These</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 observed most classrooms implemented I Can statements or essential questions posted with discussion. Additionally, the Next Generation Standards and Objectives were embedded within the body of the lesson plans.</p>

		include, Reading Assessments and Math Assessments. Many teachers also use some type of type to learn program to teach keyboarding to students. The TIS also does lessons and activities in conjunction with Next Gen Standards and Cyber Bullying.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Lesson plans by each teacher are turned in weekly and checked off by principal. Lesson plans include differentiated instruction groups and activities that have students apply what has been taught. Some of these activities include: Number Talks, Partner Reads, and math games. Also, teachers plan lessons that include the use of a variety of manipulatives. By writing student goals at the beginning of the year, teachers are planning long term in order to meet those goals. Teacher's lesson plans include what each group will be working on. Each teacher turns in a schedule and it is checked to make sure time restraints are being met for each subject area at each grade level. Lesson plans demonstrate teachers do not just follow the book, they use the content standards to guide their instruction. This is demonstrated by additional resources used and skipping around in the curriculum.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team verified the following: <ul style="list-style-type: none"> • Teachers were using the Next Generation Standards and Objectives to guide instruction. • Teachers were grouping students based on assessment data for intervention. • The school provided ongoing, close monitoring of student progress and flexible grouping.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate	ACCOMPLISHED	Experience faculty with extensive professional development using research based instructional strategies. We are lucky here at Glade Creek to have a very experienced and highly qualified faculty. Teachers bring in many outside resources to enhance the learning process. Parents are also utilized in the classrooms. Teachers use technology, groups, manipulatives, and/or interventionist to enhance student	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Instructional delivery was enhanced by multiple strategies, digital tools, and small group instruction.

assessments, learning resources, digital tools, and processes aligned with instructional targets.		progress. Not only are the required assessments; PAR, Star Reading, Cold Write, Spelling Inventory, State Test, used to determine instruction, but teacher made assessments as well as any teachers may feel are necessary help guide the instruction for each and every student to enhance individual student progress towards mastery of the curriculum.		
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Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The school webpage is available to parents and contains a monthly menu and upcoming events. Every classroom also has a page on this webpage for individual class information. Open House, Christmas program, Grandparent's day and Awards Day are all events in which parents are invited to attend. Also, we have a Heritage day when community members are invited to share talents and cultural history with students. Yearly we train parent/community volunteers to read, do craft/art activities and library with students. Parent/Teacher conferences are held each year. Monthly notes are sent home to keep parents up to date on upcoming events. We have an end of the year picnic for parents and students. The call-out system is utilized to contact parents about upcoming events and to remind them of timelines. LSIC meeting are held and the members include parents, community members, and staff members. Parents and community members volunteer to read to students and to listen to students read.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Positive postcards were mailed to each student.
Function B:	ACCOMPLISHED	Daily Character Education announcements are	ACCOMPLISHED	The evidence provided by the school and the

<p>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.</p>		<p>given each day by the principal over the PA system. Capturing Kids Hearts is practiced by every teacher and they have went through the training. Counselor conducts character building activities bi-weekly. Alternating between K-2 one week and 3-5 the next week. Special Education teacher works with students with IEP's as well as students that require prevention/intervention. Interventionist services at-risk students. School nurse visits the school on a weekly basis. Itinerant speech teacher visits the school 2 days a week and services students with speech and/or language IEPs. The West Virginia Extension office conducts a nutrition unit during physical education class each year. Each class has 40 minutes of physical education daily.</p>		<p>additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>Weekend backpacks from community church which include healthy snacks for the weekend. Our Partner in Education is Food Lion. St. Jude's Mathathon, Marathon Scholars (26 books, 26 miles), and Book It (Pizza Hut) are all programs the students participate in by doing some type of academics in order to be rewarded or give to a charity. Lighthouse Club is an after school activity by a local church students attend by choice. Cancer Food Drive and Hats off for Polio are charities the students help each year. Gideons distribute New Testaments to the 5th grade each year. Rotary Club delivers dictionaries to the 3rd grade every year. The fifth grade class presents a Veteran's Day Program for the community each year. Boxley is our evacuation site. The United Way supplies shoes to needy students once each semester. A family math night with Food Lion was attended by many students, parents, 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>

		staff. There were many math activities for students and their families.		
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	Summer Professional Development: The Principal and 3 teachers attended SSID. The fourth grade teacher attended Every Day Math e-suites professional development. Using Fractions was attended by the 5th grade teacher in Glenville. The Special Education Teacher attended a professional development on Standard Based IEP. Our second grade teacher attended the PAR training in order to train all the other teachers using this program. 2 teachers are attending the WVRA Conference at the Greenbrier. The Principal is attending New Principal Academy this year. Leadership team is attending training in August. Teacher of the year is voted on by the staff and recognized each year with a plaque. During Teacher Appreciation Week, the principal acknowledges the teachers with small tokens of appreciation each day of that week.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school conduct a needs assessment to determine professional development priorities.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study	ACCOMPLISHED	At weekly faculty meetings discussion takes place on what paths need to be followed in order to improve student learning. State test scores are analyzed when results are received to target at risk students. These state testing results also guide goal setting for the 3-5 grade teachers. SAT meetings are requested and attended by teachers when they feel a student is experiencing difficulties in academics or behaviors. Teachers collaborate with interventionists and discuss data	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations and interviews, the OEPA Team determined the following: <ul style="list-style-type: none"> Teachers indicated collaboration

of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		to determine best course of instruction for individual students to progress towards mastery. Teachers analyze beginning of the year data to establish student centered goals and make an action plan to accomplish the goals. Data is continuously looked at to see if goal is being met or if instruction needs to be adjusted. The STAR, spelling inventory, and cold write is administered 3 times a year to grades 3-5 to monitor progress. The PAR, STAR and cold write is administered to grades K-2 to monitor progress.		<p>occurred through informal conversations.</p> <ul style="list-style-type: none"> • Students were grouped for intervention and groups were flexible as student performance data changed. • A formal collaborative process was not evident. <p>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers be provided opportunities to participate in programmatic level collaboration. This could occur during the current PLC time. Additionally, the Team recommended the school adopt a formal PLC process to transition from a rating of accomplished to distinguished in teacher collaboration.</p>
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	Walk throughs by principal are done weekly or more often if time permits. Monthly feedback of lesson plans is given to the teachers from the principal. The form for the feedback includes comments the principal may have and a place for questions the principal may have about a particular lesson or strategy the teacher is using. Individual teachers and principal discuss self reflections and goals at the beginning of the year to determine if they are on the right path. Teachers that are initial or intermediate are observed at appropriate times and discuss this observation with principal. Each teacher discusses their evaluation with the principal at the end of each school year. Staff also takes part in the School Climate Survey each year. We are such a small staff that we often just meet casually at the end of the day in the hallway 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.

		have discussions on what is working and what is not working. K-2 teachers and 3-5 teachers have lunch together and have discussions at this time.		
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	An evacuation plan is in place and has been practiced. Fire drills are practiced routinely. Other emergency codes have been practiced. All entrances are kept locked throughout the day. The only way to enter the building, is through the front door which is a buzz-in entry. All visitors must report to office and wear a visitor's badge. No smoking signs are displayed on each entrance. Bullying lessons are given by school counselor. The principal reports all maintenance repairs through myschoolbuilding.com. We are in the process of correcting all recommendations from BRIM report. We have had new trash containers made for playground. New benches are being made this summer and should be installed by fall. Old playground equipment has been removed. The school is swept and mopped each evening and all trash removed, as well as restrooms cleaned. The cafeteria is cleaned after breakfast and between lunches.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The principal attempts to use all levy allocations for supplies and materials to enhance instruction. Faculty senate allocations are voted on by faculty senate as to how funds will be distributed among staff. Teachers are encouraged to use their individual funds to purchase items to enhance their instruction. School Finance Online is used to manage purchase orders, deposits, 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.

		checks. Primero is used to input lunches and maintain student meal accounts. The county financial audit found a few minor findings. The word "user" instead of check number for liquidated POs, improper documentation for fundraiser, and the need to update dormant accounts. All audit recommendations are being corrected. The principal contacts central office if books are needed and attempts to get them quickly. Also, teachers are given the opportunity for professional development through the school at the beginning of each school year.		
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	All recommendations for posted positions go through personnel director. The principal has completed the training on hiring as well as 3 teachers on staff to ensure hiring policies are followed. The faculty senate has voted to have a hiring committee consisting of three teachers that have had the training. They will be in on the interview and make their recommendation to the personnel director . 1 teacher on staff has been hired by the county as a mentor teacher for the county. She served as the mentor for our new teacher. The new teacher we had last year participated in the new teacher mentorship. Initial employees are observed 4 times per school year and these observations are discussed with the employee. Evaluations are completed on line through WVDE and discussed between principal and each employee. Employees are hired by certification first to ensure they are highly qualified for the position.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems,	ACCOMPLISHED	WVEIS is used for attendance. Attendance is monitored by the principal through WVEIS.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

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.		Personal student data is updated monthly in WVEIS. Discipline reports are put into WVEIS by the principal. Data from WVEIS is also used to target at risk students. Principal contacts technology support as needed and is always prepared with a to-do list when he is in the school. The TIS reports to the school two to three times per month. The TIS assists with lessons and/or activities for students, cyber bullying lessons, and technical help for teachers. Teachers rotate laptops within grades 3-5 and are used almost daily for research, review, and/or reinforcement. Each teacher has a projector and elmo in their classroom to use to enhance instruction. Every class has a 30 minute computer lab block each day. During this time, students work on Moby Max, Accelerated Reader, Odyssey, and/or Microsoft Word. Every student completes cyber bullying safety each year		substantiated the school's self-rating for this function. Comments: The OEPA Team noted the following: <ul style="list-style-type: none"> • The staff utilized technology provided by the school effectively throughout instruction. • Students were using technology and digital tools to create and solve problems.
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Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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	State test results are analyzed upon receipt. The data is used to set goals to increase student learning in the areas of reading, math and written language. Teachers also use beginning of the year data; PAR, Star assessment, cold write, and spelling inventory to write student centered goals for their classrooms. The staff and principal work together to determine the needs of the students based on analysis of data to write SMART goals for the strategic plan. We try to look at the areas of math, reading, and written	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 the following: <ul style="list-style-type: none"> • The strategic plan was based on the school goals. • All staff shared the components of the

		language. Using benchmark assessments we can monitor to determine if we are on the pathway of reaching the goals we have set. We also use this data to target students for intervention with the interventionist and to form small groups based on needs. The interventionist and classroom teacher meet after benchmarks to determine if grouping needs to change.		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	The times we have to meet collaboratively are usually after school and during faculty senate which is now after school. Due to having a small staff with no extra teachers, we do not have a lot of time embedded throughout the school day to collaborate. We are working on a plan to be able to get together as a staff at least one time a month to analyze where we are in reference to our goals and where we need to go from here. The staff does meet often in the hallway for quick meetings. If we need to make plans or there is a specific student need, the principal will call a meeting and the staff will stay after school. LSIC meetings are planned for once each nine weeks. The strategic plan was presented to them for their comments and/or suggestions. The teachers do most of their collaboration during their lunch time. A faculty meeting is held every other week to stay updated with each other and address concerns.	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: PLCs were in place. However, additional time was available to formally collaborate and share data.</p> <p>Recommendation: While the OEPA Team substantiated the schools rating, to strengthen the focus, the Team recommended utilizing additional time available at the end of the day to further develop high functioning PLCs.</p>
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student	EMERGING	Student learning is assessed through Star assessment, benchmarks, PAR, Spelling inventory, RSAs, and cold writes to evaluate and adjust instruction as needed for student achievement. These results are analyzed to adjust instruction for students. The results also assist in	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

learning, and communicates the progress to all stakeholders.		targeting students for intervention. Progress reports are prepared and sent home eight times per year. Report cards are prepared and sent home four times per school year. Teachers of grades 3-5 use the engrade program to communicate grades to parents. Most teachers also have either daily or weekly folders that go home in order to share results of student learning with parents. A few teachers use data folders and students record their own assessment results so they can monitor their own learning and achievement. Honor roll and attendance is posted in the local newspaper.		

**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.	Teachers feel ipads would be an excellent resource for our students and would benefit instruction and student performance. Teachers believe the students would benefit from more laptops. At this time the 3rd - 5th grades alternate the laptop carts. More interventionist would assist in being able to target at risk students especially in the lower grades. An interventionist for K-2 and one for 3-5 would be very helpful in meeting the needs of students.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Teachers would like to have professional development on how to teach reading comprehension to upper grades. Professional development in the area of state testing would be beneficial. Being able to have more time to plan with other staff that works with student's from their classes would be a big help to improving student performance.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the OEPA Team recommended the following: <ul style="list-style-type: none"> The school utilize a technology team to assure staff and student technology needs were met.

		<ul style="list-style-type: none"> • The school continue to provide professional development in technology and digital tools; and • provide ongoing professional development addressing effective, high-functioning PLCs.
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SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Some of the best practices used here at this school are: Ashlock's Explicit Instruction Strategies, Proper Use of Decodables, and Alternatives to Round Robin Reading. The Accelerated Reader Program is also used with every classroom. Four square writing and Kansas writing is also used. The 5th grade teacher uses John Strebe's Strategy.	<p>The OEPA Team found these practices to be valuable. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p> <p>The OEPA Team commended the school's effective use of technology tools to create and solve problems.</p>
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none">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 progressprepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the processParticipate in the reviewParticipate in the Exit Conference <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none">share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>

We stayed after school until this report was completed.

School Monitoring report was updated mid July 2015.

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)	All staff was trained on Policy 2340. All passwords were kept in safe until testing. Teachers signed the security agreements.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	All students were tested.
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	All students were tested.
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		PARTIAL COMPLIANCE The school did not have a technology team to assure staff and teacher technology needs were met.

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)

Each teacher has a 40 minute planning each day. The TIS visits the school 2-3 times per month.

- 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.

If and when a student is excluded from his/her classroom, instruction is still received by the student in an educational setting.

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>	Every class has 40 minutes of physical education daily.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	The physical education teacher administers the fitness gram each year.
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	All findings have been corrected.	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-2. Computer work stations with printers. (May adversely impact program delivery and student performance.)
- B-3. Capacity for on-line research. (May adversely impact program delivery and student performance.)
- B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

9. Gymnasiums/Physical Fitness Facilities

- B. All physical fitness facilities did not have a ceiling height of at least 20 ft. (May adversely impact program delivery and student performance.)
- E. Physical fitness facilities did not include at least the following items:
 - E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)
 - E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Cindy Willis, OEPA Consultant

Team Member - Judy Johnson – OEPA Consultant

Team Member – Shann Elkins, Principal, Madison Middle School, Boone County Schools

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

Date of School Visit – 10/01/2015

SCHOOL PROFILE

62-210 GAULEY RIVER ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	0	0	0	381
Average Class Size				20.0
Attendance Rate				97.88
Pupil Admin Ratio				380.0
Pupil Teacher Ratio				14.3
Participation Rate-Math	not available	0.00	0.00	0.00
Participation Rate-Reading	not available	0.00	0.00	0.00

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

GAULEY RIVER ELEMENTARY SCHOOL in NICHOLAS 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	Clear vision and mission are established and reviewed periodically throughout the year. Our mission is the driving force behind who we are as a school. Our mission and vision are discussed and reviewed during faculty meetings to ensure we are striving to meet our goals and our instruction is aligned to our beliefs. Capturing Kid's Hearts is used throughout the school. We also have a school wide behavior plan utilized throughout the school. Our mission statement is "Work together, shine together." Our vision is ... Gauley River Elementary believes in order for our students to be successful we must: 1. Capture hearts and celebrate success; 2. Prepare and provide the foundation for learning; 3. and realize success in all disciplines.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	All staff works and plans collaboratively to implement Next Generation Standards at PLC meetings; Classroom teachers communicate with parents weekly/monthly; Student/Teacher/Parent Compacts are also used to set high expectation. The GRE student handbook outlines expectations for students. 2014-15 has been the inaugural year of the Gauley River Elementary Honor Society. We started a student council at the end of 2014-15 to give the students more input. We anticipate this council to be much more active this school year.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	Fire drills, safety drills are scheduled regularly; A safety committee has been formed to review procedures; Bus pick up and Parent pick up spots are separated. Camden Clinic has a satellite clinic at GRE. Drop off procedures are specifically taught by the evening duty teachers and as part of the phys ed curriculum. There is a calling system as well as a school Face Book page for communication. The staff asked for a school wide behavior support plan to be implemented. This is the first year the school has had one. It was implemented after the new principal started, so we have not yet completed a full year with it. Blue slips are used to remind students of unwanted behaviors. Copies of these are sent home to parents. Paw Prints are used to encourage wanted behaviors. Students put these in drawings for weekly rewards. The staff, students, and parents seem to be on board with the new program.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 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 primary duty of GRE's principal is instructional leadership. The model used is one of shared leadership where staff strengths are utilized. The 2014-15 schedule was redone in her initial year to make intervention inclusive to promote personalized learning. Reading Eggs, First in Math, and Study Island are examples of technology she has initiated. She participates regularly in SAT and IEP meetings. She works with students in her office on behavior issues. She designed the 2015-15 schedule for collaboration among teachers to be a priority. She communicates with staff through e-mails, memos, One-Note, Office 365 Calendar, etc. She is a National Board Certified teacher and recognizes the need for ongoing professional development. She believes that GRE can only be successful if all stakeholders work together as a team and has emphasized the importance of family and community involvement.	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 OEPA Team confirmed major progress had been made through the establishment of professional learning communities and collaborative teams, the Team determined the school was in the beginning stages of school improvement. The principal did not have significant time to create an accomplished environment that exhibited professional knowledge, skills, and dispositions that reflected strong leadership. However, the Team determined the principal was focusing on the most significant aspect first, the students.</p> <p>Recommendation: The Team recommended collaboration continue with all stakeholders to ensure implementation of best practices in the classrooms.</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.	ACCOMPLISHED	School Teams and Councils have been formed and meet regularly. These include... PLCs (Professional Learning Communities) – Meet weekly to discuss student data, work together, receive pd, complete book studies, etc. We have two active PLC groups – Primary and Intermediate Leadership Team – Made up of a representative from each grade, Title 1, sp ed, and related arts – team makes recommendations and develops ideas LSIC – Local School	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 review of documentation, the OEPA Team discovered the Local School Improvement Council (LSIC) had not met this school year and met only once last year.</p>

		Improvement Council – Advises, analyzes data, makes recommendations, and presentation to the BOE Safety Committee – Reviews school routines and procedures, evaluates our safety plan, makes recommendations on increasing safety within the school Awards Committee – Plans awards, provides criteria for awards Student Activities Committee – Plans activities for students including Field Day, Science Day, etc. Parent Teacher Student Organization – Provides an opportunity for all students.		Recommendation: The OEPA Team recommended the school utilize all school teams and committees as specified in West Virginia Board of Education Policy 2510. Furthermore, the Team recommended the school maintain evidence substantiating the activities of the teams with agendas and team notes.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	All teacher leadership teams meet on a regular basis. Teachers have attended a variety of professional developments such as the WV Math and Reading Conferences, Capturing Kids' Hearts, IPI, Daily Five, Super Core, Math Talks, Summer Math Academy, New Teacher Training, etc. They share back with others often without being prompted. Teachers collaborate through given collaboration time and PLCs. Teachers are now taking ownership for their grade level meetings, PLCs, and team meetings. We utilize the train the trainer model in some cases such as PAR in which one teacher or a small group of teachers become the experts and then train others. Teachers are able to make use of embedded professional development such as our county math and literacy coaches and often seek out other professional development on their own based on their individual assessments of their own needs and the needs of their students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-	EMERGING	GRE has a Student Council and a National Honor Society. (This is the initial year, so they are not yet as active as we would like.) Students	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this

appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		also partner in formulating social contracts for classrooms. GRE is in its second year of doing one student-led conference. Age appropriate leadership opportunities such as classroom jobs and leading the pledge over the intercom are available for our students. Students are beginning to track their own progress on certain standards in many classrooms. Many of our students get involved in community based leadership opportunities that take place both inside the school and outside. Some of these things include sports, talent shows, pageants, 4H, scouts, etc.		function.
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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	All teachers are expected to establish and practice routines and procedures within their classroom and within the school building. Social Contracts are developed with the students at the start of the school year and referred to on an ongoing basis. Most teachers use Capturing Kids Hearts as part of their classroom management plan. We have several new teachers who have not had the formal training, but use aspects of this program with the assistance of partner teachers who have been trained. We have a school-wide discipline program which is communicated to all stakeholders and generates a reward and documentation plan for the entire school. We believe the relationships we build with our students and their families is essential to learning. We want all of our students to leave GRE knowing without a doubt that they 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.

		unique and valuable.		
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	Next Generation Standards are supported by classroom anchor charts and goals are listed in lesson plans. Both math and reading adoptions are based on Next Gen standards as well. Technology tools such as Odyssey, Study Island, Reading Eggs, First in Math, Tenmark, etc. also support Next Generation standards. GRE teachers have worked over the summer and at the start of school to develop long range plans collaboratively at grade levels. Grade level teams meet weekly and are provided common planning to ensure their is opportunity for regular collaboration. Teachers have been provided with tracking documents for their standards they are to review monthly in grade level team 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: 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 use text-based pacing guides for long term instructional plans as well as long term plannings they have collaboratively developed for GRE based on the Next Generation Standards. Next Generation Standards are supported by both reading and math programs. On-going assessments listed in Standard 3, Function A are used as well. Teachers must turn lesson plans in to the principal by Monday morning either through e-mail or hard copy. A lesson plan binder is kept in the classroom and monitored on a monthly basis by the principal where feedback is provided. Teachers use data to support their planning for instruction and intervention. Intervention is embedded in the general classrooms through small group instruction. Both formal and informal	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.

		assessments drive instruction.		
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	At the beginning of each year, teachers meet collectively to review Summative assessment results. This data becomes baseline information. In addition, teachers meet regularly in PLCs and Grade-Level team meetings to review student formative and summative assessments; Remediation and acceleration is done by all team members, classroom teachers, Title I, Interventionists, Special Ed. Each student's Zone of Proximal Development is measured four times annually to assist student book selection. Teachers work to incorporate activities into the curriculum to meet the needs of a variety of learning styles.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Our parent coordinators are a positive asset in communicating with out community. Our school library is operated by parent/community volunteers. Various workshops in reading and math are made available for parents. Read Aloud training took place in October. A community read-aloud program is in place. These people go into the classrooms periodically to read to children. Currently our new principal has a parent/principal forum to create a more open communication and positive relationship between the community and school. The PTSO was reestablished last 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	EMERGING	In place are: School based wellness center School counselor and psychologist Monthly	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team

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.		character ed topics are addressed in the classroom Anti-bullying program is in place SAT referrals are prompt and suggestions are carried out by all involved. All students receive 90 minutes of physical education weekly Science/Social Studies/Literature Fairs Math Field Day Nicholas County Hunger Prevention Program - Weekend Snacks Hunger Heroes - Summer Snacks Camden Clinic - Physical and Mental Health Services SPL services are provided for student success SPED teachers and regular educations collaborate effectively to ensure student success After School Program (last year - each year depends on funding) We are the only elementary school in Nicholas County that provides a music program with a certified music teacher.		substantiated the school's self-rating for this function.
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Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	We are working on a collaborative effort between the local library and school in order for students to visit the local library at least once a month. We collaborate with the high school votech facility members of the ROTC and child development program to help work with students to facilitate their success. We are going to implement a snack and pack program with community organizations which will students in need to receive 2 breakfasts, 2 lunches and 2 snacks per weekend during the schoolyear. Community and business members come to GRE to read aloud to students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A:	ACCOMPLISHED	Teachers complete a professional development	ACCOMPLISHED	The evidence provided by the school and the

<p>Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.</p>		<p>survey to determine areas of greatest professional development needs. The WV Teachers Evaluation System is another tool for determining needs-based PD. GRE teachers are provided prescriptive, embedded professional development through the services of a retired, exemplary educator. Embedded professional development includes modeling of instructional strategies to promote Next Generation Standards such as: pair-share, test taking strategies, writing strategies, book studies with graduate credit available. In addition county reading and math specialists provide on-going professional development. Off campus professional development opportunities are available, such as the WV Reading and Math Conferences, and are rotated among staff annually. An annual training of staff is presented at the beginning of each school year. The focus of this training is helping teachers work with parents.</p>		<p>additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</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>GRE's PLCs meet weekly to review student data and adjust instruction accordingly. In addition, Grade-Level teams meet to provide more focused data driven instruction. Each teacher has a data notebook that is a driving force in planning instruction. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies such as small group, intervention, Ashlock strategies, formative and summative assessment, Mark Weakland, Super Core for a book study.</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>

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	GRE's principal conducts walkthroughs weekly on a rotating basis and provides feedback to support instruction. In addition, she is available as needed to teachers. Lesson plans are monitored weekly. New faculty members are offered support through the county based mentoring program as well as school improvement coordinators and fellow experienced teachers. New faculty members are also given the opportunity to attend the New Teachers Academy offered by WVCPD as well as other trainings offered throughout the year.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	We opened a brand new school in 2013 which provides various services. We have sprinklers in the halls and classrooms. Bathrooms have shared sinks on the outside of the bathrooms. Custodians work hard to ensure the school is clean. We have a secured entrance to our building with a holding room. When someone enters the building they have to go through the office and cannot enter the building without approval.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Contracted auditors hired by our county to audit our school accounts annually. An accurate, well-balanced system is in place to manage our general fund as well as our faculty senate funds. We also have a plan in place to balance our Title I funds. All funds are dispersed according to the state guidelines and must be used for student achievement purposes.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	The Faculty Senate Hiring Committee along with the principal work together to ensure that high quality teachers are hired and retained. We look at the needs of our school and find those strengths in teachers we interview. The “Parents Right to Know” document is published each Fall in the Back to School Supplement to the local newspaper. A copy was also sent home with students in January. A copy is posted in the main office. New teachers are encouraged to attend professional development to make the transition from college to teacher more seamless. They are partnered with a veteran teacher on our staff. They are encouraged to complete The First Days of School training and new teacher academy their first 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 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	We have two stationary computer labs in our building and two mobile labs. We also have a mobile MacBook Pro lab, iPod lab, and in iPad lab. All teachers have an iPad, Elmo, and projector. This year we bought each teacher an Apple TV in order to use with their iPads and project on their TVs in their classroom. Teachers attend technology training in the summer and throughout the year. All students must read and sign the county’s Acceptable Use policy. Annual training for internet safety is conducted.	ACCOMPLISHED	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.	EMERGING	The staff reviews external trend data, student achievement data, and culture and climate data	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team

The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		to determine root causes. During staff meetings teachers will be reminded of goals and mission statements. Staff members are given the opportunity to participate in updating the strategic plan this coming school year. All elements of the community of stake holders are represented in the school's strategic planning, including, teachers, parents, community business representatives, service personnel, and student council members. The school's strategic plan is available to parents in the school main office.		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	Every staff member at GRE is vital in ensuring our students' success. Cooks provide healthy lunches and breakfasts (including bag breakfasts that may be taken into the classrooms). Custodians provide a clean and safe environment. Teachers and teachers' aides plan, implement, and monitor instruction to ensure students are mastering standards and their physical and emotional well being is looked after. Our secretary does more than words could ever say. Our parent coordinators ensure that parents and the community are involved in the education of our students. Parent volunteers keep our library going, help raise money for field trips, plan and implement activities (such as our very successful Science Day). It is truly a team effort at GRE.	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	EMERGING	The faculty meets in professional development groups and PLCs to monitor data and implement needed changes. Teachers analyze formative and summative, formal and informal data to drive instruction. Benchmarks are used on a regular basis. Parents are provided data based on their	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.

results of student learning, and communicates the progress to all stakeholders.		student's assessment. SAT meetings are used to discuss concerns with parents related to academics, behavior, attendance, etc. Teachers discuss expectations with parents at an Open House at the start of school.		
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SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	<p>Significant Resources: + Three interventionists and three Title I teachers to serve low performing students + Arts across the curriculum utilizing music, computers, 3 portable computer labs, iPad lab, iPod lab, 3 large screen tvs for instruction and presentation, + Academic coach, Kathy Snyder, to address reading and writing instruction Facility Needs: -Smart boards with applicable training for teachers - Strong mentorship for new teachers -Leadership team</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified need for and interventionist and Title I Teachers. Interventionists were provided by the county for 17 hours per week.</p> <p>The OEPA Team confirmed the need for additional technology and professional development needed to integrate technology in the classroom.</p>
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	<p>-Collaborative planning times within school day -Student focused Professional Learning Community (PLC) The PLC occurs, however, this needs restructured to better address student needs rather than utilized as staff meeting. -Staff awareness of Instruction Practice Inventory (IPI) and to enhance teachers' content delivery and student engagement</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.</p> <p>Additionally, the OEPA Team confirmed through classroom observations the staff should receive professional development using a variety of instructional strategies and best practices in the classroom.</p>

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and	<p>Partnership with Nicholas County Vo-Tech Center Partnership with Camden Clinic - Overall student and community well being Partnership with Nicholas County</p>	<p>The OEPA Team found these practices to be valuable.</p> <ul style="list-style-type: none"> Overall student and community well-being
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communicated to other schools.	Childhood Hunger Prevention Organization and Hunger Heroes Providing All Staff with Various Professional Development Opportunities that are important to them and their students Home-School-Community Connection	<p>partnership with Nicholas County Childhood Hunger Prevention Organization</p> <ul style="list-style-type: none"> Hunger Heroes providing all staff with various professional development opportunities <p>The OEPA Team commended the partnership with Nicholas County Vo-Tech Center and Camden Clinic.</p> <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

PARTIAL COMPLIANCE

FULL COMPLIANCE

The school participated in the OEPA on-site review.

