POCAHONTAS COUNTY

Standard-Functions Rated for All Schools

<table>
<thead>
<tr>
<th>Total Standard-Functions Reviewed</th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>2</td>
<td>49</td>
<td>69</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of Standard-Functions Rated for All Schools in Each Designation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard-Functions Ratings Raised</td>
<td>10</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard-Functions Ratings Lowered</td>
<td>14</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard-Functions Ratings Unchanged</td>
<td>96</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard-Functions Reviewed for All Schools</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School Rating</th>
<th>Team Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A - Shared Beliefs and Values</td>
<td>3 3 2 2</td>
</tr>
<tr>
<td>1B - High Expectations for All</td>
<td>2 3 3 3</td>
</tr>
<tr>
<td>1C - Safe, Orderly, Engaging Environment</td>
<td>4 4 3 3</td>
</tr>
</tbody>
</table>

2. School Leadership

<table>
<thead>
<tr>
<th>School Rating</th>
<th>Team Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A - Principal Leadership</td>
<td>2 3 2 2</td>
</tr>
<tr>
<td>2B - School Teams and Councils</td>
<td>2 2 2 2</td>
</tr>
<tr>
<td>2C - Teacher Leadership</td>
<td>3 3 2 2</td>
</tr>
<tr>
<td>2D - Student Leadership</td>
<td>2 2 3 3</td>
</tr>
</tbody>
</table>

3. Standards=Focused Curriculum, Instruction, Assessment

<table>
<thead>
<tr>
<th>School Rating</th>
<th>Team Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A - Classroom Learning Environment</td>
<td>3 3 3 3</td>
</tr>
<tr>
<td>3B - Standards-Focused Curriculum</td>
<td>3 3 2 3</td>
</tr>
<tr>
<td>3C - Instructional Planning</td>
<td>3 3 2 2</td>
</tr>
<tr>
<td>3D - Instructional Delivery</td>
<td>3 3 2 2</td>
</tr>
</tbody>
</table>

4. Student Support Services and Family/Community Connections

<table>
<thead>
<tr>
<th>School Rating</th>
<th>Team Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A - Positive Relationships</td>
<td>3 3 3 3</td>
</tr>
<tr>
<td>4B - Student Personal Development</td>
<td>3 3 3 3</td>
</tr>
<tr>
<td>4C - Parent/Community Partnership</td>
<td>2 2 3 3</td>
</tr>
</tbody>
</table>

5. Educator Growth and Development

<table>
<thead>
<tr>
<th>School Rating</th>
<th>Team Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A - Professional Development</td>
<td>3 3 2 2</td>
</tr>
<tr>
<td>5B - Teacher Collaboration</td>
<td>4 3 2 2</td>
</tr>
<tr>
<td>5C - Evaluation, Feedback and Support</td>
<td>3 3 2 2</td>
</tr>
</tbody>
</table>

6. Efficient and Effective Management

<table>
<thead>
<tr>
<th>School Rating</th>
<th>Team Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A - Facilities</td>
<td>4 4 3 3</td>
</tr>
<tr>
<td>6B - Fiscal Resources</td>
<td>3 3 2 3</td>
</tr>
<tr>
<td>6C - Personnel</td>
<td>2 3 2 2</td>
</tr>
<tr>
<td>6D - Data, Information System, Tech Tools, Infrastructure</td>
<td>3 3 2 2</td>
</tr>
</tbody>
</table>

7. Continuous Improvement

<table>
<thead>
<tr>
<th>School Rating</th>
<th>Team Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A - Focused and Cohesive Plan</td>
<td>2 2 3 3</td>
</tr>
<tr>
<td>7B - Processes and Structures</td>
<td>2 2 3 3</td>
</tr>
<tr>
<td>7C - Monitoring for Results</td>
<td>3 3 3 3</td>
</tr>
</tbody>
</table>
### Policy and Code Compliance

**Rating Scale:** F=Full; P=Partial; N=Non Compliance

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy 2320 - A Process for Improving Education</td>
<td>_ F</td>
<td>F</td>
<td>F</td>
<td>_ F</td>
<td>F</td>
</tr>
<tr>
<td>Policy 2340 - WV Measures of Academic Progress</td>
<td>_ F</td>
<td>F</td>
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<td>_ F</td>
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<tr>
<td>Policy 2510 - Assuring the Quality of Education</td>
<td>_ F</td>
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<td>_ F</td>
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<tr>
<td>Policy 4373 - Expected Behaviors in Safe and Supportive Schools</td>
<td>_ F</td>
<td>F</td>
<td>F</td>
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<tr>
<td>Code: 18-2-7a - Physical Education</td>
<td>_ F</td>
<td>P</td>
<td>F</td>
<td>_ F</td>
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<tr>
<td>Code: 18-5-18b - Counseling Services</td>
<td>_ F</td>
<td>F</td>
<td>F</td>
<td>_ F</td>
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<table>
<thead>
<tr>
<th>Rating</th>
<th>Full</th>
<th>Partial</th>
<th>Noncompliance</th>
</tr>
</thead>
<tbody>
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<td>Yes</td>
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</tr>
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<td>No</td>
<td>0</td>
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</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### Verification of Monitoring Reports

**Rating Scale:** Y=Yes; N=No; NA=Not Apply

<table>
<thead>
<tr>
<th>Verification of Monitoring Reports</th>
<th>69-101 Hillsboro Elementary</th>
<th>69-101 Green Back Elementary/Middle</th>
<th>69-201 Marlinton Elementary</th>
<th>69-302 Marlinton Middle</th>
<th>69-501 Pocahontas County High</th>
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<tbody>
<tr>
<td>Policy 1224.1: Accounting Procedures</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Policy 2419: Education of Students with Exceptionalities</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Fire Marshal Report</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Health Department Compliance Report</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>School Building Authority Report</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Federal Programs Monitoring Reports.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
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</tr>
<tr>
<td>Not Applicable</td>
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<td>1</td>
<td>2</td>
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### TOTAL

<table>
<thead>
<tr>
<th>Rating</th>
<th>Full</th>
<th>Yes</th>
<th>Partial</th>
<th>No</th>
<th>Noncompliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>23</td>
<td>2</td>
<td>5</td>
<td>2</td>
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<td>No</td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
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<td>--------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>101</td>
<td>90</td>
<td>85</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Average Class Size</td>
<td>14.3</td>
<td>13.1</td>
<td>13.2</td>
<td>12.4</td>
<td></td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>99.07</td>
<td>98.88</td>
<td>99.25</td>
<td>98.25</td>
<td></td>
</tr>
<tr>
<td>Pupil Admin Ratio</td>
<td>101.0</td>
<td>89.0</td>
<td>85.0</td>
<td>82.0</td>
<td></td>
</tr>
<tr>
<td>Pupil Teacher Ratio</td>
<td>11.0</td>
<td>10.3</td>
<td>9.9</td>
<td>10.1</td>
<td></td>
</tr>
<tr>
<td>Participation Rate-Math</td>
<td>not available