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:

NO	Develop Knowledge of Policy 2322	Training is being planned for all teachers to address this policy.
YES	Complete the School Monitoring Report	Committee is in the process and will have monitoring report to meet the county deadline.
NO	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress 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	Ongoing

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:

NO	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 Committees are being assigned by the new principal. (This is her first week in this position.) Teachers have participated in ongoing book studies and conferences. These conferences include Infusing Technology, state math and reading conferences, county based professional development in reading and Nicholas County Reading Association speaker.
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 As Gauley River Elementary is a newly consolidated school, ratings were not made available by the WVDE. Analysis has taken place within the school to determine students' needs.
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 School Monitoring Report has not been available as GRE is a new school Teacher evaluations, walk throughs, principal observations will take place by the new principal. (Utilizes app Walkthrough Plus customized and emails teachers feedback)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC)	YES The Strategic Plan will be completed by the January 15th deadline.

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)	The tests will be secured in a designated place. The LEA will train the principal and/or test coordinator, who will in turn train teachers on appropriate testing practices. Teachers will then train and inform students.
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)	This is in place by students' IEP.
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled.	The 504 Plans are established by the SPED department

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)

and the principal.

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

PARTIAL COMPLIANCE

PARTIAL COMPLIANCE

The Local School Improvement Council (LSIC) had not met this year and only met once in March to prepare for presentation. (As indicated by the principal during the interview.)

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 Teachers use research based instructional practices per information learned in book studies and conferences.
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 Master schedule and observed recommended time allowance.
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) 	YES Practices currently in place.

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 specifically 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

YES

All teacher have been assigned a 45 minute planning time and collaborative planning time between grades is being planned. Research based instructional strategies are implemented by teachers based on book studies. Formative assessments by teachers include PAR, e-Suite, spelling inventory, cold write, Additional assessments by Title I are QPS, PASI, and sight word inventory. Math and reading workshops, parent volunteers and Reading Aloud training or parents and community.

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

YES? LSIC?

Committees and teams are currently being formed by the new principal. Faculty Senate and SAT committees are in place.

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-

YES

Ongoing instruction. PURR (Positive Behavior program to recognize students who exhibit appropriate behavior.)
Antibullying Program presented periodically for students.
Counselor goes to classrooms using bibliotherapy to support character ed and therapy. Each teacher has classroom

	<p>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>	management system to address behavior.
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>	<p>YES</p> <p>Home school system for extremely disruptive and/or dangerous students is implemented by the LEA.</p>
<div> <div>E . Physical Education W. Va. Code §18-2-7a</div> <div>FULL COMPLIANCE</div> <div>FULL COMPLIANCE</div> </div>		

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 Ninety minutes of physical education is provided weekly.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	YES Fitness Gram is provided for grades 4 and 5.
YES	Results are shared with students and parents. (S7, FC)	Results are sent home.

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

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

examined during the on-site review. To determine your level of compliance, use the following guide:

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	School counselor is scheduled one day a week, as well as the psychologist provided by school based wellness center.
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)	Counselor participates in no administrative duty.

Verification of Other Monitoring Reports:

	School Response	School Comments	
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	We have not been monitored as GRE.	YES OEPA Team reviewed the documentation.
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	Have not been monitored yet as GRE.	NOT APPLICABLE The school had not been being monitored at the time of the review.
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	Have not been monitored yet as GRE	YES

Facility Resource Needs

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.)
- B. Remedial instructional areas were not appropriately located for the easiest access from a general classroom. (May adversely impact program delivery and student performance.)
- C. Remedial instructional areas were not appropriately furnished and equipped for the intended use. (May adversely impact program delivery and student performance.)

15. Art

- A. Art facility area was not adequate in size (45-50 ft.²/student). (May adversely impact program delivery and student performance.)
- B. Art area did not have access to natural and artificial light. (May adversely impact program delivery and student performance.)
- C. Storage was not adequate for the instructional supplies. (May adversely impact program delivery and student performance.)

16. Band/Music

- B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)
- C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
 - D-1. Instructional boards and bulletin boards. (May adversely impact program delivery and student performance.)
 - D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Judith Johnson, OEPA Consultant

Team Member – Anthony Boggs, Principal, Big Otter Elementary, Clay County Schools

Team Member – Janet Hall, Principal, Henry J. Keiser Elementary, Jackson County Schools

Team Member – Susan Braithwaite, Principal, Slanesville Elementary School, Hampshire County Schools

Date of School Visit – 9/29/2015

SCHOOL PROFILE

62-212 MT LOOKOUT ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	149	147	156	148
Average Class Size	21.4	20.8	22.4	20.8
Attendance Rate	97.94	97.60	97.71	97.89
Pupil Admin Ratio	266.0	252.0	312.0	296.0
Pupil Teacher Ratio	16.6	15.8	19.5	17.4
Participation Rate-Math	not available	100.00	100.00	98.39
Participation Rate-Reading	not available	100.00	100.00	98.39

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

MT LOOKOUT ELEMENTARY SCHOOL in NICHOLAS COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

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

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	In a collaborative effort the Mt Lookout Elementary administration and staff developed a mission statement and a set of core beliefs that drive the work of the school. The core beliefs are used to set the expectations of the students and the staff at Mt. Lookout Elementary. Mt. Lookout Elementary's mission and core beliefs are evident in all practices, policies, and processes within the school. Mt. Lookout Elementary School educates students for success in life. 1. A strong foundation of great teaching and personalized learning 2. Continuous improvement and accountability 3. Collective efforts of multiple individuals	ACCOMPLISHED	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: OEPA Team observations and interviews indicated a majority of the staff embraced the mission and beliefs and could explain them.
Function B: High Expectations for All. The staff establishes high expectations for self	ACCOMPLISHED	The staff at Mt. Lookout Elementary developed a vision statement to establish high expectations for teachers and students that is communicated	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

and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		daily by the teachers and principal. At Mt. Lookout teachers and students are teaching and learning for success! 1. Teachers will have a laminated poster of statement in room for students to see. 2. Teachers will review expectations with students daily. 3. Principal will end each announcement with statement. 4. Mt. Lookout Elementary will reward observed expected behavior with the Caught Doing Good program.		Team determined a lower rating for this function. Rationale: The OEPA Team determined students clearly understood the high expectations for behavior. However, it was not evident academic expectations were clearly communicated to stakeholders. Recommendation: The OEPA Team recommended parents and students be informed regularly of student successes and challenges, teacher expectations, and assessment data results.
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	At Mt. Lookout Elementary we strive to create an environment that is learner-centered and provides optimal conditions for teaching and learning. The environment at Mt. Lookout Elementary is one that holds all staff members accountable for the academic success of their students. At Mt. Lookout Elementary the teaching and learning is guided by data. We follow the county's safe school policy. Health and safety of the children are first priority of the 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.
Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong	ACCOMPLISHED	At Mt. Lookout Elementary the principal creates a unity of purpose and a sense of team through collaboration with staff, students and parents and by serving as chairperson on the Student Assistance Team (SAT). The principal demonstrates a depth of professional knowledge	ACCOMPLISHED	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: It was evident the principal

leadership and effective management.		by performing classroom walk throughs. At Mt. Lookout Elementary the principal uses emails to communicate with staff, parents, and community stakeholders.		encouraged leadership roles.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The principal at Mt. Lookout Elementary provides guidance, support, and monitoring for SAT and LSIC so that each accomplishes its intended purpose. The principal of Mt. Lookout Elementary works to educate students for success in life by working with the staff and stakeholders to unify the activities of teams to address the goals of the strategic plan. Those teams include Faculty Senate - officers are elected by staff, Safety Committee-all staff, Science/Social Studies Fair-staff volunteer, Spelling Bee Committee-staff volunteer, Math Field Day-4th/5th teacher, LSIC-staff volunteer, PLC-appropriate staff for topic, and PAR Committee-K-3 teachers.	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, the OEPA Team confirmed the school had started the professional learning community (PLC) process. Meeting times were in place. However, the Team noted PLCs were informal and lacked norms and processes.</p> <p>Recommendation: The OEPA Team recommended the school adopt a formal PLC process to strengthen the effectiveness of PLCs.</p>
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead	ACCOMPLISHED	The teachers at Mt. Lookout Elementary accept responsibility for helping to improve the overall effectiveness of the school by assuming leadership roles and by supporting colleagues who accept such roles by relaying information from Professional Development to entire staff and participating in Faculty Senate meetings. The principal at Mt. Lookout Elementary nurtures teacher leadership by providing on-	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and influence professional practice.		going support and guidance that leverage success with providing staff development. Teachers attended professional development seminars and then coordinate teams at school, i.e. testing coordinator-Crystal Moses, PAR coordinator-Donna Park.		
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	Mt. Lookout Elementary provides students with age appropriate leadership opportunities by allowing grades 3-5 be cafeteria helpers, classroom helpers, and bus helpers. Mt. Lookout Elementary has students engaged in project based learning to involve students in decision making processes.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Teachers at Mt. Lookout Elementary implements the Capturing Kids Heart program to create supportive learning environments that are physically and emotionally safe for all students. Capturing Kids Hearts promotes the social development of students, build positive relationships and creates a school culture where all share a joint responsibility for student success. Mt. Lookout Elementary teachers and interventionists collaborate to closely monitor all student learning opportunities to provide feedback and extra support as needed to ensure that every student masters designated learning goals through the SPL program	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function B: 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	The teachers at Mt. Lookout Elementary use the following to collaborate to create standards-focused learning experiences that align instruction and assessment to the WV Curriculum Standards and Objectives for content, learning skills, and technology tools NxG Common Core, Esuite-math-technology, Pearson Success Assessment, and Odyssey. These tools allow the teachers to demonstrate knowledge of major concepts, assumptions, processes of inquiry and ways of knowing that are central to the content they teach and understand the inter- relatedness within and across the disciplines.	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 confirmed the staff was utilizing the Next Generation Standards and Objectives through review of lesson plans and observations of posted essential questions and content delivery.</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.	ACCOMPLISHED	The teachers at Mt. Lookout Elementary develop clearly defined, weekly lesson plans based on aligned units of instruction with specific learning targets based on varied student needs, appropriate supporting activities, appropriate time allocations and meaningful connections to a planned total instructional sequence, lesson plans are electronic with standards included. The teachers at Mt. Lookout Elementary differentiate assignments to individualize instruction in response to student performances on pre-tests. Teachers collaborate special education teacher and interventionist for differentiated instruction.	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: The OEPA Team determined the following:</p> <ul style="list-style-type: none"> • The instructional day was 7:35 to 2:10. • There could be more time for collaborative planning and PLC's built into teacher schedules. The school appeared to have schedule flexibility in the mornings and afternoons. • The Team acknowledged the school had had made progress with instructional delivery and if the school utilized a formal PLC process, they may have a greater impact on student mastery of Next Generation Standards and

				Objectives. Recommendation: The OEPA Team recommended the school reexamine the schedule to allow more time for collaborative planning and develop a formal process for PLCs.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers at Mt. Lookout Elementary utilize interventionists, incorporate project based learning, utilize STAR Reading, PAR, Quick Phonics Screener, teacher assessments to support student success and increase learning through the use of different teaching strategies. The teachers at Mt. Lookout Elementary use multiple strategies, including modeling, demonstrations, and graphic organizers to promote understanding and re-teach using alternative pathways when necessary.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team observations and interviews indicated the following: <ul style="list-style-type: none"> • Most teachers used traditional whole group teaching methods. • Some partner work was evident. • There was no evidence that technology was being used as a tool to improve student performance. • The Team observed electronic worksheets. • Some classrooms were using learning centers. • Instruction was student-centered and engaging in some classrooms. Recommendation: The OEPA Team recommended the staff be provided support with multiple instructional strategies, differentiated instruction, and technology integration in order to provide students engaging instructional experiences that

enhance individual student progress. Additionally, the Team recommended the staff utilize assessment results to plan instructional targets.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Mt. Lookout Elementary has mechanisms and structures in place that build positive relationships between families, the community and the school these include school handbook, open house, talent show, holiday dinners, newspaper articles recognizing student accomplishments and activities, LSIC, and fundraisers. Mt. Lookout Elementary offers several parent/family training sessions throughout the year to assist parent in supporting academic achievement at home. Mt. Lookout Elementary has processes and structures in place to ensure two- way communication between students, home and school occurs on a regular basis that include student folders and planners that go home daily. Mt. Lookout Elementary also has supplies donated by local churches and hospital so that students have what is needed to be successful in school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for	ACCOMPLISHED	Mt. Lookout Elementary has structured various community partnerships and school processes, which enhance and establish student and adult connections. Mt. Lookout Elementary has practices, programs and policies in place to advance the physical, social-emotional and academic well-being of each student. 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.

health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		following is a list of all the programs and supports provided by Mt. Lookout Elementary: McKinney-Veto Act, counseling services, nurse at school, multiple staff members CPR trained, scholarships for students who attended MLE and furthering their education after graduation, good behavior incentive, nutritionally balanced breakfast/lunch menus, staff help families in need and support charities (Hats On for Polio) Mt. Lookout Elementary has Student Assistance Teams that meet to ensure school staff, families, and community support professionals collaboratively plan appropriate interventions and supports for identified students.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Mt. Lookout Elementary identifies and promotes community agencies and organizations in order to provide students and families a variety of services and resources to address needs and interests. Mt. Lookout Elementary has developed business/ community/ school partnerships to enhance school program offerings and student skill development and utilizes these partnerships to increase student success and motivation. The following is a list of the activities/programs that Mt. Lookout Elementary students participate in: Farm Safety Day, Water Festival, Ivy and Stone, Appalachian Office Supply Business Partners, AEP Read to Me Day, Park Service presentations, Gideon's, Marathon Scholarships with Summersville Regional Medical Center, Jump Rope for Hearts	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The staff at Mt. Lookout Elementary supports instructional improvement through structured opportunities for ongoing discussions about instructional practices and the sharing of ideas. Mt. Lookout Elementary staff participates in the following opportunities for professional development that improves classroom instruction: PAR, Super Core, Math Academy, E-Suites for Everyday Math, Standards Based IEPs, Collaborative Teaching	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: The OEPA Team determined while the staff participated in summer professional development, it was not sustained. The Team did not confirm the professional development had impacted student learning.</p> <p>Recommendation: The OEPA Team recommended the school conduct a needs assessment to determine professional development priorities. Additionally, the Team recommended the staff ensure professional development was embedded and on-going.</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	ACCOMPLISHED	The teachers at Mt. Lookout Elementary reference the essential questions of what do we want our students to know and be able to do, how will we know when they have mastered them, what will we do when they have not, when meeting in collaborative teams by using NxGen Standards as a guide. The teachers at Mt. Lookout Elementary work collaboratively and are given time to meet in collaborative teams in Professional Learning Community meetings. The teachers at Mt. Lookout	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, the OEPA Team confirmed the school had started the professional learning community (PLC) process. The framework was in place. However, the Team noted PLCs were informal and lacked norms and processes.</p>

implementation of strategies that improve instructional practice.		Elementary collaboratively reflect on data and assessments, and establish targets by performing WESTEST analysis.		Recommendation: The OEPA Team recommended the school adopt a formal PLC process to strengthen the effectiveness of collaboration. Additionally, the Team recommended the PLCs utilize school specific data analysis to provide targeted instruction to address student needs
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	Mt. Lookout Elementary principal has processes and structures in place to observe instruction and provide feedback and support to teachers to improve student achievement by doing weekly walk throughs, weekly lesson plan checks, and performing teacher evaluations as required by WV code and WVBE policy. Mt. Lookout Elementary principal identifies and engages technology-based opportunities for professional development and lifelong learning by ensuring that all teachers complete online self evaluation and set at least 2 student goals each year.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 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	Mt. Lookout Elementary provides an environment that is safe and secure by implementing the following: Emergency Drills, Quarterly Safety Meetings, School Walk Throughs, Weekly Custodial Checklist, Monthly Pest Control Inspection, Door Buzzer, Weekly Playground Checklist, Academic Wing, bi-annually Health Inspection, Security Cameras both inside and outside the school building	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and	ACCOMPLISHED	Mt. Lookout Elementary ensures that efficient and effective accounting systems and	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.		procedures are in place and followed by all. Mt. Lookout Elementary elicits support from the central office that ensures faculty are provided materials and professional development necessary for the successful execution of their jobs. Audit Report, Finances, Bank Statement, Cash Summary, Policy Manual		substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	The principal at Mt. Lookout Elementary with support from the central office ensures that personnel are appropriately licensed and highly qualified. The principal at Mt. Lookout Elementary ensures evaluation policies are implemented according to WV Code and WVBE policies by completeing the online evaluation forms and ensures all teachers complete online self evaluation. The principal at Mt. Lookout Elementary ensures that all personnel are assigned efficiently and effectively based on WV Code and WVBE policy by verifying certification and utilizing a hiring committee for hiring new 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	The principal at Mt. Lookout Elementary ensures that the statewide information system (WVEIS) is utilized to constantly update various student and personnel data. The principal at Mt. Lookout Elementary elicits support from the central office to ensure current technology resources are provided and the infrastructure is in place for teaching and learning, TSI personnel and Office 365. The teachers at Mt. Lookout Elementary use digital technology and software to enrich instruction and promote technology literacy, Smart boards and Elmos. The teachers at Mt. Lookout	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: The OEPA Team confirmed the technology infrastructure and equipment were in place. However, the Team did not verify effective use of technology by teachers and students.</p> <p>Recommendation: The OEPA Team recommended the use of technology tools to engage students and improve student learning.</p>

		Elementary provide opportunities for students to make strategic decisions about the use of technology tools and other resources to gain and demonstrate understanding through the use of computer lab, classroom computers, 2 mobi labs,		
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	Mt Lookout Elementary staff utilizes lesson plans, interventionist, SAT process, differentiated instruction, benchmark assessments, and PAR to set SMART goals and expectations that are designed, shared and evaluated to increase student achievement and improve many underlying areas of school quality. Mt. Lookout Elementary staff collaborate with others to collect, organize and study data to comprehensively study the current reality of the school and make decisions about teaching and student learning when developing the strategic plan.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: <ul style="list-style-type: none"> • Most teachers discussed the goals of the strategic plan. • The school leadership team said the strategic plan was used to develop the PLC agendas.
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	Mt Lookout Elementary staff works collaboratively to facilitate continuous improvement in learning for all students. Mt. Lookout Elementary staff use PLC's to engage teachers in continuous, purposeful professional development opportunities based on research and data that result in improved teaching and learning. The Mt. Lookout Elementary LSIC is working to identify and develop staff and other stakeholder leadership to facilitate continuous improvement in learning for all students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through interviews, the OEPA Team confirmed the staff had started the professional learning community (PLC) process. Meeting time was in place. However, the Team noted PLCs were informal and lacked norms and processes.

				<p>Recommendation: The OEPA Team recommended the school adopt a formal PLC process to strengthen the effectiveness of collaboration. Additionally, the Team recommended the PLCs utilize specific school data to provide targeted instruction to address individual student needs.</p>
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>Mt Lookout Elementary staff, general educators, special educator, and interventionist, are routinely collecting data and assessing students to monitor where the students are and where they need to be. Mt Lookout Elementary staff collaborates with interventionist and special educator to maximize student learning. Mt. Lookout Elementary staff collectively developed the SMART goals for the strategic plan and are responsible for monitoring student learning and reporting any adjustments that need to be made to the plan to the rest of the staff. Mt. Lookout Elementary will revisit the strategic plan monthly during PLC meetings. Mt. Lookout Elementary communicate the progress of student learning to parents through report cards, interim reports, IEP reports, and Engrade.</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:</p> <ul style="list-style-type: none"> • There was evidence of assessments and benchmarks. • There was little evidence in regards to using the data to improve student growth and to inform effective instruction. • The Team did not observe evidence of student personalized learning. <p>Recommendation: The OEPA Team recommended the school use data more effectively to improve student growth and improve instructional practices. Additionally, the Team recommended the school implement a program to provide support for personalized learning.</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.	Mt. Lookout Elementary staff identifies these resources and/or facility needs as things the school needs to improve student performance guidance counselor support more accessible, hygiene/health program and supplies, and a gymnasium with bathrooms, shower, washer/dryer.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs, based on the availability of local funding. The county is meeting the State requirements by services provided by the current counselor.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	E-suite training for teachers and parents is the professional development Mt. Lookout Elementary staff would like to have at this time.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, The OEPA Team determined professional development addressing technology, the PLC process, and effective classroom strategies was also needed.

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.	As a staff Mt. Lookout Elementary feels these practices are outstanding and contributed to student success and a positive learning environment. Smartboards in four of the seven classrooms, two Mobilabs, Parent Volunteers in the school daily, Monthly Behavior Incentive, Attendance Award every 9 weeks, Academic Hallway so instruction is not disturbed from visitors student safety and security with school cameras both inside and outside and door buzzer for when visitors come to school.	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	1. Positive School Climate 2. School Leadership 3. Standard based Curriculum/Instruction/Assessment 4. Student Support Services 5. Educator Growth and Development 6. Efficient and Effective Management 7. Continuous Improvement
YES	Complete the School Monitoring Report	See Monitoring Report completed online
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	1. Review prep - September/October 2014 2. Update monitoring report - October 2015 3. Participate in Review - September 2015 4. Develop Corrective Action Plan according to WVBE timelines

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 School teams and councils LSIC School Improvement Partners in Education

	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)	PAR Professional Development Super Core Reading Council Math Academy E-Suites
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	WESTEST Achievement West Virginia Writes Pearson Success Informal Teacher Assessments E-Suites
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)	Progress Reports Report Cards IEP reports Engrade State Evaluation - self reflection, set goals to reach mastery
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.)	See the Strategic Plan
B . Policy 2340: West Virginia Measures of Academic Progress		FULL COMPLIANCE
		FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	Sign in/sign out sheet to ensure secure materials Training sheets for attendance Signature on Code of Ethics
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	IEP/WVEIS accommodations
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	No students with a 504 plan

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the	NxGen Common Core E-Suites math technology Pearson Success Assessment Odyssey Electronic lesson plans with
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	policy. (S3)	standards included Project Based Learning STAR Reading PAR QPS
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)	Capturing Kids Hearts NxGen Common Core Electronic lesson plans with standards included Project Based Learning
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 	NxGen Common Core E-Suites math technology Pearson Success Assessment Odyssey Electronic lesson plans with standards included Project Based Learning STAR Reading PAR QPS

- 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

School Classroom Teacher schedule Utilize interventionist
Prjoject Based Learning STAR Reading PAR QPS Teacher
assessment Progress Reports Report Cards IEP reports
Engrade Smartboards Mobilabs Elmos TSK person
Computer Lab

- 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

Meeting agendas kept on file team minutes are on file

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

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

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

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

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

Implement investigatory and reporting procedures (Page 43).

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

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

We use county Safe School Policy
Capturing Kids Hearts

YES

Alternative Education. (S1,FC)

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

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

Implement county policies and procedures for alternative education.

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

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

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

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

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

Alternative Education is provided at
Summersville Middle School Saturday
School is provided at Nicholas County
High School

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. 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>	PE Schedule
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	REsults are entered into WVEIS annually
YES	Results are shared with students and parents. (S7, FC)	Letter of results sent home with students

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)	Individual counseling is provided with documentation kept. Classroom counseling activities are provided
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)	At least 75-80% of time is spent in counseling activities. Any extra time is spent planning counseling activities

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		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

1. School Site

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

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

6. Library, Media, and Technology Centers

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-1. Tables and chairs. (May adversely impact program delivery and student performance.)

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

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

9. Gymnasiums/Physical Fitness Facilities

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

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.)

B. Pre-kindergarten and kindergarten classes were not located on ground floor. (May adversely impact students' health and safety.)

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

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

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Cindy Willis, OEPA Consultant

Team Member – Shann Elkins, Principal, Madison Middle School, Boone County Schools

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

Date of School Visit – 9/29/2015

SCHOOL PROFILE

62-213 MT NEBO ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	100	107	119	106
Average Class Size	16.8	16.4	15.2	10.8
Attendance Rate	99.20	98.84	99.14	99.25
Pupil Admin Ratio	200.0	214.0	238.0	212.0
Pupil Teacher Ratio	12.5	15.3	14.9	12.5
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

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

MT NEBO ELEMENTARY SCHOOL in NICHOLAS COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

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

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The foundation of our shared educational beliefs and values at Mt. Nebo Elementary lies within and as part of the mission and goals of Nicholas County Schools. Countywide, our schools share the mission, "Educating students for success in life. " We believe that our students do great work through: great teaching and personalized learning; continuous improvement by accountability; and collective efforts. Our school goals are ingrained in the following Nicholas County Schools goals: engage students in excellence; provide a safe and healthful learning environment that promotes citizenship, wellness, self-discipline, personal responsibility, and character; and prepare all students to be successful after high school graduation. There is a copy of the core beliefs and mission statement in each classroom	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		that serves as a visual reminder to all teachers of what we are doing and where we are going. There is also a copy included in the school handbook.		
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	In recent years, Mt. Nebo Elementary was awarded with A Distinguished School and a West Virginia Exemplary School. In the fall of 2014, we learned that we have gone from a Transition School to a Success School. The mission statement is posted in each classroom, the hallways, cafeteria, and school office. The teachers use the statement to encourage and motivate students to do their best in order to succeed. We have a three-level honor roll based on a student's nine weeks average. We also celebrate success on WESTEST2 by awarding medals to students who achieved at mastery, above mastery or distinguished levels.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	EMERGING	Mt. Nebo Elementary provides a student-centered climate which promotes a welcoming learning environment. The hallways are clear of items that would inhibit safe movement, the hallway and classroom boards display student work. The rooms are arranged in a manner to allow maximum room for learning and teaching. We have a periodic sewer smell, which creates less than inviting atmosphere. Also, occasionally students run out of soap or paper towels in the bathrooms. The main safety issues are: glass doors, doors open for ventilation when the sewer smell is present, and a barbed wire fence on part of the property boundary. Safety drills are conducted periodically throughout the year.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: As noted in the School Monitoring Report, the periodic sewer smell was eliminated. A sensor on the exit door near the student restroom unlocked when students were near it.

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	<p>The principal, Mr. Tyree, has excellent leadership skills with many years of experience as an elementary principal. The principal is a great communicator through interaction with staff, students, parents and community members. He also communicates with staff through frequent e-mails. He keeps the parents informed by monthly newsletters, letters home, and use of the calling system. He works with community leaders to involve students in outreach activities such as canned items for a food drive or participation in a fundraiser for polio, etc. The principal at Mt. Nebo Elementary is quick to recognize and praise students, not just academically but also for good behavior and use of good manners.</p>	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 OEPA Team determined through interviews and observations, the principal was managing the school well, many of the attributes of instructional leadership were not present within the school. These included lack of walk throughs with instructional feedback provided to teachers and lack of observations conducted prior to the review. Additionally, professional learning community (PLC) meetings resembled staff meetings.</p> <p>Recommendation: While the principal exhibited strong managerial skills, the OEPA Team recommended the principal take a more active role in instructional leadership at the school.</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	<p>Mt. Nebo Elementary School has the following school teams in place: School Wellness Team, School Assistance Team, Local School Improvement Council, Safety Committee, Leadership Team, and Professional Learning Community. Minutes, an agenda and sign-in sheets are maintained in each committee.</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>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended a plan be developed to effectively utilize teams within the school. In addition, professional development should continue for authentic implementation of PLCs.</p>

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	Mt. Nebo Elementary staff participates in: opening day of school, math training, office 365 training, book studies and the WV Reading Conference. Teachers in our building strive to improve through professional development events. We sometimes send one or two teachers to training then use them as the trainer at our school. We have two teachers trained in Everyday Math E-Suites, two trained in PAR, one expert in Engrade, as well as a Crisis Prevention Intervention team trained.	ACCOMPLISHED	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	There are opportunities within the classroom for students to engage in leadership activities. Some of these include: Super Scholars, Spelling Bee, Geography Bee, Science Fair, Young Writers, Youth Art Month, Social Studies Fair, student-led morning pledge, classroom student helpers, and classroom team leader. Throughout the school, students can experience leadership as a line leader, a cafeteria helper, and as a mentor to other students. Activities such as random reporter and collaborative learning activities promote growth in life skills. Student ideas for school change or improvement are welcomed by the staff and principal. Great effort is made to offer equal leadership opportunities throughout the school.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 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	ACCOMPLISHED	At Mt. Nebo Elementary School teachers maintain a standards-based classroom. The Next Generation Standards are clearly displayed and are at the center of planning 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.

and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		delivery of standard content. There is strong evidence of learning “areas”. The classrooms have a space, usually with a soft rug, where students are invited to come for small-group instruction, a read-aloud, center time, etc. Students are grouped into teams for the purpose of collaboration and small-group activities. Social contracts are in place in the classrooms.		Comment: Through classroom observations, the OEPA Team found many classrooms had a student-centered environment. Additionally, small group student work and intellectual inquiry were observed.
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	All teachers have been trained in CCSS during summer sessions and PLC meetings. A book study on Super Core widens the scope for instructional strategies. NxG CSO’s are used to guide lesson planning and instruction. “I can” statements are displayed for Reading and Math.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Recommendation: While the OEPA Team substantiated the school’s rating, to strengthen the function the OEPA Team recommended the school receive support with providing students opportunities to use technology to create and problem solve, as opposed to students consuming technology.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance	ACCOMPLISHED	Instructional plans are guided by PAR testing, weekly assessments, individual testing, Next Generation Standards Lesson Plans and Student Learning Goals. Teachers use standards-based computer programs such as IXL and Moby Max. Formative and quantitative data is analyzed for the purpose of instructional 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

levels of their students.				
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers use appropriate assessments such as PAR and Everyday Math Online as beginning of the year assessment. Formative assessments such as RSA math assessments, running records and cold writes guide instructional strategies. Teachers and Interventionists employ differentiated instruction in order to meet student needs. Preferred learning styles are taken into consideration when delivering instruction. Computer-based lessons with programs such as IXL, Moby Max, Accelerated Reader, and Odyssey provide important learning tools to enhance classroom instruction. Teachers use power points for vocabulary, phonics, and grammar instruction. E-Suites in Math provide help with instruction. Engaging instruction is provided by critical Interventionists as well as peer tutors.	ACCOMPLISHED	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 and observations, the OEPA Team did not verify the use of assessments to inform instruction.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The Mt. Nebo Elementary staff is friendly and welcoming. Open communication exists between teacher and student and between teacher and parent. Parents may communicate with a teacher or a principal by phone, note, or private conference. Community members and groups are invited to offer their expertise in areas that enhance learning. We use newsletters, study guides, the phone system and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through interviews, the OEPA Team did not determine there were parent and community relationships that impacted learning for most students.

		school newspaper articles to communicate with parents and the community. A non-profit organization in Mt. Nebo contributes weekend backpacks full of food for those students in need.		Recommendation: The OEPA Team recommended that school work to establish opportunities with families and community members to impact student learning.
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	Our PE teacher schedules physical education classes for a minimum of ninety minutes weekly. She also brings in a nutritionist who does lessons on healthy eating and lets them sample “healthy” foods. Our school counselor offers individual guidance as well as group character education. Our TIS does a lesson on Cyber Bullying. CPS gets involved if necessary. Our special education teacher and interventionists work with student academic weaknesses, guided by our reading consultant. We have a health nurse one afternoon each week, who is also available to us other times as needed.	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, the OEPA Team determined some activities were in place for student personal development; however, no formal plan was in place.</p> <p>Recommendation: The OEPA Team recommended the school utilize staff and community resources to develop an in-depth plan to promote the well-being of all students.</p>
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	Mt. Nebo Elementary has connections with local churches, who help provide school supplies such as pencils and paper. Also, there is a partnership to meet students’ physical needs by weekly providing a “weekend snack”. Summersville Regional Medical Center is our Partner in Education. They sponsor the Marathon Scholars Program called Twenty Six Miles and Twenty Six Books, which is a fitness and a reading incentive for students. We have community members and/or parents who volunteer weekly with the Read Aloud	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, the OEPA Team verified few of the listed activities provided by the school in the School Monitoring Report were being implemented during the current school year. However, the staff indicated that they were in place last year.</p>

		program. The school provides opportunities for various organizations such as the fire department to provide educational experiences for our children.		Recommendation: THE OEPA Team recommended that the school establish a plan to incorporate many of the community and parent involvement activities for the current school year.
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Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The professional staff at Mt. Nebo Elementary engages in a PLC book study on the book, Super Core, learning many research-based strategies. At the end of the study the teachers will practice the learned strategies in the classroom as the reading consultant works with us and observes. Our staff analyzes data from PAR in order to group students. Teachers here attend all professional development provided by Nicholas County Schools. Unfortunately, there is no Professional Development provided to us during the work day during the school year by our county. Several staff members attend professional development on their own time and with their own money.	ACCOMPLISHED	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	EMERGING	Since our ISE days have been eliminated from the school calendar, our staff has limited time to participate in adequate professional learning opportunities. PLC is currently limited at Mt. Nebo Elementary due to there being no allotted time allowed by our calendar.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team confirmed the staff had started the professional learning community (PLC) process. A meeting time was in place. However, the Team noted PLCs were informal and lacked norms, agendas, and minutes. Recommendation: The OEPA Team recommended the school adopt a formal PLC

implementation of strategies that improve instructional practice.				process to strengthen the effectiveness of collaboration. Additionally, the Team recommended the PLCs utilize specific school data to provide targeted instruction to address student needs.
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	Every fall, teachers complete and submit a self-reflection form online based on their evaluation. They then discuss with the principal two goals for the year. The principal does walk throughs and provides feedback. The evaluation is conducted in May.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the OEPA Team recommended implementation of a walk through process with constructive feedback to the staff. The Team additionally recommended the principal begin immediate implementation of observations, especially of those who are in initial progression of the WV Educator Evaluation System.

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	Some of the safety issues noted in the surveys were: the entry doors are made of all glass and will not always lock. The doors have been propped open due to a periodic sewer smell. Teachers said that the facilities are not always clean. The trash is not always emptied, the sweeper is not always run, and at times there is no soap or paper towels in the bathrooms. But, the newly planted flowers and the new school sign look great. The maintenance team and other experts are working to get rid of the odor.	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 noted the sewer odor had been eliminated.

Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Mt. Nebo Elementary follows the guidelines set forth by the state of West Virginia school accounting procedures using School Funds Online. The principal and the secretary take care of whatever needs changed in WVEIS. All fund raisers are approved by the superintendent before the activity. The principal and the Faculty Senate president check all Faculty Senate orders to be sure they meet the guidelines.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	The staff was trained in the hiring process for teachers. Two were selected to serve on the Interview Committee. They follow WV Code to select the most qualified person to meet the needs of the school and students. We receive a yearly allocation from the state, county levy funds and Faculty Senate funds to use for instruction.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function 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	We have a computer lab that houses twenty-eight computers. We also have a mobile lab that contains twenty-five laptops. All students and faculty must sign an Acceptable Use Policy before using the school internet system. We have a Technology Integration Specialist who comes monthly to help with programs and train students in Cyber Bullying. We also have a county technology specialist who comes once a month to troubleshoot computer problems. Even with the help of the two specialists, we still feel that we need a full-time computer lab teacher to keep the lab up and running. We have a lot of trouble keeping the programs running and the computers	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 noted that new computers had been purchased and were functioning.

		need replaced with new ones. We also have no interactive whiteboards.		
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	All staff members are involved in the creation of the Strategic Plan. We clearly post the mission, goals, and beliefs throughout the school. The teachers use beginning of year data to identify student needs. Teachers collaborate with Interventionists and the Special Education teacher to share data that will be used to plan instruction. Our focus remains on standards-based instruction.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team interviews indicated goals for the current school year were not established. Additionally, a process for developing a strategic plan for the current school year had not been developed. Recommendation: The OEPA Team recommended the school and administration immediately begin goal setting and strategic planning.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	The school calendar no longer carries ISE or Faculty Senate days that are so vital for building professional community. The teachers have different planning times and duty times, so getting together during the school day to share data, etc. is difficult at best. Small chunks of collaborative time are still attained by having a working lunch or talking during a shared duty. Interventionists and the Special Education teacher have more flexible schedules, thus allowing some time to meet with teachers in order to provide targeted, differentiated instruction.	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	ACCOMPLISHED	We use data to monitor student learning and make changes based on that data. Teachers use	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did

<p>Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</p>		<p>formative and summative assessments to adjust to meet the student's needs. Those include PAR, Star, and benchmarks. Beginning, middle and end of year assessments are also used in order to plan activities designed to increase student learning.</p>		<p>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 did not determine data was collected and utilized on a consistent basis. This included general summative and informal assessment data.</p> <p>Recommendation: The OEPA Team recommended a formal process be established to collect and utilize data for school improvement.</p>
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SECTION 2: What Support do you need for improvement?

Needs Analysis, Capacity Building and Efficiencies

<p>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</p>	<p>Mt. Nebo has a 20-year history of sewer smell. Experts from the Office of Homeland Security, American Leak Detection, almost daily presence and monitoring by county maintenance crew, and an Industrial Hygenist have been to our school between August and October 2014. However, we still have no real answers. We need a permanent fix so that we can devote one-hundred percent of our efforts on teaching and learning. Building needs to be made more secure. Need a multi-purpose room to be used for PE</p>	<p>Based upon observations, interviews and general review of evidence, the OEPA Team determined the sewer smell issue was resolved. Additionally, the Team confirmed Mt. Nebo utilized the cafeteria for physical education activities, which led to concern for the cleanliness of the cafeteria for breakfast and lunch.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>Advanced training in NxG Standards in Reading and Math. Our staff needs time during the school day to have PD and PLC's. Since we lost our ISE days, we have to give up our time and money if we need professional development/training. Even though teachers are provided with a 40-minute planning period each day, there is no time for collaboration with other teachers since only one teacher gets a planning period per time slot allotted.</p>	<p>Based upon observations, interviews and general review of evidence, the OEPA Team determined that PLC's were being held one time per week in the morning before school began. This practice began this school year and the process was still in development.</p> <p>Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's need for</p>

		professional development with Next Generation Standards and Objectives.
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SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	We engage in Book Study, learning many research-based instructional strategies. The teachers put these strategies into practice in our classrooms as our consultant works with them and observes instructional delivery.	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>
County Board of Education Responsibilities for School Accreditation (Pages 14-15)	
<p>It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.</p> <p>Implementation</p> <p>Develop Understanding of Accreditation Processes Establish Local Direction Monitor School Responsibilities: Completion of the annual School Monitoring Report Review and verify the accuracy of the School Monitoring Report Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.</p> <p>Establish Supports and Expectations that Impact Student Performance</p> <p>Develop instructional leadership skills of principals. Support school continuous improvement and strategic planning processes. Implement school-based professional development programs that address the unique needs of staff and students.</p>	
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)
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YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
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).</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. 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		YES There were no deficiencies.
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 There were no findings.
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES There were no critical violations.
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

1. School Site

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

5. Counselor Office(s)

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

6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)
- B-6. Reading and reference materials. (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.)

9. Gymnasiums/Physical Fitness Facilities

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

12. Pre-kindergarten/Kindergarten Classrooms

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Jim Strader, OEPA Consultant

Team Member – Bonnie Ritz, OEPA Consultant

Team Member – Jessica Pierson, Principal, Little Birch Elementary School, Braxton County Schools

Team Member – Michael Morgan, Principal, Brushfork Elementary School, Mercer County Schools

Team Member – Erica Propst, Principal, Rosemont Elementary School, Berkeley County Schools

Date of School Visit – 10/01/2015

SCHOOL PROFILE

62-218 SUMMERSVILLE ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	390	387	401	406
Average Class Size	20.4	19.4	19.4	17.1
Attendance Rate	98.44	98.50	97.57	97.52
Pupil Admin Ratio	374.0	374.0	401.0	406.0
Pupil Teacher Ratio	14.1	14.1	14.1	14.2
Participation Rate-Math	not available	99.37	99.38	97.35
Participation Rate-Reading	not available	99.37	99.38	98.68

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

SUMMERSVILLE ELEMENTARY SCHOOL in NICHOLAS COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

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

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The staff works collaboratively, as teams and or committees, to reinforce the educational beliefs and values. Committees meet at least once every 6-8 weeks; PLCs are held once a month; Team Meetings are held twice a month. Grade level teachers have collaborative planning period.	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: Based on observations and interviews, the OEPA Team did not verify school evidence which supported the school's rating. However, initiatives taken by the new principal indicated this was a top priority for the school. The staff acknowledged the new principal was providing purpose and direction.</p> <p>Recommendation: The OEPA Team recommended the school revisit the strategic plan mission and goals as well as the School Monitoring Report and update accordingly. In addition, the Team recommended the new goals and mission be communicated and shared with</p>

				all stakeholders.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	The staff has high expectations for themselves and for students. Expectations are communicated to students and parents via verbal and written communications.	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 observations and interviews, the OEPA Team determined some teachers had high expectations. However, high expectations for all was not pervasive throughout the school.</p> <p>Recommendation: The OEPA Team recommended the leadership team and all stakeholders continue to have conversations about high expectations for self and students and focus on the necessary tools to make high expectations a priority for students and staff.</p>
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	The school is a safe, orderly environment. The Summersville City Police Department is an on-going presence. The school is inclusive and teachers are strongly encouraged to maintain high levels of student engagement throughout the instructional 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>Rationale: Through observations and interviews, the OEPA Team did not confirm fire drills were conducted within the appropriate timelines.</p> <p>Recommendation: The OEPA Team recommended the principal review the current fire marshal requirements for fire drills and follow accordingly.</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	The principal maintains professionalism during the school day. She participates in professional development opportunities. The principal also is accessible and visible in the school environment. At times, it is apparent when she feels frustrated because she feels she can not perform responsibilities to her own set standards.	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>Comment: The OEPA Team determined the evidence provided by the school was submitted by the former principal and was not reflective of the current principal.</p> <p>Rationale: The OEPA Team determined the current principal, in a short time, had exhibited the knowledge, skills and dispositions to move the school forward.</p> <p>Recommendation: The OEPA Team recommended the principal continue to work to create purpose and sense of direction that reflect the school's updated mission and goals.</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.	DISTINGUISHED	The school has active teams: Leadership/Curriculum Team, Student Assistance Team, Safety Committee, Technology Committee, LSIC.	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 observations and interviews, the OEPA Team did not confirm the school teams and councils functioned efficiently and effectively to advance the mission and goals of the school.</p> <p>Recommendation: Leadership team interviews indicated the current principal was instrumental in getting the school team structures in place. The OEPA Team recommended the school continue to work collaboratively and cohesively, with all stakeholders, to advance the mission and goals of the school.</p>
Function C:	ACCOMPLISHED	Teachers strive to improve professional practice	EMERGING	The evidence provided by the school and the

Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		by participating in PLCs and professional development opportunities.		additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through observations and interviews, the OEPA Team did not confirm teachers were provided authentic opportunities and resources to influence professional development. Recommendation: The OEPA Team recommended the staff explore opportunities for taking ownership of professional growth to enhance instructional practices and school improvement.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Students are provided with opportunities to learn about responsibility, self-management, and interpersonal skills.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team, through observations and interviews, did not confirm students were provided authentic leadership opportunities. Recommendation: The OEPA Team recommended the staff explore additional opportunities for student voice and leadership.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom	ACCOMPLISHED	Classroom teachers attempt to offer an inviting and engaging classroom environment that allows for student choice, reflection, and participation.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: A majority of classrooms were

environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.				<p>aesthetically pleasing and had welcoming environments. Various forms of student work were posted on the walls.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended a focus be placed on student reflection, intellectual inquiry, and self direction.</p>
<p>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.</p>	ACCOMPLISHED	Teachers have implemented the Next Generation Standards.	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 OEPA Team observed some teachers using a standards-focused curriculum, a majority of classrooms were observed providing teacher-led lessons with whole group instruction and minimal differentiated instruction.</p> <p>Recommendation: The OEPA Team recommended the school receive support in delivering a standards-focused curriculum aligned with the Next Generation Standards and Objectives utilizing a variety of instructional strategies.</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,</p>	EMERGING	Teachers design short-term plans based upon the adopted curriculum. They are in the initial stages of developing plans based upon Nxt Generation Standards and using data to drive instruction.	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 classroom observations and review of teacher lesson plans, the OEPA Team determined several lesson plans were written in a duplicate format. For example, one</p>

interests and performance levels of their students.				lesson plan, for all staff, at a grade level. While the practice of collaboration is important, this practice did not allow for addressing student needs, interests, and performance levels.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	Teachers are at the initial stage of designing instructional experiences that include formative assessments, digital tools, and varied strategies that enhance student mastery.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Families report that they, at times, do not feel as if their contributions to the classrooms are welcomed. At times, negative staff relationships affect the collaborative process.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional	ACCOMPLISHED	Student support systems are implemented and encouraged.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.				<p>Comment: Although the School Monitoring Report was lacking evidence for this function, through observations and interviews, the OEPA Team gathered evidence to substantiate the school's rating.</p> <ul style="list-style-type: none"> • Archery Program • Health Assembly • Student of the Month • CPR Program • First Aid was encouraged for staff • Parent lunches • Student led conferences with parents
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	The school has five Partners in Education. The LSIC is active and vital to the well-being of the school. Parent Volunteers are active during the school day. A Parent/Teacher Advisory Council was implemented in the spring of 2014 and has had one meeting this school year.	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: Through observations and interviews, the OEPA Team confirmed and agreed with the school leadership team that community and parent involvement should continue to expand and be one of the priorities for school improvement.</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
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and	DISTINGUISHED	The staff participates in county and site-based professional development opportunities.	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 observations, interviews, and review of the school's submitted needs</p>

classroom practice.				<p>assessment in Section 2 of the School Monitoring Report, the OEPA Team determined the evidence and school rating for this function were in conflict with the description of this function.</p> <p>Recommendation: The OEPA Team recommended the school staff conduct a needs assessment, utilizing school data, to develop a cohesive professional development plan that was supported by school staff and the central office.</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>	ACCOMPLISHED	Teachers participate in PLCs once per month. Team Meetings are held twice a month. Both enhance the study of data and the improvement of instructional practices.	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>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to collaborate with focus, purpose, and direction to strengthen the connection between data analysis and instructional practices.</p>
<p>Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional</p>	ACCOMPLISHED	The staff has been trained in the Evaluation System and they use it as a tool for self-reflection.	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>

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	OEPHo	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	The facility is safe and secure. However, the overall cleanliness and appearance of the building appears to be deficient.	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: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	DISTINGUISHED	The school fiscal resources are well-managed by the school secretary in continual collaboration with the school principal.	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: Based on the OEPA Team review of the most recent financial audit, which occurred prior to the current principal assuming duties, the Team determined there were numerous audit findings; therefore, the Team could not substantiate a rating of distinguished.</p> <p>Recommendation: The OEPA Team recommended the principal and financial secretary review operating practices and procedures for school finances and work collaboratively with the district Chief Financial Officer to address all areas of concern.</p>
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and	DISTINGUISHED	Professional personnel are hired according to state policy.	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: The OEPA Team confirmed hiring</p>

retained to effectively meet the identified needs of students.				practices and procedures were in place according to West Virginia Code. However, one teacher did not meet the criteria for highly qualified certification requirements. Recommendation: The OEPA Team recommended the staff continue to follow the hiring practices policy and seek highly qualified personnel.
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 technology infrastructure appears to be efficient. However, an increase in the availability of technology tools for student use (tablets, laptops) would enhance technology skills and 21st century goals.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through observations and interviews, the OEPA Team determined the infrastructure was not supporting the devices currently used at the school. Recommendation: The OEPA Team recommended the infrastructure be upgraded to support the technology and equipment needs of the school

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in	ACCOMPLISHED	The strategic plan is based on school data and analysis. It is a collaborative effort and a continual process.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through observations and interviews, the OEPA Team did not substantiate a continual process for collaboration and the

the strategic plan.				<p>development of a focused and coherent plan as outlined in this function.</p> <p>Recommendation: The OEPA Team recommended that the staff continue efforts to update the goals outlined in the school strategic plan.</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>	ACCOMPLISHED	Team Meetings, PLCs, collaborative planning periods are in place in order to enhance student learning.	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 observations and interviews, the OEPA Team confirmed there were structures in place for building professional relationships. However, the processes were not effectively impacting student achievement. The school was building a worthy framework for beginning this work and it was evident the school was impacted by professional development provided by the central office summer 2015.</p> <p>Recommendation: The OEPA Team determined the staff was making an effort to build professional relationships. The OEPA Team recommended that all stakeholders continue to collaborate to develop structures to support student learning initiatives.</p>
<p>Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and</p>	ACCOMPLISHED	The staff continually evaluates student learning and communicates the progress to parents and other relevant staff members.	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: The OEPA Team, through observations and interviews, did not substantiate the teachers adjusted their</p>

communicates the progress to all stakeholders.				<p>classroom practices to meet the needs of all students.</p> <p>Recommendation: The OEPA Team recommended the principal and staff continue to collaborate and evaluate student data as it relates to school improvement initiatives. Additionally, the Team recommended the staff also monitor practices and implement changes accordingly.</p>
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SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The SMR indicates that the staff is at the emerging level in instructional planning and instructional delivery. Another emerging area on the SMR is the Standard 6, Function A. The facility is safe and secure, but the building appears to be aesthetically unpleasing and some areas are not well kept and maintained.	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.	1. PD in long-term instructional planning and in using Nxt Gen Standards along with student interests and performance levels to drive instructional planning and instructional strategies. 2. PD in engaging instructional practices that use varied strategies, formative assessments, and digital tools.	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.</p> <p>Additionally, the OEPA Team recommended the staff participate in professional development to strengthen implementation of a standards-focused curriculum aligned with the WV Next Generation Standards and Objectives using a variety of instructional strategies.</p>

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	The school has a strong team approach to school improvement and decision-making. The Leadership/Curriculum Team meets at least once a month to discuss school improvement efforts. The LSIC is active.	<p>The OEPA Team commended this practice:</p> <ul style="list-style-type: none"> • Special Education Collaboration <p>However, the Team did not verify, through data, a positive</p>
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	Team Meetings were implemented five years ago and have enhanced collaboration and problem-solving. The site-based professional development is well-planned and coordinated by the principal based upon achievement data, classroom walk-through data, and teachers' self-reflections and goals.	impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

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:

NOT FOUND 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

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
<p style="text-align: center;">COMPLIANCE CHECKLIST: POLICY 2510</p> <p style="text-align: center;">Assuring the Quality of Education: Regulations for Education Programs</p> <p>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:</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) 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.</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	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		YES Verified with report, findings were noted, but corrective action was occurring with the new administration.
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 The Team verified with report. However, it was noted through conversation with staff that no fire drills had been practiced this year.
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES Verified with report 9/15/ 1 a violation was noted and a correction plan was in place.
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES The Nutrition Report was reviewed.

Facility Resource Needs

1. School Site

- K. Playground/recreational areas were not separated from streets and parking. Playground is located next to the street and cones are placed to stop traffic during school hours. (May adversely impact students' health and safety.)

2. School Building

- A. General Safety
 - A-7. Fire exits were not well marked. A light needs replaced in the emergency exit sign. (May adversely impact students' health and safety.)
 - B-1. Heating, ventilation and air conditioning (HVAC) systems did not maintain good air quality and temperatures within safe and comfortable levels conducive for learning. (May adversely impact students' health and safety.)
 - B-2. Preventive maintenance plan was not in place and fully operational. (May adversely impact students' health and safety.)
 - B-3. Lighting levels were not within acceptable limits prescribed by State Board Policy 6200. (May adversely impact students' health and safety.)
 - 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)

3. Administrative Office Area

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

4. Teacher Workroom(s)

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

5. Counselor Office(s)

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

6. Library, Media, and Technology Centers

- B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- A. Cafeteria/food service area was not convenient to service drive for deliveries and removal of wastes.
- K. Equipment and space were not available to serve fresh fruits and vegetables. (May adversely impact students' health and safety.)

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

8. School Nurse Clinic/Health Service Area

- A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
- A-3. Work counter with sink. (May adversely impact students' health and safety.)
- A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
- B. Clinic/health service area was not adequate in size (250-400 ft.²). (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities

- A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
 - A-1. Elementary Schools - 65 ft.²/student. (May adversely impact program delivery and student performance.)
 - E. Physical fitness facilities did not include at least the following items:
 - E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

- B. Pre-kindergarten and kindergarten classes were not located on ground floor. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Cheryl Workman, OEPA Consultant

Team Member – Chris Perkins, OEPA Consultant

Team Member – Janet Hall, Principal, Henry J. Keiser Elementary, Jackson County Schools

Team Member – Susan Brathwaite, Principal, Slanesville Elementary, Hampshire County Schools

Team Member – Anthony Boggs, Principal, Big Otter Elementary, Clay County Schools

Date of School Visit – 9/30/2015

SCHOOL PROFILE

62-219 ZELA ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	120	107	107	101
Average Class Size	20.2	16.6	16.2	16.3
Attendance Rate	98.03	97.59	97.69	97.83
Pupil Admin Ratio	240.0	214.0	214.0	202.0
Pupil Teacher Ratio	13.3	11.9	11.9	10.6
Participation Rate-Math	not available	100.00	100.00	98.00
Participation Rate-Reading	not available	100.00	100.00	98.00

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

ZELA ELEMENTARY SCHOOL in NICHOLAS 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 meet as a PLC on a regular basis. Attendance to these meetings is near 100%. We discuss and analyze data and make decisions regarding school goals and direction as a team. Progress toward goals is monitored and adjusted as needed in order to best serve our student's needs. This is documented in the PLC minutes. RESA IV completed a cultural typology and we scored as a positive school. The school belief of everyday success is relayed to our teachers, students, and community through our motto, "Zeroing in on Everyday Success".	ACCOMPLISHED	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	ACCOMPLISHED	All faculty establishes high expectations with our faculty as well as the students. We work together to set goals and we work as a team to accomplish the goals. The faculty attends	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		professional development and shares the knowledge and skills learned with the faculty. The educators in this facility do more than required and we are focused on student learning and growth. This year all teachers attended professional development during the summer and shared strategies and methods with the team at the beginning of the school year. Educators hold themselves accountable for continued improvement of teaching practices and seek out opportunities for personal and professional growth.		Comment: High expectations for students and staff were consistently observed through staff interviews and classroom observations.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	We practice safety on a daily basis and there are structures in place that assure that student safety is a major focus of this school and this district. The building is locked during the school day and there are processes in place to assure the safety of all people in the building. We practice drills and this is documented in public view. We also protect instructional time by preventing interruptions and requesting that parents be considerate of the time by making appointments outside the school day when possible. Students are monitored by staff at all times. The school is kept neat and clean.	ACCOMPLISHED	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	ACCOMPLISHED	The focus is consistently on school improvement and the principal attends appropriate professional development on a regular basis and supports the teachers by sharing information or attending the 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.

that reflect strong leadership and effective management.		or workshops with the teachers. We make time to reflect and to apply the skills and methods learned. The principal gives assistance and structure when needed without hindering teachers in their daily instruction and processes. The building runs smoothly on a daily basis.		Comment: Through staff interviews, the teachers indicated the principal leads by example. She was supportive of the staff and tried to make things easier for them. The principal included staff input prior to making decisions. She avidly supported professional learning communities (PLCs) and provided leadership roles for teachers. Student interviews indicated they did not see a consistent presence of the principal in the school.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	We do have teams and councils that function effectively and this is documented by faculty senate minutes, LSIC minutes, and PLC meetings. PLC meetings are held to discuss student progress. Faculty meetings are held monthly to collaborate and make decisions regarding school policies and events. These meetings regularly attend to reviewing and discussing our mission and goals at Zela Elementary. The end goal of anything we do is focused on student learning. SAT teams are scheduled and attended to address student academic and social needs.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through teacher interviews, the OEPA Team determined the leadership team was in the infancy stages and expressed a commitment to school improvement.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence	ACCOMPLISHED	The teachers are accountable for student learning. The teachers discuss the standards and objectives that the students are learning. The faculty is consistently using data to make decisions addressing student learning and make adjustments as needed. Teachers attend appropriate professional development in order to develop and improve their own teaching practices as well as share the knowledge and resources gained with their peers. Teachers are encouraged to implement these research	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Commendation: Through staff interviews, the OEPA Team determined the Title I teacher took a very active role in leading the staff at Zela Elementary School. The Title I teacher helped teachers with student data and was instrumental in providing direction for school improvement.

professional practice.		based practices in their classrooms and monitor their effectiveness. The teachers have shared how to address and improve attitudes toward specific populations such as attitudes toward education caused by poverty. Teachers have also shared sights and activities to promote brain engagement, build memory and to energize the brain.		
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	We are in the process of having student led conferences. This idea was introduced to parents and guardians on the night of the open house. We will have a conference in the spring that is student lead. Students have engaged in activities and procedures to develop their self-reflection and become a self-directed learner. We are also actively exploring student leadership teams by seeking professional development in order to effectively implement this form of student leadership.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through the interviews with the school leadership team, the OEPA Team found the school recognized student leadership was a weakness and indicated they were implementing opportunities for students to become leaders within the 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	EMERGING	Classrooms are inviting and organized. The classrooms are well lit, clutter free and provide a safe place to learn. There are many small group activities, paired and students working independently. The teachers often serve as facilitators to the students to allow the students to problem solve and explore possible solutions to situations. A variety of learning materials are well stocked and easily available to students during independent work to encourage problem solving and creative	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 classroom observations and staff interviews, the OEPA Team determined teachers worked together to ensure success for students and provided extra support as needed. Teachers promoted the social development of

inquiry, and self-direction.		learning. Many teachers have implemented student centered procedures and self-direction opportunities through the use of Daily Five, Choice Centers and Literary Circles.		students and worked to build positive relationships throughout the school day.
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	Classroom teachers have completely implemented and are knowledgeable on the Next Generation Standards. Teachers attend professional development as well as participate in personal study and exploration of the Common Core and Next Generation Standards. Every teacher is using technology such as iPads, MacBooks, and laptops as learning tools. The classroom teachers adhere to the state and local requirements, while creating a instructional plan that addresses our specific student needs. The teachers use PBLs to create hands-on technology, such as, student created books, posters, pamphlets, reports, brochures, art projects, and videos. Technology is used daily in the classroom as well as the computer lab for teaching and learning. The students are beginning to use technology to document their individual learning by using blogs.	ACCOMPLISHED	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	ACCOMPLISHED	Zela teachers use the dropbox to share plans. The plans are short and long term depending on the given objective. The teachers are focused on teaching to mastery. Teachers create instructional plans designed to cover all standards while keeping their plans flexible to provide appropriate response to student learning rates, their strengths and their weaknesses. There are PLC meetings twice a month to brainstorm about the needs 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. Comment: Although Zela Elementary teachers no longer used Dropbox to share lesson plans, the OEPA Team learned the teachers were submitting lesson plans via e-mail for approval.

performance levels of their students.		students and provide support to peers when needed. The teachers utilize yearly pacing guides to ensure the coverage of all standards.		In addition, the Team discovered that there were now three PLC meetings per month.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Each classroom is different but all are focused on student learning and mastery. All teachers have attended professional development to learn research based strategies and best practices in order to effectively teach our students the Next Generation Standards and are implementing strategies such as think, pair, share and jigsaw discussions. Our focus for the spring will be the implementation of Two column note taking. Teachers are also attending professional development in providing effective instruction to our under-resourced students. They are implementing research based strategies such as mental models, time organizers, and modeled self talk. There is evidence in every classroom that teachers are teaching to mastery and that students are making progress.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through staff interviews, the OEPA Team concluded although the teachers had attended professional development sessions for student engagement in the past, they had identified this topic as one of their priorities for improvement for this school year.

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	Due to being a small school it is easy to develop a positive relationship with parents and guardians. We are able to know most of the parents on a first name basis. Building relationships is essential for student growth. We strive through open house, parent luncheons, class presentations, the Read Aloud program, the volunteer program and other parent opportunities to ensure 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. Commendation: Through staff interviews, the OEPA Team learned that parents and community members worked together to provide a Heritage Day program for the students.

		parents and families are aware of their important role in our team. Many teachers at Zela Elementary began creating these positive relationships at the beginning of the year through events designed to create a welcoming atmosphere and sending out welcome post cards before school began.		
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	As a team, from academics to emotional and physical health, the Zela team of teachers, including the counselor, are all focused on the whole student. The needs of the students are always number one. Parents and guardians are assisted in finding the resources needed to provide for the student by referrals to local agencies and other sources of assistance. Child nutrition is addressed through occasional healthy snacks and the services of a nutritional speaker. Under-resourced students are also provided a weekly bag of healthy foods to help families provide well rounded meals over the weekend. Our special education professional, title I teacher and interventionists provide a variety of support to all students through small group instruction and in class support to meet the individual needs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to	EMERGING	The school is working toward getting more community involvement in our school. There are community organizations that support learning and provide materials and also support instruction. For example, we have volunteers that coach ball teams, and we have Girl Scout Leaders in the school on a regular basis. 4-H will be meeting with Zela students	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: Through staff interviews, the OEPA Team determined there were multiple activities which benefited the overall student body of Zela Elementary. For example, food packs for the</p>

enhance the ability to meet the needs of all students.		during after school beginning in December, 2014. The local fire department serves as our fire safety and emergency liaison. A local church provides our students with weekend food bags.		weekend were provided for all students. Christmas gifts for students in need were provided by various community members and agencies.
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Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	As a staff, we are all willing to engage in continuous professional development to improve student learning. All staff at Zela Elementary have sought out and attended professional development in areas that will improve and develop teaching practice. These include Common Core and Next Generation Standards training, strategies for narrowing the achievement gap for under-resourced students, classroom management, assessment, and improving school effectiveness. These teachers have implemented knowledge learned as well as shared the knowledge with peers and provided support in the implementation. Three of our teachers are currently working on Master's Degrees and three teachers already hold a master's degree. Our teachers are passionate about continuing their education and improving their teaching skills. Each year the faculty chooses two at least two trainings to attend and share. The team (all faculty) decides the area of need for the students based on the data from the previous 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.

<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 teachers collaborate on a regular basis. We meet as a PLC twice a month to monitor and analyze data. We use this data to make decisions regarding student progress and seek input from our peers in order to meet student needs. We share best practices and are consistently focused on student growth. This growth is shared at PLC meetings and discussed to find strategies for meeting individual as well as school wide concerns. Research based strategies are presented by Title I, the principal and teachers for the staff to use in improving instructional practice.</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>Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	<p>ACCOMPLISHED</p>	<p>We use evaluation as a tool for self-reflection and growth. We share methods and skills learned while attending professional development. Our school has participated in McRel walk throughs and will be implementing IPI this year. Several of our staff members have been trained to implement this evaluation tool. Our teachers have also completed the required self-reflection when making yearly goals. We discuss the results of these evaluation tools at faculty meetings.</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>Comment: The OEPA Team learned through staff interviews although processes were in place for walk throughs and teacher observations, as of September 30, 2015, none have been conducted this year. The staff and administration indicated this was a successful practice last school year and the school had benefited from it.</p> <p>Recommendation: While the OEPA team substantiated the school's rating, to strengthen the function, the Team recommended an alternative method for walk throughs be utilized until the requested method (McRel Walk Through</p>

				Program) can be purchased for the current school year.
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Facilities are kept clean and orderly. The facility is well maintained by school faculty as well as the county. We have a process that enables us to make direct requests and to identify the request as urgent or as a regular request. We use custodial checklists, playground checklists, crisis plan, and practice drills.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	There are policies in place that adhere to state and local requirements. There is a protocol in place for managing fiscal resources. There is also a yearly audit that assures that we efficiently manage the fiscal resources. The financial audits are conducted yearly and there were no findings for the previous year and no corrective action plans. All findings for prior years have addressed and corrected.	ACCOMPLISHED	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	ACCOMPLISHED	The high quality personnel are selected through the state and local procedures. Zela meets the requirements of the WV code and retains highly qualified personnel. Teachers and staff are encouraged to continue their education and seek learning opportunities such as college courses and professional development. New teachers are supported by the faculty during PLC meetings 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.

needs of students.		informally as well. New teachers are also able to attend professional development and we have trained mentors in the building that support and address issues that development for new teachers.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	The school has appropriate technology infrastructure and utilizes data information systems on a regular basis. There are programs in place that are used on a regular basis. Technology is used daily to support instruction and student learning. Zela has a computer lab, a mobile laptop lab, a mobile MacBook lab, and a class set of iPads which are used regularly by teachers in enhancing the student learning experience. Our school utilizes a technology specialist and a technology coach in order to maintain our systems and enhance student learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Zela staff meets regularly to discuss the school mission and goals and implement ways to meet these goals. We work as a team to create a detailed plan that involves SMART goals to focus our efforts toward the school's mission and goals. The staff's approach for improving student performance includes increasing parent involvement. Student engagement and accountability through goal setting and student led conferences. Our plan also includes	ACCOMPLISHED	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 staff interviews, the OEPA Team determined although a formal strategic plan was not yet in place, the staff could articulate their focus goals for the 2015-2016 school year.

		increasing professional development to provide teachers with the latest and most effective information and resources in order to improve student performance. We review the plan at the beginning of the year and we communicate by sharing the development of the plan on an ongoing basis.		
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	Educators meet weekly as a Professional Learning Community to communicate and discuss ways to ensure success for all students. Educators share ideas and multiple learning strategies to help all students reach their maximum potential based on individual needs. Teachers are encouraged to observe other teachers in order to share strengths. Many procedures are in place to involve all stakeholders and increase student learning such as parent teacher conferences, classroom newsletters, progress reports and SAT meetings in needed. Walk-Throughs were completed and feedback was discussed with the faculty.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	The staff regularly attends professional development. The staff shares weekly data at weekly PLC meetings. This data is evaluated for sufficient student growth and adjustments are chosen, discussed and implemented if progress in not being made. Staff works as a team and offers support if needed. The staff communicates with weekly assessments, midterms, and report cards to parents. Documentation is shared with parents in weekly communications to keep parents informed of student expectations. Parents are	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		called to discuss issues concerning individual students and SAT meetings are scheduled to address specific needs.		
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SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The students made significant progress in the content areas this past school year. When comparing the progress on WESTEST 2, the students made a 12% increase in math in the fourth grade for the year and in fifth grade the students made a 15% increase in math. In RLA the fourth grade increased 3% (total score 70%) and in fifth grade a 22% increase was made. The faculty needs to be supported in areas of creating relationships with parents and community members.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. Note: The school information was not relative to Section 2 Significant Resources and Facility's Needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	We need to have continual support in the areas of professional development that will increase student learning in math and reading. We also need to have continual support in the areas of technology in order to use programs that stimulate and engage student learning.	Based upon observations, interviews, and general review of evidence, the OEPA Team did confirm the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	The teachers at Zela Elementary support each other and collaborate on a regular basis. We support this process through regular PLC meetings and professional development that is focused on common goals and needs of the school. The documentation of this process are the PLC meeting agenda and notes, the cultural typology results and the faculty handbook. The faculty shares the knowledge gained by attending different trainings and presenting during PLC meetings.	The OEPA Team commended the PLC practice. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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 will be meeting monthly to review and discuss the requirements of high quality school standards.
YES	Complete the School Monitoring Report	The school faculty will work together to complete the monitoring document.
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	The faculty will be prepared for the review.

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

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)

The team meets as a PLC and data driven
decisions are made within that meeting.

	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)	The faculty reviews the data on a regular basis to assure academic growth.
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
<p style="text-align: center;">COMPLIANCE CHECKLIST: POLICY 2340 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. (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	
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)

IPI training and implementation for the teachers. Using Eric Jensen methods and strategies for student engagement.

YES

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

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

We are a small school but we all work together to assure the policy is addressed.

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>	We have a proactive program that is implemented on a regular basis. We have very little discipline issues.
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.</p>	Rarely do we use out of the school environment as a discipline.

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

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

FULL COMPLIANCE

FULL COMPLIANCE

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

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

YES	Results are shared with students and parents. (S7, FC)		
F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	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)	We only have a counselor for one half day one time a week but she is proactive and gives students tools to address school situations. She also meets with students one at a time when needed.
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)	One hundred percent of the time is direct counseling.

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 There were two deficiencies which had been corrected.

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 No requirements found.
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES No critical violations noted.
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

6. Library, Media, and Technology Centers

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

8. School Nurse Clinic/Health Service Area

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

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

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Jim Strader, OEPA Consultant

Team Member – Jessica Pierson, Principal, Little Birch Elementary School, Braxton County Schools

Team Member – Michael Morgan, Principal, Brushfork Elementary, Mercer County Schools

Team Member – Erica Propst, Principal, Rosemont Elementary, Berkeley County Schools

Date of School Visit – 09/30/2015

SCHOOL PROFILE

62-220 PANTHER CREEK ELEMENTARY SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	257	262	276	269
Average Class Size	18.2	19.1	19.6	18.4
Attendance Rate	99.30	99.19	99.31	99.06
Pupil Admin Ratio	230.0	234.0	276.0	269.0
Pupil Teacher Ratio	12.8	12.3	14.5	14.9
Participation Rate-Math	not available	100.00	100.00	99.08
Participation Rate-Reading	not available	100.00	100.00	99.08

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

PANTHER CREEK ELEMENTARY SCHOOL in NICHOLAS 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	"Panther Creek Elementary School educates students for success in life" is the school's mission statement. The goals are to engage all students in excellence, provide a safe and healthful learning environment that promotes citizenship, wellness, self-discipline, personal responsibility, and character and to prepare students to be successful after high school graduation. We believe that our students do great work through: great teaching and personalized learning, continuous improvement by accountability, and collective efforts of multiple individuals. The school strives to give every student every opportunity to succeed. Staff readily requests	ACCOMPLISHED	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 with teachers and students, the OEPA Team learned the mission and shared beliefs were clearly articulated.

		parental assistance and support as needed for student success. The mission, vision, goals, and beliefs of the school are posted throughout the school and in the classrooms. The mission, motto, vision, beliefs, and goals are included in student handbook/planner. Parent acknowledges review of handbook with child by signing form and returning it.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	Panther Creek Elementary School has received various academic awards: 2013 National Blue Ribbon School, 2013 West Virginia School of Excellence, 2012, 2008, and 2005 West Virginia Exemplary School, in 2014, the school was ranked 12th of the BEST 20 Elementary Schools in West Virginia, and in 2015, the school was ranked 16th in elementary schools in West Virginia. The school motto is PCE- Panthers Chase Excellence. It is instilled in our students reminding them to chase excellence and do their best each day. The "Panthers Chase Excellence" motto which is displayed on the bulletin board serves as a constant reminder of our ultimate goal for students, faculty, staff and parents. Most of the teachers use clearly stated objectives. Classroom rules are posted.	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 observations and interviews, the OEPA Team found most teachers and students evidenced high expectations. School assessment data supported the existence of high expectations.</p>
Function C: Safe, Orderly and Engaging Environment. The school	ACCOMPLISHED	Safety of students and adults in the building is top priority at the school. All visitors must show photo identification	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.		before entering the building. All doors remain locked and visitors must sign in at the office before entering the rest of the building. A School Safety Committee meets a minimum of five times per year to discuss ways to improve student and staff safety. Agendas, minutes, and member sign-in sheets are maintained. Safety drills and fire drills are conducted periodically during the school year. Safety drill reports are written by the principal and reviewed with teachers. The building is clean and attractive. Panther Creek Elementary School received an award for building cleanliness from the superintendent at the beginning of the 2013-2014 school year. Student work is displayed in the hallways.		
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Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal works with the staff and the students to foster a sense of "team" within the school. Everyone, including students, is responsible for student learning. Time-on-task is maintained. Successes are recognized. The team looks for students "doing the right thing." The principal awards students with "My principal is proud of me" pencils. Weekly newsletters from the office are sent home, and the school	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: During interviews, the OEPA Team received high praises for the principal as the instructional leader for the school.

		calling system is used in order to communicate important information and events to parents. The principal works with teachers to develop schedules to maximize instructional time. Memos and e-mails are sent to faculty and staff frequently in order to provide stakeholders with pertinent information. Staff is recognized during the year with small tokens of appreciation. The principal works with a writer from the local newspaper to showcase student, staff, and school successes. The principal attends school team meetings. She conducts classroom walk throughs and observations.		
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	There are school teams in place including: Staff Development Team, School Wellness Team, Student Assistance Team, Local School Improvement Council, Leadership Team, Safety Committee, Technology Team, and the Strategic Plan Committee. Professional learning communities are also in place. Wellness Team, LSIC, PLC, Safety Committee, and Strategic Plan Committees keep minutes, agendas, and sign-in sheets. The Student Assistance Team is strong, and helps teachers plan for support for personalized learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team discovered there were nine committees and eleven teams actively functioning to improve the learning experiences of the students at Panther Creek Elementary School.
Function C: Teacher Leadership. Teachers assume	EMERGING	School Leadership Team is in place. Teachers attend staff development opportunities and report back to and	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.

responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		assist their peers as needed. A group of teachers and the principal are trained in Crisis Prevention Intervention. One teacher is trained in PAR - Predictive Assessment of Reading. One teacher is in charge of Accelerated Reading Program and the Destiny Library System. She assists other teachers as needed. One teacher is the Engrade expert and helps others as needed. Two teachers have been trained in e-suite math program (Everyday Math) and help other teachers as needed. Two teachers have been trained in Super Core (5 elements of reading + writing). Teachers choose PLC topics. A Panther Creek Elementary School teacher was named the 2014-2015 Nicholas County Teacher of the Year. Other educators (both in county and out of county) have observed our faculty and staff for ideas in improving their own instruction and school environment.		Rationale: Through interviews the OEPA Team learned teachers were vested in the school and the success of every student.
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,	EMERGING	Students maintain Student Data Folders to track and be responsible for their own learning. Other leadership opportunities include students of the month, Panther Perfect and Super Scholar programs. Within the community, students have the opportunity to promote their sense of self-direction with groups such as: 4-H, Basketball teams, cub scouts, boy scouts, and the Exquisite Majorette Team. Students also assist in morning announcements. They take turns leading	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and community.		the Pledge of Allegiance and volunteer to sing "The Star-Spangled Banner" daily. Students have a voice in developing Social Contracts at the beginning of the school year. They participate in St. Jude's Math-a-thon and in Jump Rope for Heart and have raised thousands of dollars for those worthy causes.		
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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	Student work and art work is displayed in the classrooms and the corridors. Science, Social Studies, and Literature Fairs are held during the school year to foster self-direction of student learning. Teachers use centers and differentiated instruction to reach all learners. Students analyze test scores and make personal learning goals for themselves. Students have the opportunity to practice for the county Math Field Day competition. The principal works with students that will attend the county spelling bee. Peer tutoring and reading buddies are used in the classrooms.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused	ACCOMPLISHED	Teachers use a variety of websites including but not limited to: Spelling City, Pearson Reading, AR, STAR Reading Test, Sum Dog, to help plan with instruction and student learning. Teachers keep a checklist of the Next	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		<p>Generation Standards or document them in lessons. When a standard is taught, it is highlighted or dated to show that it is being addressed through instruction. Teachers work with the county TIS on a variety of technology skills to use with students including blogs, power points, digital stories, etc. Everyday Math online and E-Suites provide students with practice of skills. The Reading series is designed to align with grade level standards and when a standard is not addressed within the basal, teachers use other resources to address the standard. The Math series aligns with the Next Generation Standards.</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>	EMERGING	<p>Summative and formative assessment scores are analyzed for strengths and weaknesses. Teachers develop strategies and activities to improve student weaknesses. Classroom teachers continuously assess students. Reading is assessed using the basal selection tests, STAR Reading, benchmark tests (BOY, MOY, EOY PAR), Sumdog and the Odyssey programs. Students are assessed using BOY, MOY, EOY Cold Write stories to determine writing skill mastery. These formal and informal assessments provide the teachers with both long and short term goals which are based on student need and performance. Students experiencing difficulty in mastering certain standards are given small group, differentiated</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: The OEPA Team observed most teachers had long term and short term plans aligned to the Next Generation Standards and Objectives and addressed various performance levels of students.</p>

		instruction in order to master the standard.		
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers deliver instruction based upon the different learning styles and needs of students. Teachers try to teach for all learning styles of students including auditory, visual, and tactile learners. After delivery of a lesson, assessments are used to monitor mastery of standards. Teachers may assess in different ways depending upon the individual student including oral assessments, written assessments, and tactile assessments (allowing students to touch and match questions and answers.) Learning resources and digital tools are used including digital dictionary, youtube videos, websites, Elmo and projectors. The county TIS assists teachers in teaching students various technology skills. With the use of multiple instruction delivery styles, variety of assessments, and technology tools, students have a better opportunity to reach instructional targets and have success.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the	EMERGING	Panther Creek Elementary School has a parent volunteer program. Parents are encouraged to come in and visit classrooms and teachers to discuss	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.

school staff and the students, families, and the larger community.		children's achievement. Teachers meet with parents during their planning periods or after school as needed. Open House was scheduled in the evening to accommodate working parents. Parent newsletters are sent home weekly by the principal. Study guides are sent home weekly by teachers. Student planners go back and forth between home and school to communicate homework or other concerns and/or celebrations. At parent request, the principal will send study guides via e-mail for students with special needs. There is also a school calling system that is used to remind parents of certain activities. The Summersville Rotary Club provide dictionaries to third graders. Through community grants and fundraisers, the school raised \$40,000.00 in a year and a half for recent playground improvements.		Rationale: Through interviews, observations, and documentation, the OEPA Team found extensive evidence of parental and community involvement.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child	ACCOMPLISHED	A minimum of ninety minutes of Physical Education class is provided for students weekly. Health lessons are integrated into the Physical Education classes alternating weeks. A guest speaker from WVU Extension Services visits the school for an eight week health and nutrition program. Another guest from a physicians' group attends the school to inform students of the dangers of tobacco use. (Our school has even had state Tar Wars Poster Contest winners.) Teachers collaborate to teach	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

nutrition, character education, guidance and counseling, special education, and English as a Second Language.		bullying and cyberbullying in their classrooms periodically during the year. Character Education Essay and Art Contests are held in January. Character quotes are provided to the teachers for discussion. A school nurse is in the building at least part of every day to help students with health issues. Students and teachers encourage movement in the classroom between subjects (WV Moves Sheet for each nine weeks). All of these programs work together to encourage student academic well-being.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	The school encourages parent volunteers. Parents are trained on confidentiality procedures and are welcomed to help throughout the school. Many parents also volunteer to coach class basketball teams for the annual biddy basketball tournament. Various organizations including a twirling team, 4-H, and community basketball teams use the building after hours. Summersville Regional Medical Center sponsors the Marathon Scholars Program encouraging students to walk 26 miles and read 26 books during the school year. The Universal Preschool works with Head Start, Friends are Fun, Starting Points, and the BOE. The Police Department and the Nettie Fire Department also visit the school and provide instructional services to our students. The fire department and a	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		local church are the school's emergency evacuation sites. Another local church uses our grounds for its annual Easter Egg Hunt. A future Family Health/School Clinic is in the planning stages for use by students, staff, and the community.		
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Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Teachers and the principal participate in professional learning communities biweekly and sometimes more often. Staff Development is also provided at the school level and the county level. The teachers and students work together to set learning goals for the year. Teachers instruct, guide, collect data, analyze data and reteach as needed as the aim is to have all students at or above mastery in all subjects. Many teachers are trained on various topics and then present the information to their peers. Those teacher trainers become the "resident experts" on various topics and assist others as needed. The TIS (Technology Integration Specialist) works with teachers each month on technology topics of need to individual 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 B: Teacher Collaboration. The teachers	ACCOMPLISHED	Most grade level teachers have a common planning time during the day. All teachers have a collaboration time at	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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>the end of the instructional day. They use this time to plan learning activities and strategies for students that they share and for the whole school.</p> <p>Professional Learning Communities are scheduled after students are dismissed. Agendas, sign-in sheets, and role rotations are maintained. Sometimes the whole faculty attends the same PLC as a team to discuss and plan transitions and expectations from vertical grade levels. At other times, collaboration exists between preschool-2nd grade teachers and 3-5 grade teachers. Best practice strategies to benefit student learning and maximize student achievement and growth are discussed. One particular PLC devised a modified prewriting 4-Square approach for the 3-5 grade students to ease transitions between the grade levels.</p>		Comment: Through interviews, the OEPA Team learned the PLCs were high functioning.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The principal discusses the evaluation process with all faculty at the beginning of the year. Teachers complete the self-reflection and then devise two student learning goals with the principal. The goals are SMART goals. Depending on progression of teachers, the principal conducts formal observations during the school year. Also during the school year, the principal informally conferences with teachers about goal progress. Evaluations are completed on each teacher in May during the end of year conference. 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.

		frequently conducts classroom walk throughs and discusses any concerns with the teacher. She also uses classroom walk throughs to provide additional informal training for teachers from those observations.		
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	PCE is clean and safe. The school received a Cleanliness Award from the county office at the beginning of the 2013-2014 school year. Custodial checklists (indoor/outdoor) are maintained weekly. The front door is locked. In order to gain entrance, a safety buzzer must be rung. Visitors must show photo ID in the office before entering the rest of the building. Academic wing doors and the gym remain locked for safety. Between lunch settings, floors are swept and cleaned in order to keep a safe cafeteria that prevents slipping accidents from occurring. The restrooms are checked and attended to periodically during the day and cleaned at the end of the school day. The school's center location is the cafeteria. The gym is positioned at the end of the school to minimize distractions. Fire drills and safety drills are practiced. Critiques of each safety drill are maintained and reviewed 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.

		improve safety. Safety Committee minutes, agenda, and sign-in sheets are on file.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	DISTINGUISHED	The school follows all school accounting procedures for public schools in West Virginia and uses School Funds Online. Money from the school levy and faculty senate funds are received each year. The principal secures approval of the superintendent for all fund raisers in the name of the school. Profit/loss reports are completed for each fund raiser. The principal assists faculty senate with its annual budget if requested. The faculty senate treasurer, the school secretary, and the principal verify requested items before the purchase takes place by reviewing purchase orders prior to the order. A procedure is in place for requesting textbooks and workbooks from the county office. Teachers complete cash summary sheets any time money is accepted. Since the tenure of the principal and secretary seven years ago, there have been no audit findings.	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: The OEPA Team reviewed seven years of audit reports with no deficiencies.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to	ACCOMPLISHED	The school works with various colleges and encourages observations and student teaching experiences. The school has established a faculty senate hiring committee to aid in teacher selection for the school. Teachers on the hiring committee have been trained in WVBE Policy 5000. The interview	ACCOMPLISHED	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.		committee is chosen by the faculty senate, the president, and the principal. Teachers who have experience with or are currently teaching near the grade level of the vacant position serve as part of the hiring committee for that position. This ensures that the person hired was the most qualified applicant and fits the needs of the school and the students.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	Students and staff sign acceptable user agreements on a yearly basis. The principal and secretary keep WVEIS updated for students and teachers. Teachers use the educator evaluation site in WVEIS. The school has two stationary computer labs with 25 or more working computers. A mobile lab contains another 28 computers for classroom use. Each teacher has a laptop, a surface, a projector, and an ELMO for instructional delivery. Classrooms also have desktop computers for student use. Students have a regularly scheduled lab time with the computer lab teacher who works on a variety technology skills. A Technology Integration Specialist services our school and helps teachers and students with the various learning academic programs. She also assists with cyber bullying on WVEIS. Technology issues at the school are resolved with the assistance of the county technology director. Visits 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.

		scheduled several times a month to keep the computers updated and in working order.		
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	All staff is involved in the development of the Strategic Plan. Mission, vision, goals, and beliefs are clearly posted in the school as a reminder for staff and students. By using Everyday Math program, E-Suites, STAR Reading, Cold Writes, PAR the staff is able to analyze group learning as well as individual student learning in order for skill grouping to occur and for student success. Teachers and the interventionist use the Next Generation Standards with the goal of being distinguished in all areas.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: During interviews and observations, the OEPA Team learned most staff were involved in the development of a cohesive plan. During interviews, teachers articulated the data used to create the plan and noted their agreement 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	EMERGING	Each staff member is an important shareholder in increasing student learning. The cooks provide nutritious meals so that students are not hungry during the school day. Bag breakfasts are provided to tardy students, and they can take the meal to the classroom to eat. The custodians provide a clean and safe learning environment. The PE and computer lab teachers provide extended activities to help students succeed in the regular classroom by using keyboarding programs and other skills from the core	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 noted most teachers were invested and participated in the improvement processes in the school.

student learning.		programs through integration in their classes. Academic interventionist collaborate with the classroom teachers to provide extended services to struggling students to help them be more successful. The school nurse and counselor help students with various needs. Staff members practice "Capturing Kids' Hearts" strategies. Parent volunteers also assist with 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	The faculty meets in professional learning communities and in individual grade groups to discuss student progress and decide a plan of action. Teachers analyze both formative and summative assessments and plan for activities to improve weaknesses and maintain or enrich strengths. Beginning, middle, and end of year benchmark assessments are given in reading and math to monitor progress. Parent reports are provided. Some assessments include STAR Reading, Predictive Assessment of Reading, Everyday Math E-Suites, and Cold Write. State assessment results are sent home and parents sign that they have received the reports. During open house, teachers and parents discuss expectations. Teachers use data to guide instruction.	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 observations, the OEPA Team found evidence the staff utilized multiple data sources to guide the instructional process.</p>

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The PCE staff has identified a need for an additional mobile computer lab, smart boards, and tablets for student use.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The internet service is being upgraded so that it will be faster.	Based upon an interview with the principal this was completed. Note: Needs are being met through the PLC process.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	A best practice is the modified four-square approach to teaching writing. Student writing proficiency has increased according to WESTEST 2 scores. A group of 3rd graders were tracked from 2010-2012. Scores improved from 63% proficient in writing to 83% in 4th and 95% in 5th. A new group of 3rd graders were tracked from 2011-2013 and scores were 66% to 64% in 4th and 90% in 5th. Another group of 3rd graders were tracked from 2012-2014 and scores were 82% to 89% in 4th and 5th grades.	The OEPA Team commended this practice. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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 listed below.

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Policy 2322 was initially reviewed with teachers on September 9, 2014 and reviewed periodically during the year.
YES	Complete the School Monitoring Report	Teachers were paired together and each pair ranked the functions on the School Monitoring Report. The whole group met and discussed rankings and came to consensus in fall of 2014. Copies were provided to teachers. Updates to the SMR were added after teachers reviewed standards and functions in April 2015.
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) o 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)	Examiners are trained and educated on Policy 2340. Test taking procedures are reviewed using the WVDE website. Teachers sign security agreements and are monitored by the principal during testing. Performance Tasks are secured until testing. All scrap paper is shredded.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	All special education students participate in testing. 100% participation rate
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	100% of eligible students with 504 Plan participated in state testing.

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

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

The technology integration specialist works with students and teachers at least four days per month. Planning times are 45 minutes. The instructional day is 360 minutes excluding lunch.

- 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

The faculty senate/curriculum team is together.

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:

Teachers have copies of the Expected Student Dispositions and are teaching them. They record behavior prevention activities and strategies for whole

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).

group and/or individual students (school checklist) each nine weeks of school.

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.

When a student is removed from the classroom, special education services and classroom services are provided but in an alternative environment.

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) 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>	<p>Students have 90 minutes of age-appropriate physical education class weekly. An alternate plan has been accepted by the WV Department of Education due to not being able to provide PE class for three days per week due to teacher planning. Students also receive fitness breaks in the classroom daily.</p>
YES	<p>Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</p>	<p>The Fitness Gram test is administered to students in grades 4 and 5. The results are recorded in WVEIS. It is also introduced to students in grades K-3.</p>
YES	<p>Results are shared with students and parents. (S7, FC)</p>	<p>Results are shared with parents at the conclusion of the test. Parents will sign a form that they have received student results and return it to the school. Students will take a pretest and a posttest to show personal results. Results will be kept in student data folders.</p>

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

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

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

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

Non-Compliant = Compliant with **half or less** of the items listed 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	No audit findings since the principal's and secretary's tenure seven years ago.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE

F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	PCE is not a Title One School.	YES
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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.)
 - A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
 - A-3. Work counter with sink. (May adversely impact students' health and safety.)

11. Custodial and Storage Areas

- C. All flammable and toxic materials were not stored in a vented cabinet that was vented to the outside and was locked at all times. (May adversely impact students' health and safety.)
- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
- C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Jim Strader, OEPA Consultant

Team Member – Bonnie Ritz, OEPA Coordinator

Team Member – Jessica Pierson, Principal, Little Birch Elementary School, Braxton County Schools

Team Member – Michael Morgan, Principal, Brushfork Elementary School, Mercer County Schools

Date of School Visit – 09/29/2015

SCHOOL PROFILE

62-401 RICHWOOD MIDDLE SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	314	308	318	290
Average Class Size	21.8	21.3	21.3	19.3
Attendance Rate	97.50	97.56	97.47	97.56
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	314.0	308.0	318.0	290.0
Pupil Teacher Ratio	13.2	13.0	14.0	12.6
Participation Rate-Math	not available	99.67	100.00	98.94
Participation Rate-Reading	not available	99.67	100.00	98.94

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

RICHWOOD MIDDLE SCHOOL in NICHOLAS 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	Our mission statement, "Joining Academics, Character and Kids for Success (JACKS)" is reinforced each day via the morning announcements. All teachers collaboratively created the school's strategic plan by completing the self-evaluation (OEPA Monitoring Document). A functioning leadership team meets monthly. Time is allotted in the daily schedule to allow collaboration and communication in grade-level teams, with a monthly vertical teaming schedule allowing collaboration within the content areas. A leadership team with representatives from each grade level meets monthly to monitor and adjust ongoing school improvement efforts. Grade level teams meet monthly with the principal to facilitate improved communication. LSIC meetings are	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:</p> <ul style="list-style-type: none"> • The OEPA Team determined most aspects of the function were evident in the school. Through interviews, the Team determined most staff held shared beliefs and values. • Students who were interviewed spoke consistently about the staff caring about their success. • Staff reported implementation of collaborative time had positively impacted the culture of the school, creating a new focus on student performance. • The mission statement of the school

		held quarterly.		focused on student character, as well as academic development.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	The mission statement, "Joining Academics, Character, and Kids for Success (JACKS)" serves to unify teachers and staff to work toward a common achievement goal. The school's PBIS program serves to teach and reinforce expectations and standards; and students and staff who exceed the expectations are recognized. PBIS standards are posted throughout the school, and a PBIS lesson is taught weekly. Also, students spend at least one period each week analyzing relevant data. The school's Student Leadership Team serves in an advisory capacity to organize, plan, and assist with school functions and programs. Under the direction of the RMS Focused Assistance to Schools Team (FAST), RESA IV and Nicholas County Title I staff have provided PD to teachers using Marzano's "Classroom Instruction That Works." The aim of the PD is to increase student accountability, effectively communicate expectations/objectives, and provide feedback that can be used to enhance academic success.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team did not see evidence of a Positive Behavioral Intervention and Supports (PBIS) program. None of the teachers and students interviewed could speak to a PBIS program.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for	ACCOMPLISHED	Richwood Middle School has implemented a PBIS program to recognize and encourage positive behaviors. This program includes an instructional component in which the school-wide standards are taught and reinforces. The program also serves to recognize students and staff who exceed the expectations. The school also has a resource officer provided through the Nicholas County Sheriff's department. 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.

learning.		officer serves as a liaison between RMS and the judicial/court system, and acts as a student mentor. During class changes, teachers are monitoring the hallways and standing at their classroom doors to welcome students. Student responsibility is encouraged through an incentive program that includes both long- and short-term recognition.		
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Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	The principal monitors instruction through informal and formal observations per WVDE policy. At the beginning of the school year, a review of WVDE Policy 5310 is presented to the staff by the principal. Additional reviews are conducted on an as-needed basis with grade-level and content-area teams. The McRel PowerWalkThru software has been implemented to provide teachers with consistent feedback and expectations. The principal meets with grade-level teams in a monthly scheduled meeting. Time for grade-level daily planning is scheduled daily, and vertical teams meet monthly.	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: <ul style="list-style-type: none"> • Based upon interviews with staff and students, the OEPA Team determined positive attitudes toward administration permeated the building. • The principal demonstrated effective management by delegating and sharing leadership with the teams that were in place. • The principal provided immediate feedback to teachers after walkthroughs.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through	EMERGING	The Leadership Team consists of core representatives from each grade level, a special education rep, a related arts rep, and school counselor. The Leadership Team works with the principal and RESA liaison staff to cast vision, monitor improvement, and strengthen instructional practice. A Student Leadership	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.

leadership, planning, and problem-solving.		Team functions in an advisory capacity to allow students to have a voice within the school. Teachers work collaboratively in Grade-level Teams to review student data, share instructional strategies, and plan collaborative activities. Vertical Teams meet monthly to facilitate long term planning and share instructional strategies specific to their content. The PBIS Team is responsible for implementing the School-wide Positive Behavioral Interventions and Supports program. The LSIC, Faculty Senate, Safety Committee, and Hiring Committee (Policy 5000) function per state code. A Technology Team includes the itinerant TIS, the school Tech Coordinator, the principal, and a faculty rep.		
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	A Leadership Team meets monthly to monitor and assess progress regarding the goals of our strategic plan. Teachers have participated in numerous professional development sessions and training, with at least two teams presenting at the county level during opening day staff development. Staff members who attend professional development report back to their colleagues during monthly faculty meetings and daily grade-level meetings. Teacher-led professional development activities include Strebe, Thinking Maps, PBIS, Student-led Conferencing, and Working Lunch. Six teachers have been trained in IPI and plans are in place to train all teachers.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendations: <ul style="list-style-type: none"> • While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended more teachers take advantage of the professional learning opportunities and resources provided by RESA 4. • The Team further recommended the principal develop a process to monitor implementation of professional development by staff.
Function D:	EMERGING	A Student Leadership Team functions in an	EMERGING	The evidence provided by the school and the

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.		advisory capacity to the faculty Leadership Team and the Principal. Student representatives are chosen from each homeroom/PBIS class to ensure that the SLT reflects the diversity within our school Also, the school has a chapter of the National Junior Honor Society which functions to teach leadership skills and reinforce excellence within the student body. Honor Society officers are elected at the beginning of the school year. Each morning, the Pledge of Allegiance is led by student volunteers via the PA system. Leadership opportunities are reinforced within the band, choir, and athletic programs.		<p>additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments:</p> <ul style="list-style-type: none"> • The OEPA Team verified teachers chose representatives on the Student Advisory Committee. • The school did not have a student council or other form of student government in place. <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school consider adding some student-chosen representatives to the Student Advisory Committee or instituting a student-selected governing body to provide more opportunities for students to participate in student leadership.</p>
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Teachers have initiated research-based strategies from Marzano's "Classroom Instruction That Works," particularly observable through posting of objectives for each class and exit strategies (formative assessment). Core-area teachers collaborate with students to create a social contract at the beginning of each school year. The social contract delineates behavioral expectations for staff and students within each classroom. A school-wide PBIS program has been initiated	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 teachers did create and manage inviting classrooms, the OEPA Team did not observe classroom environments that fostered student reflection, intellectual inquiry, and self-direction.</p>

		to recognize, reward, and identify positive behavioral expectations consistently. Students participate in a weekly PBIS lesson that reinforces the standards of Attitude, eXcellence, Effort, and Safety (AXES). Teachers have identified one "Strebe" strategy to consistently implement in their classroom. Math and ELA are taught in collaboration with resource teachers when possible. Strebe strategies are being employed to enhance collaborative learning.		
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 plan collaboratively in grade-level and vertical teams to ensure implementation of Next Generation Standards (CSOs as appropriate). Instructional objectives are posted in each classroom. The curriculum is monitored at the school level through walkthroughs, observations, and lesson plan reviews. Teachers are looking for opportunities to incorporate more hands-on technology during instruction. Recent technology upgrades include the purchase of two interactive white boards, a mobile Ipad lab, and an additional mobile laptop lab.	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	EMERGING	Teachers submit lesson plans that reflect standards-based instruction. A Lesson Planning Committee has developed a school-wide checklist for lesson plans. A county-wide curriculum map is in place for the new math program (Carnegie). Vertical teams have created curriculum maps for core areas. Related Arts Team members have created a syllabus that guides planning for the semester (or grading period as appropriate).	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: <ul style="list-style-type: none"> • Teachers reported they were not yet developing common assessments during collaboration. • Teachers also reported for the first time

performance levels of their students.				<p>they were using data-driven decision making to place students for targeted interventions.</p> <ul style="list-style-type: none"> Students reported they played games or completed homeworking during time allotted for Support for Personalized Learning (SPL). <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff continue using data for placement of students in SPL but develop deeper analysis of data to determine and implement instructional interventions needed by students.</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>Teachers have worked collaboratively with RESA IV to adopt instructional practices that are research-based. Lesson plans reflect content standards adopted by WVDE. Objectives are posted in each classroom. Teachers who attend PD are expected to share new ideas and material during collaborative teaming times. Academic Interventionists use a hybrid of pull-out and push-in services. Special Education teachers provide instruction via collaborative and resource-based settings. Special Education personnel planning times align with grade level teams to facilitate collaboration.</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 did observe some classroom instruction utilizing multiple strategies, but did not observe digital tools being used during instruction.</p>
<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.</p>				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Positive Relationships.</p>	ACCOMPLISHED	<p>Richwood Middle conducted a cultural typology survey in May 2014. The results</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team</p>

Positive relations exist between the school staff and the students, families, and the larger community.		indicated a balkanized culture with primary deficiencies in school-wide communication. The climate survey found strengths in student safety and respect for diversity. Students reported positive relationships with adults in the school. The results of these surveys have been used to develop the current PBIS curriculum and professional development plan. A Title I Parent Involvement Coordinator has been hired with the goal of improving parent-school communication and interaction. The PIC has coordinated various activities (Cultural Fair, Student-led Conferences, Read-to-me Day, Door Decorating, etc.) to build community interaction. A monthly newsletter is sent home to parents, and Engrade is updated weekly. Teachers communicate with parents via phone calls, Engrade messenger, and the RESA-provided calling system.		substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	The school has implemented a PBIS program to recognize and reward positive behaviors. Students receive instruction in character and behavioral expectations weekly. An on-site wellness clinic serves the student body. A comprehensive counseling program follows a 3-tiered model to provide career, emotional, and developmental guidance to students. An afterschool program is available four days per week with funding from Title I and a 21st Century Grant. This program offers academic enrichment and remediation. Participating students also can choose from a variety of activities such as art, music, weightlifting, 4H, etc. Title I Interventionist work on a small-group basis with students who are identified as	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		"at-risk" to enhance academic performance. A Gear Up grant provides opportunities for students to explore education possibilities beyond high school.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	The school hosts "Heritage Day" with over 30 presenters participating. Read-to-me Day is celebrated with community volunteers reading aloud throughout the school. Parent involvement is encouraged through student-led conferences. A grade-level parent learning lunch is held each year. A recently-hired Parent Involvement Coordinator has coordinated the holiday door-decorating night, the student-led conferences, and the Family Fun night (in conjunction with our Gear Up Grant). The PIC collaborated with the United Way to provide shoes for nearly 40 students. The RMS Choir received a grant from the Nicholas County Community Foundation to purchase new uniforms. An onsite wellness clinic provides healthcare services to students in collaboration with Plateau Health Center. A local church provides take-home meals (backpacks) for students each weekend and throughout the summer. The County Commission and Sheriff's Department have stationed a Resource Officer daily at our school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 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	ACCOMPLISHED	A focused professional development plan is in place to reach school goals. Teachers work with RESA IV in weekly PLCs to incorporate	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this

in continuous learning opportunities for professional growth designed to improve school and classroom practice.		and monitor ongoing instructional improvements. All staff members have participated in collaborative strategy PD with John Strebe. Others have attended PD regarding implementation of the school-wide PBIS program, math/science integration, Thinking Maps, Infusing Technology, Professional Learning Communities, and collaborative teaching. Six staff members have been trained in coding for IPI, with plans to train the entire staff during the coming school year. Embedded professional development opportunities exist through the cooperation of RESA IV coordinators and county-level staff. Teachers regularly report back to the staff regarding PD sessions they have attended and often act as trainers at the school level.		function. Comments: <ul style="list-style-type: none"> • Staff reported receiving support from RESA 4 on classroom management and technology. • School-based professional development had been provided. • The county had provided professional development for the school leadership team. • Professional development within the strategic plan aligned with the school's goals.
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	A daily grade-level planning time is scheduled in addition to the individual planning period for teachers. In addition, a monthly vertical teaming schedule is in place to facilitate collaboration within core disciplines. A teacher leadership team functions to provide direction and guidance within the school, with representatives coming from the grade level team, special education team, and the related arts team. Grade level teams meet regularly with parents/guardians of at-risk students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: <ul style="list-style-type: none"> • Through teacher interviews, the OEPA Team verified there were established times for professional learning communities (PLCs); vertical team meetings; leadership team meetings; and grade-level team meetings. • Teachers were complimentary of team meetings, remarking on how the meetings had strengthened collaboration among them. • Teachers also reported team meetings allowed them to set goals together.

Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Staff participates in evaluations per state and county policy. The school's professional development plan is driven by the strategic plan. The principal uses the Power Walkthrough software to record walkthrough observation data. A report of each walkthrough is shared via email with staff. Lesson plans are reviewed quarterly by the principal and teachers are provided written feedback. Walkthrough data indicates an over-reliance on teacher-led instruction. IPI data indicates a need for increasing student engagement.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Custodians take pride in maintaining a clean, safe environment. All maintenance requests are submitted to county-level staff via "School Dude." A full-time Resource Officer is onsite daily through collaborative efforts between the Nicholas County Board of Education, the Nicholas County Commission, and the Nicholas County Sheriff's Department.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Financial records are audited annually. All findings are addressed and corrected per state and county policies. During the 2013-14 school audit, only one finding was noted, with a corrective action plan being drafted to address the deficiency.	ACCOMPLISHED	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	ACCOMPLISHED	All teachers in the school are highly qualified and evaluated per county and state policy.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.		Mentorships are completed within county/state guidelines.		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.	UNSATISFACTORY	All required data is maintained in WVEIS and Engrade. Additionally, the school uses instructional resources in MobyMax and other web-based resources to supplement and monitor instruction. Seventh grade team members participated in the "Infusing Technology" training through WVCPD. Mobile Ipad lab was purchased for the seventh grade team members through the Gear Up grant; a new mobile laptop lab was purchased, and MacBook laptops were purchased for math and science teachers. Our three stationary computer labs have been updated to Windows8. Teachers were trained in the use of Microsoft Office365 by the school TIS. County-level Tech support staff visit the school on a monthly schedule.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through observations and interviews with staff and students, the OEPA Team substantiated a higher rating than the school's self-rating. Although teachers reported some equipment was outdated and there were issues with bandwidth in the building, the Team determined the following technology was available: <ul style="list-style-type: none"> • Three stand-alone computer labs updated to Windows 8; • MacBook laptops; and an • iPad lab. However, the Team did not observe technology tools being utilized to support instructional delivery the day of the on-site review.

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	EMERGING	Richwood Middle's strategic plan was developed as a collaborative effort involving all school personnel. Input was sought from	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this

coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		teachers during grade-level team meetings, and then assimilated by the school leadership team. The draft plan was then presented to the entire faculty for review before being finalized. Additional input was sought from county-level staff and RESA IV. School staff constantly analyze data (standardized and informal assessments, attendance, behavior, and course performance) to make informed instructional decisions. The strategic plan is reviewed at each faculty meeting to assess progress toward our school-wide goals.		function. Comments: <ul style="list-style-type: none"> Teachers reported seeing the strategic plan and discussing it during faculty senate meetings. The OEPA Team determined the assessments needed for a coherent approach for improving student performance were not yet in place.
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	Grade-level teams meet daily. A monthly meeting with the Principal is scheduled, with additional meetings as needed. Vertical teams meet monthly. A PBIS team is charged with monitoring and leading the school-wide PBIS program and meets twice each month. The faculty leadership team is responsible for providing direction and focus throughout the school as well as bringing all elements of the school improvement effort into a cohesive plan. LSIC meets quarterly. The school's strategic plan is communicated to stakeholders at LSIC meetings and is available on the school website.	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: As a result of observations and teacher interviews, the OEPA Team determined the staff had built professional relationships through professional learning communities and instituted processes to have daily collaborative meetings focused on increasing student learning.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the	EMERGING	All staff members share responsibility for implementing, monitoring, and assessing ongoing improvement efforts. Teachers make data-based decisions at the individual, team, and school-wide levels. Our strategic plan is reviewed regularly throughout the year in	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

results of student learning, and communicates the progress to all stakeholders.		faculty and LSIC meetings and progress toward our goals is collectively assessed.		
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SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Richwood Middle School continues to look for funding that will support additional computer access for our students. Replacement of one of our stationary computer labs is a short-term goal. Our most pressing facility need is a secure office area near the main entrance. In terms of staffing, the elimination of our Assistant Principal has limited the effectiveness of the Principal as an instructional leader.	Based upon observations, interviews and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. Replacement of the stationary computer lab was scheduled, and the principal and staff reported implementing a plan to help the principal be a more effective instructional leader. The OEPA Team did not verify moving the main office would impact student performance.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Additional staff members need to be trained in IPI; and continued staff development in research-based teaching strategies is needed. Implementing functioning PLCs will help to promote student-centered instruction and assessment. This will require additional PD in the PLC format.	Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	The opportunities for collaboration (vertical/grade-level teaming, distributed leadership, etc.) are making significant improvements to the academic culture of our school. The school has implemented a wide variety of social programs to meet the needs of our students. Notably, the school has created a "dress closet" that provides formal wear for students for events such as dances, concerts, and community/family events. The current inventory is over 400 dresses plus shoes and accessories.	The OEPA Team commended these practices: <ul style="list-style-type: none"> • Opportunities for collaboration • Dress Closet However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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	Teachers received training on policy 2322 at the beginning of the school year. All staff have been involved in the self-evaluation process using the high quality standards.
YES	Complete the School Monitoring Report	The self-evaluation was completed with input from all staff members during the first semester of the school year.
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)	Richwood Middle School's Leadership Team meets monthly. Additionally, the school is supported by a FAST consisting of county-level staff (primarily Title I and SPED) and RESA IV technical assistance specialists. The FAST meets weekly with staff to provide ongoing and imbedded professional development and monitoring.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	With the assistance of our FAST, the RMS staff reviews, analyzes, and interprets data to make decisions that will benefit our students. IPI is used to monitor student engagement. The PBIS team examines discipline data at each meeting and shares results with the full faculty. Grade-level teams examine student performance data regularly to guide instructional decisions.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	Data analysis is ongoing with both the school leadership team, the grade-level and vertical teams, the PBIS team, and the overall staff. The school's professional development plan reflects the identified needs of the staff and students.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	All staff are involved in the creation and implementation of the strategic plan. The plan continually evolves based upon school progress. Opportunities for reflection and evaluation of the plan are provided throughout the school year.

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340
West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

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

- 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: per policy

- 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 per policy

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).

Nicholas County policy is a reflection of WVDE 4373. Richwood Middle's PBIS program is a vehicle for communicating and reinforcing the policy. An Emergency Plan has been developed at both the school and county level, although an update for this is planned during the fall of 2015.

YES

Alternative Education. (S1,FC)

per policy

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) 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>	per policy--verified by master schedule
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	per policy--verified by fitnessgram results
YES	Results are shared with students and parents. (S7, FC)	Results are sent out in the school newsletter (both via printed copies and through 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)	The school counselor provides a comprehensive and balanced program.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	verified by counseling logs and observation.

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	Identified deficiencies have been addressed. A corrective action plan has been implemented and submitted to the Nicholas County Superintendent of Schools.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	No non-compliances identified.	YES The OEPA Team verified the school had received a monitoring but did not have any findings.
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NOT APPLICABLE	no deficiencies/ non-compliances identified.	YES The OEPA Team verified there were no findings from the last fire marshal's report.
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Items addressed. All facilities have been approved by the Nicholas County Health Department.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	no deficiencies identified; however, several	YES

		recommendations are being implemented during the 2015-16 year. This includes a new Parent Involvement policy, and additional training for staff.	
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Facility Resource Needs

1. School Site

- A. School site did not have the required minimum acreage:
- A-2. Middle School - 11 usable acres + 1 acre for each 100 students over 600. (Did not adversely impact program delivery and student performance.)
- B. Site did not have sufficient parking for staff, visitors, and individuals with disabilities. (Did not adversely impact program delivery and student performance.) (May impede access for individuals with limited mobility.)

17. Science Laboratories and Facilities

- C. Science equipment and materials were not adequate and did not include at least the following:
- 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 – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits
 Team Leader – Rick Deuell, Consultant, Office of Education Performance Audits
 Team Member – Clyde Stepp, Consultant, Office of Education Performance Audits
 Team Member – Jonathan Anderson, Principal, Horace Mann Middle School, Kanawha County Schools
 Team Member – Kristen Dingess, Assistant Principal, Chapmanville Middle School, Logan County Schools
 Team Member – Jeff Haskins, Assistant Principal, Ripley Middle School, Jackson County Schools
 Team Member – Melissa Lovejoy, Principal, Elkview Middle School, Kanawha County Schools
 Team Member – James Paxton, Principal, Huntington Middle School, Cabell County Schools
 Team Member – Dr. Mary Ann Triplett, Curriculum Coordinator, Clay County Middle School, Clay County Schools
 Team Member – Leah Wireman, Principal, Burch Middle School, Mingo County Schools

Date of School Visit – 09/29/2015

SCHOOL PROFILE

62-402 SUMMERSVILLE MIDDLE SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	569	575	552	555
Average Class Size	18.8	20.0	19.1	20.6
Attendance Rate	97.26	98.06	98.22	97.84
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	284.5	287.5	276.0	277.5
Pupil Teacher Ratio	13.5	13.7	13.1	13.5
Participation Rate-Math	not available	99.82	99.64	98.93
Participation Rate-Reading	not available	99.82	99.46	98.93

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

SUMMERSVILLE MIDDLE SCHOOL in NICHOLAS 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	Being guided by a new administrator, the faculty adopted new core beliefs and developed a new mission and vision statement. The core belief that all students are given the opportunity to learn in a safe, fair, and encouraging environment is shared among all stakeholders through use of the school's website and engrade. Teachers are meeting in teams to ensure our curriculum and instruction practices align with this adopted belief. Regular meetings of the LSIC, leadership team, AEP grant governing board, and safety committee ensure alignment and compatibility between our beliefs and our policies and procedures.	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	EMERGING	The strategic plan goals were guided by input from staff members and reflect the AMO's trajectory goals set forth by the WV	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team

self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		Department of Education. The goals are revisited at the beginning of each school year and adjusted if necessary. During the academic year, students are recognized for improvement. An awards day takes place each spring and recognizes students for academic achievement, positive behavioral development, and character education. Students with exceptionalities are actively involved in the development of their IEPs. This includes modifications and accommodations that will be used in classrooms daily. We are in the developmental stages of a student council organization. The teacher and student handbooks have clearly written expectations for academic performance and behavior. These expectations are reviewed by teachers with all students on the first day of school.		substantiated the school's self-rating for this function. Comment: The OEPA Team determined there were no student or teacher recognition programs throughout the year.
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	Teachers have worked to create lessons and use strategies that improve the achievement of students. Hallways are used as displays for student work. The faculty, during team meetings, discuss expectations of SMS students. The school is moving in the direction of data-driven decision making and instruction. Teachers use assessments such as MobyMax and formal and informal assessments to guide instruction. We are in search of benchmark assessments to adopt school and/or county-wide. Teachers will use smarter balanced benchmarks when available. Our teachers work closely with our interventionist to target instruction for children in need of one on one instruction and tutoring.	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: <ul style="list-style-type: none"> • The OEPA Team observed that the school was clean and well-kept, which contributed to an engaging, inclusive atmosphere. • Student work was displayed in hallways and classrooms. • Most classrooms were positive and engaging.

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	<p>The administrator collaborates with teachers on many levels. The principal has created and meets regularly with the leadership team to discuss curriculum and instruction. She attends team meetings on a weekly basis where variety of professional development trainings occur. Trainings include Classroom Instruction that Works and co-teaching. The principal communicates with faculty and staff in several ways. Those include but are not limited to Engrade, email, face to face conversation, weekly reminders, and attendance at team meetings. Curriculum decisions are discussed with teams and suggestions from teachers are always considered by administration. School events must be planned in advanced and all teachers must be notified for appropriate planning. The administrators are organized and work to ensure all faculty and staff are aware of what is happening in the school.</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Through interviews and observations, the OEPA Team substantiated the principal exhibited knowledge and skills that reflect strong leadership. • During interviews with staff, the OEPA Team determined the principal had empowered the school leadership team. • The Team further determined the principal had developed a relationship of trust with staff and students.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	<p>The administrator has created and supported several new teams at SMS. The first team created was the school leadership team. The principal explained the proper functions of the team and the SLT committed to meeting monthly. Meetings occur more often when needed. Grade level teams meet daily to discuss curriculum and student needs. The principal meets with these teams once a week and is guiding those team meetings to function as Professional Learning Communities. The goal</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:</p> <ul style="list-style-type: none"> • Through teacher interviews, the OEPA Team substantiated the school teams and councils effectively advanced the mission and goals of the school through

		of our PLC's and team meetings is to align our instruction to meet the goals of our strategic plan and those of the AMO trajectory set forth by the WV Department of Education. The LSIC has been established and is meeting monthly with their first goal being to remodel restrooms in the school. The safety committee is facilitated by the Vice-Principal and meets monthly. The Alternative Education Pilot grant is directed by a governing board that holds monthly meeting to ensure the grant is followed correctly.		<p>leadership, planning, and problem solving.</p> <ul style="list-style-type: none"> • The OEPA Team further verified the principal empowered the leadership teams and councils to develop processes to increase 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.	EMERGING	Teachers are given opportunities to serve on various school teams and participate in professional development (when offered) outside of school. The principal regularly ask for staff input and opinions on various teaching strategies, programs, etc. Many teachers are active and volunteer to take on leadership positions. Within teams, teachers share leadership responsibilities. For example, SAT member positions, safety committee, SLT, LSIC, and school improvement initiatives. Interest in shared leadership is increasing.	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 the principal and the leadership team had grown in their leadership capacities; however, this growth had not yet reached the classroom teacher level.</p>
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self,	EMERGING	Students with exceptionalities are asked to attend meetings that impact their education. They are asked about their interests and needs. Teachers are working to organize and reinstate school groups such as Junior National Honor Society and Student Council. The principal is working to organize a student climate club and student leadership team to work with the SLT.	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>

school, and community.				
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Teachers invite students to have lunch with them to support students needing remediation or enrichment. Many teachers document in their lesson plans when modifications are needed. Many teachers completed social contracts at the beginning of the year and use them with every class throughout the year. Many teachers administer interest inventories with their students to gain a better understanding of their needs, wants and interests. Teachers participate in colleague observations at least one time a semester. The goal of this activity is to obtain ideas and strategies to use in their own classrooms. This could include management techniques and cooperative group organizational structures.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team did not observe classroom instruction that fostered student reflection, intellectual inquiry, and self-direction. The Team observed little interaction among students or between students and teachers that required higher order, deeper learning during classroom instruction.
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	Teacher lesson plans and posting objectives in the room is evidence teachers are working to follow NXG standards. Teachers complete project based learning activities each grading period that promotes real world life experiences. In math, performance tasks are completed by solving real world problems by applying grade level math skills. Students have access to WV NXG standards and opportunities are provided to discuss not only what is being taught but why it is being taught. Computer labs are utilized through effective planning. Students in the AEP program are supported by	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.

		the IExcel program. This is used regularly to enhance instruction. Carnegie Cognitive Tutor is used to support math instruction. Teachers rotate using the labs on a weekly basis to implement this program. STAR reading is used by the special education teachers. MobyMax is available to all students in the school and utilized by English and math teachers.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Teachers use interest inventories and surveys at the beginning of each school year to identify interests, academic strengths and weaknesses. Interactive notebooks and journals are used daily. Students collaborate often in small group settings to review rubrics, generate ideas, and problem solve. Lesson plans are completed and approved weekly by administrators. The math department developed pacing guides for standards to be taught throughout the year. All other contents are working to create pacing guides to ensure all standards are taught. These guides will be attached to their lesson plans weekly to show 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. Comment: Based upon lesson plan reviews, the OEPA Team did not verify that planning was based upon the needs, interests, and performance levels of students.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned	EMERGING	Teachers use cooperative learning groups, differentiated instruction, and best practice strategies including note-taking strategies, graphic organizers, journaling, compare/contrast activities, summarizing, and cues and questions. All teachers frequently use manipulatives and smart tiles, tablets, smartboards, elmo/projectors to enhance instruction. Teachers set objectives daily and refer to those objectives throughout the lesson. The science department completes hands-on activities 50% of the time.	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 did not observe assessments, multiple strategies, or digital tools being used to create engaging instructional experiences for students.

with instructional targets.				
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	The school opened it's doors to the public for new and incoming 6th grade students. All family members were invited to attend. SMS has created an annual Community Night where everyone in the community, family, business leaders, and students are invited to attend. Food is served, many presentations are made, and student work and achievement is on display. The first event welcomed over 300 visitors to the school. Faculty members regularly communicate and provide information concerning student achievement via use of the school website and engrade. A monthly newsletter is designed by members of the LSIC and mailed every quarter.	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 substantiated the school had developed programs to enhance relationships among students, staff, families, and communities. Examples of such programs included the following: <ul style="list-style-type: none"> • Community Night • Social Media (Facebook Page) • Newsletters • Recognition Programs • Community Concerts • Author Festival.
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,	EMERGING	SMS participates in the Grab and Go breakfast program. This program is currently feeding over 200 students daily. The school has a school-based wellness center where students can make appointments when ill or in need of other medical attention. The employees of the wellness center often work with the health teacher and provide health and wellness lessons to students. The principal has met and reviewed the guidance audit with the counselors and have pinpointed deficiencies. A guidance room was	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.

guidance and counseling, special education, and English as a Second Language.		created where counselors can meet with students in a completely confidential setting and focus solely on guidance issues. The counselors will be working directly with staff from the local high school to create and implement transition programs for 8th graders. The SAT teams have been organized and function effectively and efficiently. All teachers are involved in the SAT process on their grade level teams. SMS has acquired the GEARUP grant to assist students with college and career planning		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	SMS hosted their first annual community night. Various community organizations were invited to attend and set up displays. Students participated in various programs and displayed their work and achievements. Over 300 people were in attendance. This event was created in collaboration with the school's AEP grant program. SMS utilized our community partnerships with McDonald's, AirEvac, Summersville VFD, NC DHHR, the Faltis Shelter and Jan-Care. A yearly author's luncheon is held for parents and students who have published books. Shoney's provides a lunch and at least 2 authors are invited to speak and sign books.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning	EMERGING	Teachers at SMS already have their master's degree or are currently working towards obtaining additional certifications. Many teachers have been presenters in various staff	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

opportunities for professional growth designed to improve school and classroom practice.		development opportunities. Our school has two representatives on the County Staff Development Committee. Teachers attend summer academies and submit ideas for desired staff development. During team planning times, administrators are providing professional development activities and trainings. Training was provided by Resa 4 on co-teaching during the 2014-2015 school year.		<p>substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: Through interviews and observations, the OEPA Team substantiated that the staff engages in continuous learning opportunities designed to improve school and classroom practices provided by RESA 4, the county, and the school that have been sustained throughout the year.</p> <p>Examples of such opportunities included the following topics:</p> <ul style="list-style-type: none"> • Classroom Instruction That Works • Co-teaching • Strebe Strategies • Carnegie Math • Homeland Security.
<p>Function B: Teacher Collaboration.</p> <p>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>	EMERGING	Grade level teams have been established and meet daily. Team planning time has been established and built into the daily schedules of teachers. Teachers are collaboratively planning to address the needs of all students and fill in deficiencies within student learning. Each team maintains a meeting notebook with attendance records, data analysis information, student information and agendas.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	Administrators recognize the need for feedback and have begun using Power Walk Through to collect data and build school wide consistency in delivery of NXG Standards. Administrators use technology when delivering professional development. Administrators conference with teachers after observations have been completed. Feedback is provided about curriculum and instruction to teachers individually and as a team when discussing power walk through data.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	The facility is safe and secure with the installation of safety doors outside the office. The doors prevent anyone from entering areas of the school where students inhibit without first passing through the office. The cleanliness of the school has been a trouble area but administrators are working to solves those problems.	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:</p> <ul style="list-style-type: none"> • Through interviews and observations, the OEPA Team substantiated most areas of the school were clean, aesthetically pleasing, and safe. • The entry area was contained. • Student work was displayed throughout the school. • Classrooms were clean and well-kept. • There was evidence of newly painted areas. • A police officer was on duty every day.

Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Fiscal policies are followed. Financial audits have produced no findings to be corrected. Recommendations are considered and addressed accordingly. Resources are sought regularly to ensure teachers have access to instructional supports. Fundraisers for curriculum and levy monies are allocated following policy and upon teacher recommendations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	With help from the personnel director, the administrator and faculty senate representatives work to ensure highly-qualified teachers are hired. Teachers participating in the hiring process have completed the Policy 5000 training. The administrators complete the evaluation system requirements for all staff members. Mentoring programs are in place for new teachers and administrators work with new faculty members to ensure they understand school-wide expectations. Within the grade level team, new teachers are partnered with seasoned teachers to help guide them and acclimate them to SMS during their first year. They are provided a mentor to meet with them regularly to provide support.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and	EMERGING	WVEIS systems are up to date and used daily. When problems arise, administrators immediately report to the WVEIS director for problem-solving assistance. Faculty and staff communicate with administrators and central office staff for technology purposes. Resources are obtained when available to update technology. This year, SMS was able to purchase interactive TV's for 8 classrooms.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the school had technology tools and staff were interested in implementing technology;

technology tools to support management, instructional delivery, and student learning.		Administrators are working to provide consistent technology access school-wide and to all teachers. Teachers are willing and actively seek out resources to purchase new technology.		however, the Team observed only some use of technology during the on-site review.
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Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Staff members have created a vision and mission for the school that reflects the goals and expectations of faculty members, students, and parents. Goals were established based on goals of the strategic plan and needs of our students. Teachers are learning how to make data-driven decisions and align those findings to instruction and curriculum. They are searching for appropriate benchmarks to drive instruction. School teams gave input for the OEPA monitoring report and strategic plan.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	The leadership team has been created and they have met monthly since September. Work completed by the team has included building community relationships and increasing student achievement. Administrators and faculty members have worked together to set goals for the strategic plan that are attainable. Professional development needs are addressed at SLT meetings and implementation is completed during teacher team planning times. The SLT is comprised of members from each grade level team, special education department and fine arts department. The members represent each team, bringing with them ideas and/or concerns for discussion and decision	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team determined some collaboration among teachers was taking place but had not yet reached a level that would impact student achievement.

		making. Our daily schedule was carefully created to protect grade level team planning to allow for teachers to participate in professional development on a regular basis. This time also gives teachers the opportunity to analyze data, plan cross-curricular activities and revisit goals.		
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	Teachers give pretest and posttest and monitor grades closely. Reports are sent home and terms change every six weeks instead of every nine weeks to ensure proper monitoring of student progress. Teachers are proactive in contacting parents regarding student progress and achievement. Communication is made via email through engrade, telephone calls home and parent conferences.	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:</p> <ul style="list-style-type: none"> • Overall, teachers reported having assessments; however, they could not consistently relay how assessments were being utilized. • Teachers reported not having received state summative assessment results for incoming sixth grade students.

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Technology is not consistent in all classrooms or throughout the building. Upgrades are greatly needed.	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.	Staff members frequently request professional development on Next Generation Standards. They feel they have not had adequate training to fully implement the standards correctly which will result in decreased student achievement. Teachers have requested Co-Teach training and will continue that training during their team planning time.	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 focus on strategies from the book, Classroom Instruction that Works. Administrators are using McRel's Power Walk Through data collection. The math department has adopted and are fully implementing Carnegie Math. All core classes utilize writing journals. Community Night is held early in the year to invite all stakeholders to the school to see firsthand what our students are learning and how they can become involved. An authors luncheon is held that showcases students' published work.	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • Classroom Instruction That Works • Community Night • Fine Arts Program <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	
YES	Complete the School Monitoring Report	The Principal worked with teams to create a report that reflects the input of teachers and staff members. Teachers gave input for citing evidence for each standard and function.
YES	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan</p> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>	The principal is actively preparing faculty and staff for the monitoring process.

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

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

Implementation

Develop Understanding of Accreditation Processes
 Establish Local Direction
 Monitor School Responsibilities:
 Completion of the annual School Monitoring Report
 Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
 Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	
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)	Accountability data has been given to all faculty members and is referred to regularly in team meetings.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	All staff members will be given a copy of the School Monitoring Report. Administrators review all evaluation data and PD needs with all faculty and staff members.
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.	The principal has led the staff in creating a new mission statement and revisiting core beliefs to reflect school expectations. The LSIC is informed about the school monitoring report and will actively participate in the school improvement process.

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)	The county has an assessment coordinator who works with the building level coordinator (counselors and administrators) to ensure appropriate procedures are followed.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	Majority of students take the current state assessment. The one percent population will participate in the Dynamic Learning Maps assessment.
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)	Policies and procedures are followed for each student with a 504.

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)	SMS has adopted the co-teaching method to ensure all student needs are attained. After school tutoring is provided to 7th grade students through funds attained from the GEAR UP grant.
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 	All teachers follow WV Next Generation Standards. Carnegie Math was adopted and is implemented. Students participate in physical education, the arts, instrumental and choral courses. Students meet with their advisory teacher daily. During advisory times students receive guidance direction and rotate among teachers for remediation and enrichment.

- 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)

Team Planning time, PLC's and C&P time are all 50 minutes. SMS utilizes parent volunteers for support. Parents have access to grades and open and regular communication with faculty through our Engrade program. Annually, SMS holds a community night that includes all school stakeholders. Technology is available in various forms across the school. They include smartboards, smart TVs, elmo and projectors, mobile labs, tablet labs, and three computer labs.

YES	<p>The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)</p> <ul style="list-style-type: none"> • Technology Team • Local School Improvement Council (LSIC) • Faculty Senate • School Curriculum Team • Student Assistance Team (SAT) • Leadership Team 	<p>SMS currently has a working LSIC, Safety Committee, Faculty Senate, Scheduling/Curriculum team, School Leadership Team, and a SAT team for each grade level. All the above mentioned teams are meeting monthly.</p>
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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).</p>	<p>Our school has two counselors who work with students to teach and ensure rights are protected. SMS has one prevention resource officer (PRO) who helps maintain orderly operations on a daily basis. All county and school policies are based on Policy 4373.</p>
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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.

SMS has the AEP (alternative) grant in place during each school day. The AEP governing board meets monthly to assess student achievement and evaluate individual student successes. Decisions impacting the AEP classroom are made by the governing board.

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>	Students participate in gym class for one entire semester. Classes are daily and are 43 minutes long.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Students participate in the Fitness Gram, regular BMI testing, individual skills tests, and written first aid and CPR testing.
YES	Results are shared with students and parents. (S7, FC)	BMI results will be shared with parents via Engrade. Students receive their results in class.
F . Counseling Services W. Va. Code §18-5-18b	NON-COMPLIANT	NON-COMPLIANT The OEPA Team could not verify that a developmental guidance program was in place or that the counselor was spending 75% of the work day 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)	They work throughout the year with teachers, parents, and students to determine at-risk students. Counselors, in collaboration with the high school, provide information on scheduling and classes related to developed career goals with the 8th grade students. PEP plans are completed with 8th grade students.
NO	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 counselors have created a guidance room that offers a private space for working directly with students. This change in location has enabled them to move away from administrative duties that hindered direct counseling.

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	The 2013-2014 accounting audit found zero non-compliance items. Three recommendations were made and the principal, secretary, and clerk have	YES

		addressed those recommendations.	
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	The monitoring process for Special Education occurred in October. If non-compliance issues are found, those will be addressed immediately.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	All issues are addressed in a timely manner in collaboration with the county maintenance department.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Issues that can be resolved within the school are done so. If there are compliances that the school cannot address we report those to the central office for assistance.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	All non-compliances are addressed in a timely fashion.	YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

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

Facility Resource Needs

2. School Building

B. Interior – General

B-3. Lighting levels were not within acceptable limits prescribed by State Board Policy 6200. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

School did not have a school nurse clinic/health service area but did have access to a nearby wellness center. (May adversely impact students' health and safety.)

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

The school did not have an auditorium but used the neighboring high school's facilities when needed. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Rick Deuell, Consultant, Office of Education Performance Audits

Team Member – Clyde Stepp, Consultant, Office of Education Performance Audits

Team Member – Jonathan Anderson, Principal, Horace Mann Middle School, Kanawha County Schools

Team Member – Kristin Dingess, Assistant Principal, Chapmanville Middle School, Logan County Schools

Team Member – James Paxton, Principal, Huntington Middle School, Cabell County Schools

Team Member – Jeff Haskins, Assistant Principal, Ripley Middle School, Jackson County Schools

Team Member – Melissa Lovejoy, Principal, Elkview Middle School, Kanawha County Schools

Team Member – Dr. Mary Ann Triplett, Curriculum Coordinator, Clay County Middle School, Clay County Schools

Team Member – Leah Wireman, Principal, Burch Middle School, Mingo County Schools

Date of School Visit – 09/30/2015

SCHOOL PROFILE

62-501 NICHOLAS COUNTY HIGH SCHOOL – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	792	774	736	734
Average Class Size	18.8	18.0	18.1	19.7
Attendance Rate	97.56	97.12	97.62	96.98
Graduation Rate 4 yr cohort	76.55	87.84	80.34	89.62
Graduation Rate 5 yr cohort	79.20	78.22	not available	81.56
Dropout Rate	3.2	1.6	1.6	0.9
Pupil Admin Ratio	396.0	387.0	368.0	367.0
Pupil Teacher Ratio	16.2	16.1	15.3	16.0
Participation Rate-Math	not available	96.88	98.20	95.21
Participation Rate-Reading	not available	96.88	98.20	95.81

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

NICHOLAS COUNTY HIGH SCHOOL in NICHOLAS 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	Nicholas County High School began developing organized PLC Groups and a working Leadership Team with Focus groups in 2013-14. PLC embedded set work dates, Leadership Team pre-planned work days, Common Planning for Math and English departments in coordination with their respective Collaborative teachers along with pacing guides aligned with current standards (state and common core) are included in Nicholas County High School organizational plans for the school year 2014-15. NCHS also has an advisor/advisee schedule to include: remediation for the lower achieving students (on Westest) in Math and English on Tuesdays and Thursdays, Links lessons on Wednesdays, Character Education and Multicultural Lessons (booklets with like	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through staff interviews, the OEPA Team determined most stakeholders were aware of the school's mission and beliefs, and these were conveyed consistently to students and staff.

		lessons for all A/A classrooms) on Mondays, Friday is reserved for club days.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	Objectives/daily learning goals are posted in the classroom on a daily basis. Posters with mission statement (PAWS-Powerful Academics Welcomes Success) are placed by this location in each room as a signal for students that will foster growth and development of their role in expected learning outcomes. Common pacing guides (Math and ELA) with shared expectations in all classrooms (including co-lab classes) are in place to ensure that all students are receiving appropriate instruction and guidance.	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 observations, the OEPA Team verified the following:</p> <ul style="list-style-type: none"> • a high level of student engagement was exhibited in most classrooms; • teachers demonstrated solid classroom management skills; and • a large number of Advanced Placement (AP) and dual credit courses were available to students.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Nicholas County High School has a system in place for teacher observation duties when students arrive in the mornings before dismissal to 1st period as well as during lunch. NCHS also has a PRO Officer that greatly aids in suppressing negative behaviors in the school. Traffic flow before and after school as well as student drop-off and pick-up have specific routes to follow in an effort to keep all students safe whether they walk, drive or ride the bus. Nicholas County High School has always been a clean school as our custodians do an excellent job to ensure that all areas are well maintained. Discipline/Inappropriate behaviors with their respective interventions/consequences follow the WVDE Policy 4373 for all students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	<p>The principal engages in walk-throughs and classroom observations to ensure that teaching and learning are the primary focus for all students at Nicholas County High School. Lesson Plans (new like templates - one chosen by leadership team - one chosen by faculty) in place for 2nd semester of 2014-15 school year in an effort to be consistent with ensuring that goals, standards, and curriculum are consistent throughout all classrooms. Feedback is given on lesson plans once per quarter (more when necessary and/or applicable for better instruction and classroom environments).</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>Comments:</p> <ul style="list-style-type: none"> • Through interviews, the OEPA Team determined the assistant principal was not involved with curriculum and instruction at the school in any capacity. • When asked about her primary role, the principal reported she needed to facilitate more and provide more data more often to staff. • The principal spoke of school data in general terms. • Students who were interviewed perceived the principal as not approachable and reported the principal was not visible in classrooms. <p>Recommendations:</p> <ul style="list-style-type: none"> • While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal work to develop the capacity of the assistant principal in the areas of curriculum and instruction. • Additionally, the OEPA Team recommended the principal, with support from the central office, develop her skills

				<p>as an instructional leader by increasing her knowledge of school data and working with staff to analyze and effectively utilize data to affect classroom instruction.</p> <ul style="list-style-type: none"> • The Team further recommended the principal increase visibility in the school and work to establish greater rapport with students.
<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>	EMERGING	<p>Nicholas County High School has an extremely hard working Leadership Team that is fully committed to help make the necessary steps and changes in the school improvement process. This team plays a key role in major decisions and changes within the school system. Within the Leadership Team are focus groups that look more closely at: test data, parental involvement, student growth and achievement, attendance and graduation rates. The Local School Improvement team fosters community collaboration with school initiatives and processes to further aid the school improvement goals. This is a valuable resource for NCHS as all members are committed to ensuring that the school is a top-rated community entity for everyone involved. The school counselors, in collaboration with the two academic interventionists, work closely to monitor student progress in an effort to prevent drop-outs and/or side-tracks that lead to falling behind their cohort group.</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>Function C: Teacher Leadership. Teachers assume responsibility for</p>	EMERGING	<p>The leadership team and focus groups provide opportunities for teachers to become involved in school and classroom improvement processes. All departments have their separate</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team</p>

school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		Professional Learning Communities that provide a deeper involvement in delivered curriculum to ensure that all students are receiving equal opportunities to the same information to matter the classroom or teacher. Common planning time for the Math and English departments (in coordination with their co-lab teachers) provide additional information and guidance to better prepare students with the knowledge necessary for growth and development for the next level (either an upper grade, college, or work force).		substantiated the school's self-rating for this function. Rationale: Through interviews, the OEPA Team determined that a leadership team, professional learning communities (PLCs), and focus groups had been established, and teachers shared a strong sense of ownership in the direction of 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.	EMERGING	Nicholas County High School students have many options to be included in the processes of the daily/yearly school schedule. These opportunities include the following, but not limited to these alone as we are developing more offerings this school year: Student Council, National Honor Society, Athletics, Band, Jazz Band, Choir, Show Choir, Strings, Drama, Broadcasting, Interact Club, Fellowship of Christian Athletics, Student Tutors, Mentorship Program, Newspaper, FBLA/YLA, Nine Club, Prom Committee, Class Officers.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered	EMERGING	Structured master schedule with defined colab classes are in place to ensure that all students are prepared and have appropriate instruction to foster growth and development. New schedule that has changed from 4x4 block to six (6) sixty minute classes per day. Students in grades 9 through 11 are in core classes all year in an	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.

and fosters student reflection, intellectual inquiry, and self-direction.		effort to obtain and retain necessary knowledge of curriculum and instruction to help with student engagement as they are exposed to a shorter class period and not likely to become disengaged. Departmental pacing guides were developed to safeguard processes that curriculum instruction is delivered to all students in every classroom with every teacher.		Rationale: The OEPA Team observed inviting, engaging classrooms that were conducive to learning.
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	All teachers are using next generation standards or state content standards to prep, plan and drive their yearly content curriculum. Pacing guides have also been developed as well as common planning for Math and English departments. Nicholas County High School guidance counselors and academic interventionists closely monitor student grades to make certain all efforts are being taken to keep students on track and ready for the next step/class. A SAT team is also in place to ensure that students get appropriate intervention and assistance as soon as possible with follow-up meetings to discuss outcomes, future goals, and/or adjustments.	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	The following initiatives have been developed at NCHS for the 2014-15 academic year: Pacing Guides Common Planning for Math and English in collaboration with their respective colab teachers (2 per content-math/ELA) Weekly PLC meetings for Math, English, and their collaborative teachers Modification of student lessons to align with IEP's - (accommodation checklist form developed to track these adjustments per student/class). Each teacher keeps them in notebook (provided to all	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 both short and long term plans based on the Next Generation Content Standards, pacing guides, and curriculum maps. Pacing guides were on target with instruction the day of the on-site review.

		teachers this year) that is to house all teacher involvement in school improvement processes. Weekly lesson plans are submitted on Friday with adjustments (written) if plans or lessons were altered for any reason.		
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	Nicholas County High School is operating on a six period day this 2014-15 school year. Each core class is 60 minutes in length for grades nine through eleven. Some seniors remain on semester for classes if they are: graduating early, taking college classes, or in need of recovering credits in order to graduate on time with their cohort class. The school has three stationary computer labs as well as 5 mobile labs, 1 ipad lab, and 1 surface tablet lab. Carnegie Learning is used in the Math department as well as common assessments. The Math department has also recently joined in training with High Schools That Work with the MDC program. This initiative will hopefully help the lower level students achieve personal growth through hands-on learning to obtain knowledge necessary to move forward. Remediation for the lower performing students on the 2014 Westest is scheduled for Tuesdays and Thursdays for grades 9, 10 and 11 for Math and ELA as well as CoLab classes in Math and ELA.	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 multiple instructional strategies in all content areas. The majority of students were engaged and scaffolding was evident, especially in the collaborative classrooms. Co-lab teachers had evidence of modifications provided daily for students.</p> <p>Recommendation: While the OEPA Team substantiated a higher rating than the school's rating, to strengthen the function, the Team recommended more technology be implemented in classroom instruction and teachers receive support in instructional technology integration.</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	EMERGING	NCHS had a move-up day for incoming 9th grade students at the end of the 2013-14 school year. An Open House was held in October for	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

exist between the school staff and the students, families, and the larger community.		all students and parents. A Fine Arts night is held every Spring for art students as well as the band, choir and strings classes. The band, choir and strings students also host a Christmas Concert for the public (and student population) in December. The newly organized Drama class also plans to perform 2-3 student plays this year and hopes to incorporate the Pro-Start classes from the Nicholas County Career Center for a dinner theater. Choir Students also perform the National Anthem for home basketball games during the winter sports months. The LSIC also helps foster community involvement by helping with: Open House, Homecoming parade and tailgate activities, and Fine Arts Night. The local Ivy and Stone (Performing Arts) organization works cooperatively with NCHS for two day performances for student body as well as nightly community performances.		substantiated a higher rating than the school's self-rating for this function. Rationale: Through interviews and observations, the OEPA Team determined that staff maintained positive relationships with one another and had good rapport with students in their classrooms. The Team further determined the school was making a strong effort to involve parents in the education of students and communicated effectively with them.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	EMERGING	NCHS guidance counselors offer emotional, social, and academic guidance to students on a daily basis as well as classroom visits for small group advising. The school-based wellness center is also available for health services. Character Education lessons are provided in advisor/advisee classes each month in coordination with multicultural lessons and LINKS lessons. The Advisor/Advisee program is structured so that the teacher will remain with a group of students all four years of high school. This will foster and aid the efforts to make sure all students are successful and prepared for life after high school by tracking smaller groups of students throughout their high school career. Senior National Honor Society	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: <ul style="list-style-type: none"> • The OEPA Team determined that students received remedial instruction during the advisory period two days per week; however, students participating in programs at the career and technical education center were unable to participate in the advisory period. • It was reported that students participating in career and technical education programs were provided

		students also work with Freshmen A/A students to help them integrate into the high school setting. Grab & Go Breakfasts (two-before and after 1st period) were implemented this 2014-15 academic year to ensure that core basic needs are met so students are ready to learn		remediation while at the career and technical center. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school develop a schedule which would permit all students to receive instructional remediation on-site.
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	Nicholas County High School has partnerships with the following community entities: Summersville Police Department - Pro-officer Summersville Rotary Club - NCHS Interact Club Summersville Regional Medical Center - hosts several mentorship students each year Wendy's - Partner in Education - A school-to-work partner for special needs students that are preparing for the work world City of Summersville - School parades, Homecoming tailgates, Open House, Fine Arts Night Ivy and Stone - Numerous plays and musicals are presented at the school each year Summersville Youth Athletic Association - Great supporters of NCHS Athletes Midstate Ford - Drive 4 ur School and other monetary donations Various community business offer mentorship students the opportunity to observe their professions to ensure that their chosen career path is a good fit for them Many local community organizations offer yearly scholarships to graduating seniors preparing for college	ACCOMPLISHED	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	Teachers have the opportunity to attend Advanced Placement Training Math teachers have the opportunity to attend MDC/Southern Regional Education Board training Opening days of school provided teachers various selections of PD provided by the Nicholas County Board of Education Some teachers are enrolled in courses to obtain a master's degree	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Teachers meet once per month with embedded time for Professional Learning Community meetings - students are engaged in group instruction/training/programs with non-core teachers while core teachers meet in their respective PLC groups to ensure that academic progress and retention remains a priority. Math and ELA teachers have a common planning period and meet weekly to collaborate concerning data and student growth to ensure that all students are engaged and learning NCHS Leadership teams meets once per month to analyze current practices, prioritize needs, and develop new strategies (when necessary) to maintain positive growth and improvement	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school leadership team meet more frequently and professional development be provided to all teachers on data analysis.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process	EMERGING	Nicholas County High School teachers complete the WVEIS self-evaluations, set SMART goals and work to achieve them in order for students to receive necessary instruction to move beyond their current standings Lesson plans are due at the end of the week (with written verification of the adjustments that were made throughout the	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the

of professional growth.		week). This process gives a more clear picture of what really occurs within each classroom during the week. It also helps the teacher realize what is obtainable, what concepts need to be re-taught as well as what worked well. Teachers are also to participate in two peer observations in an effort to see evidence of instruction that leads to student engagement and learning.		principal use information from teachers' self-reflections as part of the Online Educator Evaluation System to design and provide site-based professional development.
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	NCHS is a clean and well-maintained building. Faculty and custodians help to ensure that the school is kept clean and desirable. The landscaping is pleasing and kept neat and manicured. An outdoor garden has been started just outside the science/math wing of the school. This is a farm-to-school based project that we hope will continue to grow each year. A raised outdoor garden is also planned for the special education classroom to provide knowledge, skills and products that will help them with life skills learning. A recycling unit is also housed just outside the special education classroom. Students are learning to recycle and take care of placing the correct items in the correct slots in the receptacle.	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: During the on-site review, the OEPA Team observed multiple issues with facilities.</p> <ul style="list-style-type: none"> • The girls' restroom was missing a door, one stall was out of order, and two of the stalls did not have locks on the doors. • There was a strong sewer smell in the girls' locker room and the hallway leading to the locker room. Duct tape was placed over a shower drain, and a plunger was in a bag close to the drain. • Students reported multiple roof leaks, and the OEPA Team observed ceiling tiles with water damage. • The OEPA Team observed evidence of spots on walls which looked as though the floor buffer had splattered dirty water.

				Walls needed cleaned in places and repainted.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Nicholas County High School follows and adheres to county rules and regulations concerning faculty senate funds, school levy funding as well as equipment and materials. Fundraisers are used throughout the year to help with purchases that the school budget cannot fulfill. Efforts are in the process to readjust storage areas as well as other areas (teacher workroom, library, etc.) to involve a more efficient workplace.	ACCOMPLISHED	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	Most all personnel are highly qualified and proper certification is a top priority. Any teacher without proper certification is hired on permit and is working towards complete content certification. Hiring practices are aligned with state guidelines and the most qualified candidates are requested for hire by the NC Board of Education.	ACCOMPLISHED	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	EMERGING	Nicholas County High School has the following technology resources: 4 Stationary Computer Labs Library with computers (in the process of becoming a media center) 5 Mobile Computer Labs 1 iPad Lab 1 Surface Tablet Lab *100 Kindles (provided by grant/fundraising) have been purchased for the ELA/Spanish Department for online books and novels Elmos, Whiteboards and Smartboards are also used at NCHS Our school technology support teacher takes care of minor needs that arise in the building as well as providing teachers with	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined technology availability for use by teachers and students was not consistent across classrooms.

delivery, and student learning.		instructions (step by step/screenshots) of upcoming computer-based reports that need completed. Our teachers also use Engrade for grading purposes and can correspond by email with parents through this system. Our county TIS Service coordinators offer help to us on a rotation basis (calendar sent prior) with other county schools. This is a great help when we can have a list of bigger projects ready for them when they enter our building.		
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Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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	Nicholas County High School developed a new mission statement during the 2013-14 school year. This initiated a school-wide approach to make "PAWS" (Powerful Academics Welcomes Success) a goal for all. The strategic plan has been reworked to include identified deficiencies per OEPA audit. NCHS has regularly embedded PLC monthly meetings, Common Planning Periods for Math and ELA teachers, streamlined colab classes that also have common planning with their Math and ELA teachers. These processes are in place to aid our efforts in school improvement, student engagement and to ensure that all students are making forward progress. Pacing guides, classroom/lesson written goals and objectives, are in place for the 2014-15 school year. Advisor/Advisee program is uniform throughout the school with like Character Education and Multicultural Lessons, Links Lessons and Math/ELA remediation for those	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.

		students in the lower performing Westest groups.		
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	Departmental PLC groups are in place as well as a collaborative PLC groups with Special Education Colab teachers/Math/ELA teachers. The NCHS Non-core PLC group of teachers play a vital role in developing and planning group educational presentations for the students while core teachers can meet in their respective Professional Learning Communities to further develop goals and objectives to move forward in the improvement process. Our 21st Century after school program (grant-based) provides many activities for students. They can receive tutoring as well as other programs such as: art, fitness programs/insanity, weight training, candy making, gardening, piano, stem activities, community service clubs, CPR, and credit recovery. Summer Credit recovery is also offered to students who have failed a class during the school year. This provides a wonderful opportunity to re-coop a credit and remain on track to graduate on time. It also provides a more individualized program (Odysseyware)..	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	EMERGING	Nicholas County High School monitors results and makes adjustments when necessary using the following tools: PLC Groups Departmental and Math/ELA/CoLab to ensure that students are receiving like curricula aligned to state standards. Leadership Team addressing short and long term goals to ensure that NCHS is making forward progress in our improvement process. Focus Groups to look more closely at	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.

progress to all stakeholders.		school data (test scores, grades, absences, discipline) Formative Assessments to ensure that pacing guides and lesson plans are developed with common curricula aligned to WV State Standards Engrade- parents have access to grades and absences - Students check this weekly with A/A teacher for grades and attendance MDC Initiatives to provide additional opportunities for support in math concepts Math/ELA/CoLab Common Planning Time to ensure pacing guides, lessons, and formative assessments are producing positive results SAT Meetings to aid in academic/social student support IEP Meetings		
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**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Projectors need mounted to ceiling More textbooks needed that have not yet arrived for the 2014-15 school year. More computers for student use	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed all items listed had been addressed or were in the process of being addressed.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Staff needs more professional development for the Common Core Planning and Assessment Staff needs county built in time for instructional development and planning.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. The OEPA Team also recommended professional development for teachers regarding integration of technology in instruction and data analysis to impact student performance.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Nicholas County High School has worked hard to organize and structure the following processes: Structured and streamlined Co-lab Classes that are with the same teachers on a daily/weekly/yearly basis. Common Planning for Math and ELA teachers to develop pacing guides, curriculum mapping and formative assessments. Newly developed work in progress outdoor garden housed between the science and math wing for engaged and hands-on learning from beginning to finished product.	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • Common planning between Math and ELA teachers. • The development of an outdoor garden utilized in instruction with students. <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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).</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. 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	Minor infractions for an outside booster club was the only infraction on the county audit. These issues have been addressed and the process with this group has been much better since Aug. 2013.	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	Outdoor garden has been started in the "dead zone" identified by the SBA.	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-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)
- B-6. Reading and reference materials. (May adversely impact program delivery and student performance.)

8. School Nurse Clinic/Health Service Area

The school did not have a school nurse clinic/health service area; however, students and staff had immediate access to a wellness center which was furnished with the appropriate equipment.

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.)

11. Custodial and Storage Areas

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

Education Performance Audit Team

Team Chair – Dr. Michelle Samples – Coordinator, Office of Education Performance Audits

Team Leader – Tom Sanders, Consultant, Office of Education Performance Audits

Team Member – Linda Cox – Consultant, Office of Education Performance Audits

Team Member – Mike Arbogast – Principal, South Charleston High School, Kanawha County Schools

Team Member – John Hayes – Assistant Principal of Cabell Midland High School, Cabell County Schools

Team Member – Cynthia Hedrick – Principal, Collins Middle School, Fayette County Schools

Team Member – Abby Stevens – Assistant Principal, Capital High School, Kanawha County Schools

Team Member – Kari Vicars – Principal, Summers County High School, Summers County Schools

Date of School Visit – 09/30/2015

SCHOOL PROFILE**62-502 RICHWOOD HIGH SCHOOL – NICHOLAS COUNTY**

	2011	2012	2013	2014
Enrollment	409	400	377	388
Average Class Size	17.1	16.8	15.8	17.8
Attendance Rate	96.62	96.62	96.76	96.61
Graduation Rate 4 yr cohort	74.58	85.32	80.18	89.47
Graduation Rate 5 yr cohort	70.69	75.42	not available	80.18
Dropout Rate	3.4	1.8	1.3	2.1
Pupil Admin Ratio	272.7	266.7	251.3	258.7
Pupil Teacher Ratio	14.7	14.4	14.1	14.6
Participation Rate-Math	not available	100.00	96.67	100.00
Participation Rate-Reading	not available	100.00	96.67	100.00

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

RICHWOOD HIGH SCHOOL in NICHOLAS 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	At the beginning of Richwood High School's three-year SIG process RHS teachers worked to write a new mission statement and vision for the future of RHS. The teachers chose the simple mission statement "Reaching Higher Standards." This mission statement serves as a guided for all school improvement at RHS. RHS teachers believe that all students can learn and RHS supports the mission of Nicholas County Schools, which is to prepare students for success after high school. All students and teachers at RHS sign the "Promise Wall." The Promise Wall states, "I promise to give an earnest effort to exceed what is expected of me everyday." Thus far, over 600 students and teachers have signed the Promise Wall. Every teacher has a poster of the mission statement, a signed statement of excellence, a Blooms	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through interviews and observations, the OEPA Team determined all staff and students shared and were knowledgeable of the school's mission, beliefs, and values.

		Taxonomy chart, an Effort Rubric, and a "CPR" - Courtesy, Patience and Respect poster displayed in his/her room. Daily objectives are placed on the board each day as well.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	Richwood High Schools mission is to Reach Higher Standards. RHS works to raise student expectations in many ways, including: offering an increased number of AP* and Dual Credit classes and encouraging more students to take those classes, ensuring that all interested students have the means to take the ACT and SAT tests, increasing participation in academic events like Science Bowl and Math Field day, and having the expectation that all students will graduate. For teachers, High Expectations are shown by the number of AP* trained teachers, encouraging all teachers to pursue Master's degrees, attending a variety of local, state, and national professional development conferences, and teachers participating in after school non paid school activities to support RHS students. 118 AP* exams were taken at RHS in the 2015 school year.	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 observations and interviews, the OEPA Team verified high expectations for both students and staff were evident throughout the school.</p>
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	The RHS administration and faculty work to ensure that the school is a welcoming and safe place for all RHS students to learn. RHS has a Prevention Resource Officer on campus to ensure that students are safe from outside disturbances and that the campus is kept drug, alcohol, and tobacco free. In addition, the PRO works with the school faculty and administration to uphold a zero tolerance policy on bullying. While the RHS building is old and in need of some repairs, the custodial staff	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 observations and interviews, the OEPA Team determined the school was safe, inviting, and conducive to learning for all students. The Team also verified that steps had been taken to increase security for all students and staff.</p>

		works to keep the building clean, to keep hallways clear of fire hazards, and to ensure that the hallways and classrooms are well lit. The school has a safety team and conducts fire and lockdown drills on a regular basis. The doors on the science hall end of the building have locking systems that are easily disabled and are a struggle to keep locked. We have upgraded our student restrooms and library and added the "CPR" behavior code.		
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Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	RHS has gone through several changes at the principal position in the last few years, the most recent changes coming in October 2014 (new principal) and November 2014 (new assistant principal). The RHS principal as worked at RHS for 6 years and is familiar with the staff, the processes in place in the school, and the strengths and weaknesses of the school. The principal has attended the WV Principals Leadership Academy and has also attended national level professional development conferences on Professional Learning Communities, Common Core testing/instruction, High Schools that Work conference, and a Marzano conference on teacher evaluation.	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:</p> <ul style="list-style-type: none"> • The OEPA Team determined the principal had instituted an effective system for establishing the school leadership team and professional learning communities (PLCs). • Based upon the administrative interview, the OEPA Team substantiated the principal was an instructional leader and very knowledgeable of both the management and curriculum aspects of the school. • Teachers and students reported the principal was highly visible in the school.

<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>RHS has several school teams in place for the advancement of the school and students. All RHS teachers serve on one of four committees. Morale & Incentives committee focuses on the attitude and morale of both the students and teachers in the school. Communications committee focus on maintaining clear and open communication to all school stakeholders using a variety of media including: local newspaper, telephone calling system, emails, text message, school electronic sign, and hard copy papers sent home with students. Safety team works closely with local OES and homeland security to ensure our facilities are up to par and that staff and students are well prepared for all possible emergency drills (Fire, Weather, Lockdown, Evacuation, etc.). Technology team ensures that all of our technology is as up-to-date and maintained as possible, to seek our new tech equipment when possible and to ensure students are using tech appropriately.</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>Commendation: The OEPA Team commended the highly functioning and effective school leadership team that took strong ownership of the school improvement process.</p> <p>Recommendation: While the OEPA Team substantiated a higher rating than the school's rating, to strengthen the function, the Team recommended the school provide additional opportunities for cross-curricular planning for all teachers.</p>
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>Teachers at RHS show leadership in a variety of ways. All RHS teachers serve on a school committee, participate in Professional Learning Communities, and serve as student mentors that schedule and facilitate RHS's successful Student Led Conference program. In addition, each fall RHS has a Community Engagement Night to bring the community into the school in which all RHS teachers showcase the work of their students and most attend the annual event. Finally, 8 RHS teachers serve on the schools Leadership Team that meets monthly to address a variety of concerns, plan for PLCs, schedule</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:</p> <ul style="list-style-type: none"> • Through interviews, the OEPA Team substantiated teachers' strong sense of ownership for student achievement. • The school had an effective leadership team in place that played an active role in strengthening instruction and student achievement.

		Power walkthroughs and IPI walk throughs, and plan for celebrations of school successes.		<ul style="list-style-type: none"> • Every teacher served on a committee. • Protocols had been established and were in place for teachers who participated in off-site professional development to return and share information with colleagues.
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	RHS students participate in a variety of leadership opportunities. Students serve on the student counsel, Local School Improvement Counsel (LSIC), RAZE club, FCA club, Honor Society, and PBS student reporting labs. In addition, several RHS seniors serve as math tutors and library aides helping other students to learn. RHS students also have had the opportunity to take on summer leadership roles including attendance at Governor's Honor Academy, HOBY, and Boys and Girls State.	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 school increase student involvement in schoolwide decisions and increase leadership opportunities for students, overall.</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.	ACCOMPLISHED	RHS teachers use a variety of strategies to ensure that the classroom learning environment fosters student growth and learning through student interaction. Students in science classes are given multiple opportunities for hands on inquiry learning. Classrooms have access to various forms of technology to foster student creativity and to allow students to gather information from various outside sources via the internet. Teachers are encouraged to arrange classrooms in ways that facilitate student interaction (circles, pairs, pods, etc).	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

<p>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.</p>	<p>ACCOMPLISHED</p>	<p>RHS teachers have made the switch from the old WV CSOs to the new 21st century content standards in conjunction with WVs switch to the Common Core assessment. Teachers received a ½ day professional development training this summer on understanding the new standards and on designing lessons that will help students learn the content in the way prescribed by the new standards. We track through new lesson plan format with CSO's, Carnegie Math, Practice for Smarter Balance , three Microsoft Office courses for students, individual teachers implementing technology CSO's with use of mobile/stationary labs, Virtual courses, Odyssey Ware, and Dual Credit online WVU courses.</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>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>EMERGING</p>	<p>RHS teachers create lesson plans with both long and short term plans in alignment with OEPA. All teachers have a black three ring binder in their rooms in which they keep hard copies of their lesson plans. Teachers are encouraged to use their PLCs as an opportunity for collaborative planning within their departments to bounce ideas off other teachers in their content area in order to improve the quality of their instructional plans.</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school review the West Virginia Department of Education's guidance on lesson plan design at https://wvde.state.wv.us/teach21/quality-lesson-design.html . • Additionally, the OEPA Team recommended co-teachers have individual lesson plans that include modifications and enrichment for students receiving services.

Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	RHS teachers have received an abundance of training in the use of instructional strategies via the Success in Sight model of school improvement. This model uses Marzano's strategies as a way to provide a variety of high quality research based instructional strategies to students. RHS has focused in the past year on setting objectives, summarizing and annotating informational text, focusing on Tier 2 and Tier 3 vocabulary, and cooperative learning strategies (Think-Pair-Share, Gallery walks, learning placemats, etc...) We implemented Project Based Lessons, used Ipad's for student driven photos/videos, and electronic clickers for student response to teacher questions.	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, the OEPA Team determined the school had made significant improvements in instructional delivery; however, the Team did not observe a variety of instructional strategies being utilized the day of the on-site review. Most classroom observations revealed teacher-led instruction that did not promote higher order thinking among students.</p>
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Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	RHS works hard to ensure that positive relationships exist among staff, students, parents, and the Richwood community. To ensure that these relationships are maintained, all students at RHS are assigned a mentor teacher as 9th graders who remains their mentor all four years of high school. This consistent relationship with a concerned, caring adult allows students to build trust with their mentors. We also began having a yearly Community Engagement Night to allow parents and community members to see some of the high quality work done by RHS students. Approximately 275 people attended. Also, each week during PLC's, each teacher choses a student to mail a "positive" card to. We are	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		celebrating our 100-year anniversary of RHS this year and have numerous community activities planned, some with our city annual festival and others as part of our annual football homecoming and community engagement night.		
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	RHS works to build all students in all domains: academically, socially, emotionally, and physically. Character education is provided as part of the schools LINKS program. RHS provides not only PE and Health classes but also offers classes in Lifetime Fitness, Fitness and Conditioning, Weight Training, and Sports Physiology. RHS has a guidance counselor who works with students in the areas of both emotional health and college/career planning. RHS also has at its disposal; based out of next-door Richwood Middle School, a Health and Wellness Center that provides students with health screenings, check ups, flu shots, dentist services, and other health care services. We employ a part-time dropout interventionist and a part-time graduation coach. We have 4 1/2 Instructional Specialist, resource courses, co-lab classes, and a healthy relationship program called "Love you too" provided by an outreach coordinator.	ACCOMPLISHED	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	ACCOMPLISHED	RHS encourages parents and community members to be a part of the educational process whenever possible. Parents are encouraged to attend Student Led Conferences, Community Engagement Nights, athletic events, and to serve on the LSIC or as members of the Academic Boosters Club, Lumberjack Athletic Club, or the Lumberjack Express Band boosters	ACCOMPLISHED	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 meet the needs of all students.		club. Many parents volunteer to work concessions at athletic events. RHS also allows and encourages the community to use and involve the school in various community events including the Cherry River Festival and the Feast of the Ramson. We are also involved with the following groups or programs: Americus, ICES, World Servants, Parents as Teachers, RAZE, Young Life, the Richwood Pantry, the Richwood Family Center and the Love You Too outreach program.		
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Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	DISTINGUISHED	Richwood High Schools staff has taken part in many different forms of professional development. For the past 3 years the school has been on a School Improvement Grant and, as part of that grant, has undergone rigorous job embedded professional development in McREL's Success in Sight program. This professional development was delivered during planning periods and sometimes in half and full day trainings once a month for the past 3 years. Other PD that all of some of our staff have been involved in includes but is not limited to: Power Walkthrough Training, IPI, Engrade, Office 365, Math PBL, High Schools that Work, Common Core, Classroom Instruction that works, AP Training, Student Success Summit, iPad training, Leadership Team Institute, Capturing Kids Hearts, Ruby Payne, Lessons from the Mouse, Title I, Financial Aid, National	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:</p> <ul style="list-style-type: none"> • Through staff interviews, the OEPA Team determined that professional development was provided for staff throughout the summer but not during the school year. • There was not strong knowledge among all staff regarding how professional development was determined and designed. <p>Recommendations:</p> <ul style="list-style-type: none"> • The OEPA Team recommended more opportunities be provided during the school year for professional

		Institute for High School Design and Improvement, Adventure Ed, and Odyssey,		<p>development that meets the needs of the staff, such as utilizing early release days throughout the year to focus on continuous improvement.</p> <ul style="list-style-type: none"> • The OEPA Team also recommended processes be put in place that help all staff understand why particular professional development sessions are being offered.
<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>	DISTINGUISHED	<p>RHS teachers are given the opportunity and encouraged to collaborate in several ways. First, all staff members take part in weekly PLC meetings organized by subject area. This gives teachers 90 minutes a week to talk with other teachers in their subject area and to focus on data in that area. Also, all RHS teachers serve on a committee that meets as needed to focus on a specific area of need for RHS (morale, safety, communications, technology or curriculum). RHS core teachers also collaborate with special education teachers when these teachers are doing collaborative teaching in math and English with them in their rooms.</p>	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: While the OEPA Team verified professional learning communities (PLCs) were established and operating effectively, the Team determined there was a lack of cross-curricular planning among teachers and a lack of planning between special education and general education teachers working in co-teaching environments.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • The OEPA Team recommended the school investigate methods of establishing time for cross-curricular planning among teachers. • Additionally, the Team recommended special education and general education teachers working in co-teaching environments plan together in order to maximize student learning.

<p>Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	<p>DISTINGUISHED</p>	<p>RHS teachers receive feedback in multiple ways. We use McREL’s Power Walkthrough (PWT) system for teacher observations. In this system, teachers are randomly observed by either the principal or another PWT trained teacher. The PWTs look for depth of knowledge, use of learning objectives, the use of technology, and note teaching strategies being used by the teacher. RHS also uses the Instruction Practices Inventory (IPI) once each 9 weeks. IPI focus on student and teacher engagement. The data from both PWTs and IPI are posted in the PLC room for teachers to see. Finally, RHS was a pilot school in the new teacher evaluation system and has been doing it for 4 years so the teachers are becoming quite comfortable with the system. The principal provides feedback on teacher lesson plans once each 9 weeks grading period and checks weekly peer observations</p>	<p>ACCOMPLISHED</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:</p> <ul style="list-style-type: none"> • While the OEPA Team recognized the school’s use of peer observation via the Power Walkthrough process and the posting of data in the PLC meeting area, the Team could not verify how this data was being utilized by teachers to improve classroom instruction and inform professional growth. • Additionally, interviews with staff revealed a lack of written feedback provided by the administration in regards to lesson plans, walkthroughs, and observations that would impact instruction. <p>Recommendations:</p> <ul style="list-style-type: none"> • The OEPA Team recommended staff develop formalized methods for utilizing walkthrough data as part of the continuous improvement process. After analysis and reflection upon such data, the Team recommended staff make instructional adjustments and monitor these changes. • The OEPA Team further recommended the administration regularly provide constructive feedback to individual teachers through lesson plan review,
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				classroom walkthroughs, and observations.
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	Richwood High School is a very old building and is in need of some infrastructure repairs. The building is safe and all classrooms have locking doors, the building is well lit, and classrooms are big enough to allow teachers room to involve students in a variety of instructional activities. Our librarian secured a grant to replace/modernize our student restrooms with automatic toilets and sinks and new bathroom stalls. Faulty masonry is also currently being repaired on the outside of the school to prevent injury. Teachers attended a summer work day for a homeland security training to review our past drill performances and discuss improvements for the future.	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 the school had taken steps to improve both the appearance and safety of the building.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	RHS has policies in place to ensure the appropriate management of all school fiscal resources. All purchases by teachers are requisitioned ahead of time and approved by both the principal and the county superintendent. All funds are managed through the office and teachers turn in all money collected from all sources that same day to the office to be deposited. RHS is audited each year to ensure that funds are handled appropriately. Three booster groups support RHS: The Lumberjack Athletic Club (LAC), the Lumberjack Express Band Boosters, and the	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Academic Boosters Club (ABC). All three booster groups report finances to the school and are part of the yearly audit. SIG funding and resources are also carefully monitored and logged with the county board of education officials.		
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	RHS personnel are hired in accordance with Policy 5000. RHS has a faculty panel selected by the Faculty Senate that takes part in the interview and hiring process for all new teachers hired at RHS. Most staff members (98%) are highly qualified to teacher the classes that are assigned to them. Newly hired teachers are encourage to attend PD in classroom management and are supported by the administration and veteran teachers in the school. Mentoring of new teachers takes place in PLC's and individually.	ACCOMPLISHED	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	RHS teachers are fortunate to have a large amount of technology available to the to use in their classrooms. RHS has 6 mobile notebook labs, 3 stationary computer labs, and 2 mobile iPad labs available to be used by the teachers. In addition, all teachers have fairly new laptop or desktop computers to use for grading, lesson planning, and other necessary tasks. RHS has adequate bandwidth to support the number of computers in the school and had no problems supporting the number of students testing during the online WESTEST 2 test last year. In addition to computers teachers also have access to Elmos, projectors, student responders (clickers), and televisions. A county TIS is	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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	RHS uses the Success in Sight (SIS) model for continuous school improvement: take stock, focus on the right solution, take collective action, monitor and adjust, and maintain momentum. The model focuses on using research based high yield instructional strategies. The SIS model relies on shared leadership and teachers working to improve learning outcomes for all students. The model focuses on setting objectives, providing feedback, reinforcing effort, and providing recognition to students to set the stage for the instructional strategies used by teachers to have the maximum effect on student performance.	ACCOMPLISHED	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: Some teachers reported the school leadership team developed the strategic plan and that not all teachers had input in the plan's development.
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	RHS has several structures in place for teachers to work together, collaborate, and build professional relationships. These structures include PLCs, committees, faculty senate meetings, and LSIC meetings to obtain input from all stakeholders and, using the shared leadership model, make the best decisions possible to support RHS students academically, socially, emotionally, and physically.	ACCOMPLISHED	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	ACCOMPLISHED	RHS monitors progress towards our goals in several ways. Classroom instruction is	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team

monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		monitored by Power Walkthroughs and IPI walkthroughs. Student effort is monitored and tracked every three weeks using student effort notebooks. School culture is monitored using school culture surveys. Engrade is used to track student grades and the new Early Warning System is used to identify students who are potentially in danger of dropping out. RHS tracks trends in discipline using the discipline management system in WVEIS on the Web.	<p>did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: Based upon interviews with students and staff, the OEPA Team determined that teachers outside the leadership team were not aware of the specific strategic plan goals, the School Monitoring Report, and instructional data.</p> <p>Recommendation: The OEPA Team recommended the leadership team develop effective methods for communicating with all staff regarding the strategic plan, the School Monitoring Report, and instructional data.</p>
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SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The age and general condition of the building here at RHS is of major concern. Windows are damaged, loose, and in bad repair. Masonry issues on outside of building. Main office is not located in the front of the building near the main entrance creating great safety issues. No central hear/air ventilation system. We have applied last three years to the SBA for funds to help fix these issues and have been told we are high on their list each time, but as of yet we have not received any help.	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.	RHS currently has one math jobs posted to be filled. The lack of certified math teachers is a significant barrier to student learning here at RHS. Math scores are somewhat behind RLA scores, in part due to lack of certified teachers in that department. RHS teachers would also benefit from training in the coteaching model between Special Education teachers and regular classroom teachers.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Student Developed Career Day RHS teachers turned over our annual career day to the junior students. Juniors had to research a job with growth potential and create a display showing their research findings about the chosen career. Students dressed "for the part" of the chosen job and had to "sell" it to the RHS underclassmen and the 8th grade students from RMS in a job fair setting.	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan</p> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>	<p>RHS staff is currently in the process of preparing for the school monitoring on-site review that is scheduled to occur in the Fall of 2014.</p>
<p>County Board of Education Responsibilities for School Accreditation (Pages 14-15)</p> <p>It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.</p> <p>Implementation</p> <p>Develop Understanding of Accreditation Processes</p> <p>Establish Local Direction</p> <p>Monitor School Responsibilities:</p> <ul style="list-style-type: none"> Completion of the annual School Monitoring Report Review and verify the accuracy of the School Monitoring Report Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE. <p>Establish Supports and Expectations that Impact Student Performance</p> <p>Develop instructional leadership skills of principals.</p> <p>Support school continuous improvement and strategic planning processes.</p> <p>Implement school-based professional development programs that address the unique needs of staff and students.</p>		

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 RHS Leadership team orchestrates the school improvement process and works on the RHS strategic plan.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	
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.)	RHS has a current Strategic Plan on file and is currently working on the new Strategic plan that will be ready by 12/15/14.

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	All examiners are appropriately trained under Policy 2340 and given copies of the Policy to read prior to giving exams. All students are monitored during testing and secure exam materials are stored in a locked secure location.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	All students with disabilities are tested at the appropriate level and provided with all the accommodations on their IEPs.
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	All students with 504 plans are tested in the appropriate manner under the accommodations outlined in the students 504 plan.

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K 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)	All students take courses under the curriculum that meet the graduation requirements listed in Policy 2510.
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 	RHS students are offered courses in foreign language, CTE, and AP* courses. All students fill out and sign a PEP as part of the student led conference.

- 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)

RHS is compliant in all of these areas. Many of the areas are addressed through Student Led Conferences, the LINKS program, and as part of the expiring SIG grant.

- 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

RHS has LSIC, Faculty Senate, Curriculum/Academics, SAT, and Leadership Teams currently in place. We are beginning a technology team at this time.

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>The Nicholas County BOE has the necessary policies in place to support all aspects of Policy 4373.</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. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.</p>	<p>When a student is excluded from the regular school environment the NCBOE meets and places that student in the Alternative Education program. The Alternative program for RHS is done at Richwood Middle School during after school hours and is taught by a certified RHS teacher.</p>
<p>E . Physical Education W. Va. Code §18-2-7a</p>	<p>FULL COMPLIANCE</p>	<p>FULL COMPLIANCE</p>

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Time Requirements (S3,FB)</p> <p>Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.</p> <p>Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.</p> <p>High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. 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>	All RHS students are required to have at a minimum one course in PE to graduate. All PE courses at RHS are taught by properly certified teachers. Several additional courses are available to students who wish to take more than one PE course while in high school.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	RHS students complete the required fitness testing during their required PE course.
YES	Results are shared with students and parents. (S7, FC)	Results of physical fitness testing are sent home with students at the completion of the testing.

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)	RHS currently only has a 1/2 time counselor. There is a job posing up currently for another 1/2 time counselor.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	Our current counselor is 1/2 time counselor and 1/2 time Assistant Principal. Of the 50% of her day that is counseling 75% of that time is devoted to direct counseling services.

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	Received county audit on 11/18/14. Working on correcting the findings now. All findings will be corrected by 12/15/14.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		YES

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

Facility Resource Needs

1. School Site

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

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

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Tom Sanders, Consultant, Office of Education Performance Audits

Team Member – Mike Arbogast, Principal, South Charleston High School, Kanawha County Schools

Team Member – John Hayes, Assistant Principal, Cabell Midland High School, Cabell County Schools

Team Member – Cynthia Hedrick, Principal, Collins Middle School, Fayette County Schools

Team Member – Abby Stevens, Assistant Principal, Capital High School, Kanawha County Schools

Team Member – Kari Vicars, Principal, Summers County High School, Summers County Schools

Date of School Visit – 09/29/2015

SCHOOL PROFILE

62-701 NICHOLAS COUNTY CAREER/TECHNICAL CENTER – NICHOLAS COUNTY

	2011	2012	2013	2014
Enrollment	1	0	0	0
Average Class Size				
Attendance Rate				100.00
Pupil Admin Ratio	1.0	0.0	0.0	
Pupil Teacher Ratio	0.1	0.0	0.0	
Participation Rate-Math	not available	0.00	0.00	0.00
Participation Rate-Reading	not available	0.00	0.00	0.00

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

NICHOLAS COUNTY CAREER/TECHNICAL CENTER in NICHOLAS COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

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

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The entire staff at NCCTC collaborated and developed a set of core values, a school mission, and goals for the school. The core values, mission statement, and goals are communicated to the students and parents via the student handbook, 2 advisory meetings, and through Community Round Table Meetings. NCCTC along with the superintendent, WVDE staff, post secondary institutions of higher education, and community and industry business partners including Workforce WV held a meeting on November 15, 2014 to communicate how NCCTC is currently performing and share the school's mission, core values, and goals. WVDE, post-secondary institutions, and businesses reinforced the need to improve CTE instruction and enrollment, and educate the public on the workforce needs and how CTE can meet those	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: In substantiating the school's rating, the OEPA Team noted the following:</p> <ul style="list-style-type: none">• Schoolwide implementation of Simulated Workplace;• Multiple team meetings to support students' success; and• Majority of teachers expressing the belief that all students can learn.

		needs. Evidence provided by school mission statement, student tee shirts with school mission statement, agendas for PLC meetings and November 15 meeting agenda.		
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	NCCTC has high expectations that are shared with stakeholders via the student handbook, advisory meetings, brochures developed for each program, and by evidence of the quality of student projects. The school is developing rituals to celebrate the core values such as the student of the month program, competitions among programs for the highest percentage of student credentials earned and the class with the highest 5S score. Students in the school are taking leadership roles via the Simulated Workplace implemented school wide for the 2015-2016 school year. The Principal has developed student focus groups with the program leaders and holds meetings twice per month to give program updates and suggestions for school improvement and community projects. Evidenced by Simulated Workplace protocols and procedures, balanced scorecard, 90 minute CTE courses, PLTW program with dual credit option at WVU, and program accreditation.	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 did not see evidence to support the role of the math and English instructors as defined in the Expectations of ELA and Mathematics Teacher Roles within CTE Centers as stated in clarification provided by the West Virginia Department of Education, Office of Career Technical Education.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal revisit the clarification provided by the West Virginia Department of Education, Office of Career Technical Education, and re-evaluate the duties of the mathematics and English language arts instructors.</p>
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for	ACCOMPLISHED	The school is clean and well-managed as evidenced by observations. Students and staff take pride and accountability for maintaining a clean atmosphere. Evidenced by 100% safety assessment passage rate, floor markings in shop areas, compliance of policy 6200, and a safe and engaging environment.	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>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the area behind the welding lab be cleared of debris and the interiors of custodial closets be cleaned and</p>

learning.				organized.
Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	The principal creates unity and a sense of team by the establishment of PLCs, teams, and committees. Each teacher in the building participates in PLC meetings, and is member of a collaborative team, and a committee that has the responsibility to improve the school. For example, the school safety committee looks at practices and processes, updates the schools safety notebook and sets when and what emergency drills the school needs to practice. The principal works as a member of the PLC team, collaborative teams, and committee on a rotating basis. The principal also attended the new principal leadership academy and was recognized as a distinguish scholar in 2014. The principal attends professional development at the county, state, and national level dealing with the improvement of CTE. The school also joined TCTW in 2014. Evidence by collaborative team meeting agendas, principal's leadership academy certificate and distinguish scholar award, and agendas from professional development.	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:</p> <ul style="list-style-type: none"> • The principal had implemented leadership teams beginning this year using the Technology Centers That Work (TCTW) model and Friday Meetings for staff. • The principal had also increased evaluations of lesson plans and walkthroughs as reported by both students and staff and evidenced by signatures on lesson plans. • The principal further implemented Simulated Workplace in all career technical education programs. <p>Commendation: The principal had led initiatives which resulted in a 63 percent increase in student participation in career technical education programs in one year. One notable initiative was the schoolwide implementation of Simulated Workplace.</p>
Function B: School Teams and Councils. The school teams and councils function effectively to	EMERGING	NCCTC has active collaborative teams that meet monthly to address the needs of the school. An advisory council also meets twice per year to provide guidance to the improving the quality of	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

advance the mission and goals of the school through leadership, planning, and problem-solving.		instruction at the school. The principal provides guidance and support to the school teams and committees. The teams and committees provide feedback to the entire school and makes recommendations that align to the school's mission and goals. Evidenced by advisory council member list and agendas, collaborative team agendas, and LSIC presentation agenda for the board of education.		
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	The principal uses feedback from the leadership team, and sub committees to guide school improvement. The entire staff meets every week to give updates and feedback from the monthly meetings. The teachers are also involved in developing the school monitoring report and strategic plan. Each instructor was given the school monitoring report on the first day of school with instructions. Each instructor filled out the school monitoring report on their own and then each PLC came to consensus and filled out a school monitoring report. The school's leadership team/LSIC looked at the two PLC school monitoring reports and combined them to one school monitoring report. The principal gave the report to each instructor for changes and confirmation. The faculty senate then approved the school monitoring report. The school's PLC teams used the school monitoring report to develop the strategic plan. Evidenced by PLC agenda, faculty senate agendas, student organization participation and CTSO advisor.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-	ACCOMPLISHED	Student leadership is evidence by different roles of the Simulated Workplace, officers of CTSO's, student leadership conferences such as FFA	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this

appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		Leadership conference on 9/26/14 and 9/27/14, and Skills USA Leadership Conference on October 29 and 30. Students hold monthly CTSO meetings to make decisions about fundraisers activities, what conferences they will attend, and what competitions they will enter. Student leaders also participate in the principals student focus group by meeting with the principal two times per month to develop leadership skills, and provide input to improve the school, and brainstorm what community activities the school can develop. Evidenced by CTSO membership roster, CTSO officers, and CTSO leadership conference brochures.		function. Comment: The OEPA Team determined the school had 100% Skill membership and that there was a supervisor specifically for student organizations.
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
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 collaborate daily to create unique learning opportunities for students. Teachers collaborate with the math and English teachers to create unique opportunities. Teachers will also collaborate with another program to develop and implement one enhanced CTE project during the second semester. For the 2015-2016 school year, teachers will collaborate with one other teacher to create an enhanced CTE project each nine weeks. One teacher at NCCTC will join the SREB state team and will collaborate with other instructors statewide to create enhanced CTE projects. Every year the school plans to increase the number of teachers on this state team. Evidenced by school master schedule requiring at least 4 CTE courses, LEA plan form 1.1- concentrations that are approved on the state	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: While the OEPA Team substantiated the school's rating, the Team observed that in some instances the majority of students were off-task while small numbers worked on a specific task.

		CTE approved list, LEA plan form 3- course modifications approval, and LEA plan form 4 and 5- approval of new CTE concentrations.		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Teachers use state CTE curriculum to guide each program. Math and English skills are also reinforced by collaborating with the CTE Math and English teacher, using the WIN computer program, and through student projects and assignments that focus on real world situations. The school also has an active Student Assistance Team to collaborate and provide guidance to instructors. The school also uses advisory councils to enhance the CTE curriculum and provide feedback on what aligns with industry standards. Evidenced by LEA form 1.1- programs of study with industry credentials, lesson plans reflecting CTE skill sets, WIN usage by structured schedule, portfolio scorecard, CTE academic teachers in the school, master schedule reflecting 90 minute block of daily CTE instruction, and business and industry recognized credentials. Each program also integrates several technology tools on a daily basis such as: CNC plasma cutting, 3d printing and modeling, advanced scan tools, laser leveling, etc.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team did not see pervasive evidence of technology for instructional delivery. The Team noted that the lack of technology use supported the needs analysis shown in Section 2 of the School Monitoring Report.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based	ACCOMPLISHED	Teachers develop weekly lesson plans that are based on state and/or national CTE standards. Teachers differentiate assignments to meet the needs of individual students. Teachers also collaborate monthly in PLC meetings and every teacher has a common planning time to collaborate for instructional planning. Example: the carpentry and welding teacher are required to	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team's review of lesson plans did not reveal specific assessment techniques, differentiated instruction, reteach or remediation notations, and specific

on the needs, interests and performance levels of their students.		teach a math component for the NCCER curriculum- they collaborated with the CTE Math teacher to develop lessons and projects around the math component. Lessons and projects are being delivered in a collaborative manner as well. Evidenced by LEA plan form 1.2-improving academic and technical skill strategies, and lesson plans aligned with CTE skill sets.		<p>accommodations for students with disabilities.</p> <p>Recommendation: The OEPA Team recommended support for teachers in the development of instructional plans based on the needs, interests, and performance levels of students.</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>	ACCOMPLISHED	Teachers provide a multitude of instructional strategies to enhance the curriculum. They use lecture, demonstration, and real world activities to support students. They collaborate and develop lessons during their PLC meetings and create multiple assessments including real world performance based assessments. Teachers post the daily objectives on the board and discusses it with the students. Evidenced by Simulated Workplace replicating an authentic workplace environment, lesson plans aligned with CTE skill sets, a variety of assessments, the student portfolio, and instructional resource usage such as WIN reports.	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: The OEPA Team did not verify that teachers were using multiple strategies, appropriate assessments, and digital tools to support individual student progress and mastery of the curriculum.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Although Simulated Workplace was a new initiative at the center, the OEPA Team recommended professional development for teachers regarding using varied instructional strategies and appropriate assessment techniques such as rubrics and monitoring the implementation of these strategies in classrooms. • To assist in this professional development, the OEPA Team further recommended teachers visit other programs and have assigned collaborative partners for the purposes of learning new strategies and monitoring

their implementation.

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	NCCTC is developing more community activities and researching alternate means to increase collaboration among the school staff and the parents and community. NCCTC holds two advisory committee meetings a year to share information and gain community input. NCCTC also host an annual Halloween event that is free to the community and encourages community participation, such as our ProStart program hosting a chili cook-off. C. A Facebook page and Instragram site have been developed to provide parents with the latest news. NCCTC's technology team has a goal to have a functional website by the end of the 2015-2016 school year. NCCTC also created brochures for each program. In May of 2015, NCCTC held it's first commencement ceremony to recognize program completers. Each program also has individual community projects: the production of grills for a local landscaping bus., greenhouse sales, public health screening, firefighting classes, food donations, and community clean up projects.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated	ACCOMPLISHED	NCCTC has a high success rate in all programs, JROTC includes physical training on a regularly scheduled bases, nutrition is addressed through the backpack program, and the school's high attendance rate provides data that the school is meeting the needs of the students. NCCTC has active PLC meetings to collaborate and provide	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

<p>student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>		<p>early intervention for struggling students. With the help of the CTE Math and English teachers, the teams develop a plan using CTE certification data, WIN data, and academic grades from the feeder schools to provide assistance to students that are struggling before they fail. Evidenced by CTE Math and English teacher logs, CTE teachers participation in IEP meetings, LEA plan form 1.7- nontraditional students, LEA plan form 1.8- Career guidance and academic counseling strategies, and LEA plan form 1.10- preparation for high skills. The high passing rate of students in the school and the amount of academic credits students have recovered while at NCCTC.</p>		
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>NCCTC has an active advisory council that meets twice a year to provide suggestions on skill development, industry credentials, and helps in celebrations. These events are advertised in the local newspaper to further expand the school's community involvement. Community and business partners work with CTE teachers to develop programs and practices to meet industry and post-secondary needs. On 11/15/14, Nicholas County held a community wide round table on workforce development, This collaboration of public education, community college, and the business community are working together to better understand our workforce development needs and then align education and training programs for youths and adults toward meeting the needs of vibrant communities. Evidenced by LEA form 2A, B, C- advisory council members and advisory council meeting agendas. Round-table agenda 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>

advertisement.

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	Each instructor constantly updates his or her certifications through back to industry work or state credentials. All staff is provided opportunities for staff development. In the CTE LEA plan, each teacher is allotted \$1500.00 for travel for any professional development of there choice every year. Teachers also attend PD to increase student certifications such as Carpentry teacher attended OSHA 500 and 510 training and can now offer OSHA 10 certification to students, MACS training by AutoTech teacher for Mobile Air Conditioning Certification, etc. NCCTC also joined Tech Centers That Work and the leadership team attended two days of professional development. Leadership Team will also attend a county wide leadership team PD in August. Evidenced by CTE professional development documentation, NCCER certification training, CTE administrator meeting agendas, LEA plan form 1.3-professional development strategies, and LEA plan form 1.9-improving CTE staff recruitment and retention strategies.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the	ACCOMPLISHED	NCCTC has one PLC team that meets 1 time per month with each teacher being responsible for gathering information for the agenda on a rotating basis. Every Friday morning the entire staff has a collaborative meeting. Each teacher at NCCTC also participates in one of three teams and one of three committees. The PLC, teams,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Based upon observations and interviews, the OEPA Team did not verify that

improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		and committee meetings make decisions to improve the school by planning instruction, sharing instructional strategies, reviewing data, creating student intervention groups, increasing technology, improving safety, improving public relations, and providing strategies to improve enrollment. Evidenced by NCCTC's collaborative meeting schedule and member list, academic and CTE collaboration, collaborative team agendas, and enhanced CTE collaborative projects.		collaborative efforts focused on the study of data and differentiated strategies that improved instructional practice, ultimately impacting student learning. Recommendations: <ul style="list-style-type: none"> • The OEPA Team recommended the continued growth of the Simulated Workplace program. • The Team further recommended strengthening collaborative meetings through incorporation of the study of student data, discussion, and reflection upon differentiated strategies.
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 staff at NCCTC participates in the evaluation process. The principal performs the required observations for the initial and intermediate instructors, and observes the advanced progression staff a minimum of two times as well. The principal also participates in classroom walk-throughs and provides feedback. Evidence by the administrator and teacher evaluation system.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	The school outside awnings were painted and landscaping installed in front of the building. The hallways and classrooms are clean and well maintained. The carpentry program collaborated with the county maintenance director to fix a set of concrete steps in the back of the school and to build new porches and a ramp that is ADA approved for the Forestry building. The welding program collaborated with the county	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		<p>maintenance director to build a new set of handrails for the wheelchair ramp in the back of the school. Each program participates in the 5S Model and each classroom maintains a 5S maintenance schedule. Each program also has a safety position in their Simulated Workplace Company. Evidenced by the Simulated Workplace 5S model boards in each classroom, the required CTE equipment, and safety checklist developed by Simulated Workplace programs, custodian checklist, emergency drill critiques, and safety team agendas.</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>The school follows all county and state accounting procedures. Teachers are trained on procedures for purchase orders, requisitions, and work orders at the beginning of every year. The school leadership team also provides input on budgeting resources for PD, equipment, school needs, etc. Evidenced by professional development agendas, Simulated Workplace grant documentation, CTE budget, WVEIS financial reports, LEA plan form 1- use of funds, LEA plan form 6- approval of equipment, and LEA form 6b- approval of equipment forms, and the county audit findings and corrective activities.</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>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</p>	<p>ACCOMPLISHED</p>	<p>NCCTC follows all state requirements when hiring personnel, including training on Policy 5000 for those employees on the hiring committee. Evidenced by WVEIS certified list, CTE certification documents aligned with WVEIS manual, LEA plan form 8- continuing secondary technical education list, and LEA plan form 10b- support service staff, and the school's</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

students.		hiring committee list.		
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	Each teacher at NCCTC received a new computer and data scanner in the Spring of 2014. New wireless internet and hard lines are being installed in every classroom in the summer of 2015. Provisions for a second computer lab will be completed in the summer of 2015. The computer lab was updated with 20 new desktops, a new printer, and a smart TV. The school also has several technology tools to enhance the performance based activities and assessments for students such as: 3d printing and modeling, CNC milling, CNC plasma cutting, advanced scan tools for vehicles, advanced mannequins for Nursing, digital mapping, GPS units, and robotics.	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:</p> <ul style="list-style-type: none"> • The OEPA Team did not observe use of technology tools in classrooms even though the school had documented appropriate courseware use such as Tooling U. • The wireless internet and hard lines were currently being installed. <p>Recommendations:</p> <ul style="list-style-type: none"> • The OEPA Team recommended increased instructional delivery using digital tools and data documentation such as the digital Tooling U certifications included in student portfolios and student discussions. • The OEPA Team also recommended the completion of the infrastructure that was in progress.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on	ACCOMPLISHED	The leadership team developed a couple of mission statements for the school. The staff then voted on which mission statement they thought best described NCCTC. The mission statement is posted in the school and student tee shirts have been purchased with the mission statement on the back. The school's strategic plan was	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>(The teachers will require student capstone projects and portfolios.)</p>

the mission and goals outlined in the strategic plan.		created by PLC teams using data from the school monitoring report, enrollment data, the data profile, and other data. Evidenced by the CTE LEA plan, the school's strategic plan, and the school's mission statement. Also evidenced by the Tech Centers That Work Technical Assistance Report and by joining the Tech Centers That Work initiative to focus on continuous improvement of NCCTC.		
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	NCCTC has implemented collaborative team meetings once per month. Each teacher meets for thirty minutes in a PLC, a team, and a committee meeting one time per month. Each Friday the entire staff meets for report outs from the collaborative teams. Evidenced by collaborative meeting agendas, LEA plan form 1.1- Programs of Study and Industry Credentials, and LEA plan form 1.5- program evaluation.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	The principal and leadership team worked with SREB Tech Centers That Work consultants and set up a Technical Assistance Visit on October 20, 2014. During the visit, the team visited classrooms, interviewed instructors (not just the leadership team), students, and the principal. SREB meet with NCCTC's leadership team and identified commendations and challenges based on the 18 indicators of Quality Career/Technical education programs of TCTW. The leadership team, principal and TCTW consultants then created goals and action steps to improve NCCTC. The principal and leadership team reviewed the data from the technical assistance	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		visit with all the instructors, reviewed all the goals and action steps, and asked for comments and questions. The data from the TCTW TAV was used with the a student survey, the school monitoring report, CTE data profile, and enrollment data to develop the school's strategic plan.		
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SECTION 2: What Support do you need for improvement?

Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The welding shop and auto tech shop are need of ventilation. HVAC in the school needs updated. The principal, superintendent of Nicholas County, and the county maintenance director gathered data and submitted a 3% project to the WVDE for funding in two step process where the ventilation system would be funded the first year and the HVAC project funded for the second year.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. The principal reported that the school would be receiving funding from the School Building Authority (SBA) to meet the needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	A building capacity need is increase wireless access points for the industrial hallways. Currently, NCCTC is collaborating with the Technology Director in Nicholas County and are developing a plan to have more access points installed by the end of the 2014-2015 school year. During the summer of 2015, the entire building is having new internet wiring installed. Every classroom will have at least a wireless router installed and at least two cable access points.	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.</p> <p>Nicholas County Schools was working in the facility to meet these needs the day of the on-site review. Every room had been hard wired, and several of the rooms had wireless routers installed.</p> <p>Additionally, the OEPA Team recommended teachers receive support in instructional technology integration; utilizing multiple instructional strategies and appropriate assessments; and the study of student data as a tool to impact classroom instruction.</p>

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

Please identify outstanding best practices that have been implemented in your school that you	NCCTC's ProStart program runs a catering business off campus where students obtain business and culinary skills.	The OEPA Team commended these practices:
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feel should be noted during the accreditation process and communicated to other schools.

JROTC created the "Pathfinders" program for at-risk middle school students. These middle school students come to JROTC every two weeks and participate in team building, academics, and self-esteem activities. JROTC also partners with Homeland Security to offer students a wide range of training opportunities in emergency med. services, law enforcement, firefighting, emergency man., etc.

- Pro Start Catering
- JROTC Pathfinders
- Schoolwide Simulated Workplace.

However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

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

POLICY and CODE

Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report online. During the on-site review, the OEPA Team verified each checklist item for each policy and code.

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

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

NOT FOUND	Develop Knowledge of Policy 2322	Team Comment: YES
NOT FOUND	Complete the School Monitoring Report	Team Comment: YES
NOT FOUND	Participate in the on-site review process	Team Comment: YES
<p>Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>		
County Board of Education Responsibilities for School Accreditation (Pages 14-15)		
<p>It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.</p> <p>Implementation</p> <p>Develop Understanding of Accreditation Processes Establish Local Direction Monitor School Responsibilities: Completion of the annual School Monitoring Report Review and verify the accuracy of the School Monitoring Report Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.</p> <p>Establish Supports and Expectations that Impact Student Performance</p> <p>Develop instructional leadership skills of principals. Support school continuous improvement and strategic planning processes. Implement school-based professional development programs that address the unique needs of staff and students.</p>		
Continuous Improvement and Strategic Planning (Pages 24-25)		

(Also referenced in Policy 2510)

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

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

B . Policy 2340: West Virginia Measures of Academic Progress

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) Team Comment: YES	
NOT FOUND	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) Team Comment: YES	
NOT FOUND	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) Team Comment: YES	
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	NOT FOUND	FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3) Team Comment: YES
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB) Team Comment: YES
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Team Comment: YES Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: <ul style="list-style-type: none"> • 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

NOT FOUND

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

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

NOT FOUND

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

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

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

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC) Team Comment: YES

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

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

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

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

Implement investigatory and reporting procedures (Page 43).

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

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

NOT FOUND Alternative Education. (S1,FC) Team Comment: YES

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

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

Implement county policies and procedures for alternative education.

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

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

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

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

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

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

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

NOT FOUND Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD) **Team Comment: YES**

NOT FOUND Results are shared with students and parents. (S7, FC) **Team Comment: YES**

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

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

NOT FOUND The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) **Team Comment: YES Counselors located at feeder schools**

NOT FOUND The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) **Team Comment: YES**

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	NCCTC identifies all deficiencies from the district audit and works with the county treasurer to establish procedures to correct deficiencies.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	NCCTC works with the county special education director and special teachers to meet the needs of students with exceptionalities.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	NCCTC collaborates with	YES

		the county maintenance department to correct deficiencies. Some of the work may be performed by the students with supervision by the county maintenance staff.	
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	NCCTC has addressed all issues with the Health Department report.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

11. Custodial and Storage Areas

A. Storage area was not maintained in a neat and orderly fashion. (May adversely impact students' health and safety.)

18. Career and Technical Education (CTE) Facilities

D. Hazardous areas were not well marked. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Linda Cox, Consultant, Office of Education Performance Audits

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

Team Member – Phillip Calvert II, Principal, Carver Career Center, Kanawha County Schools

Date of School Visit – 09/29/2015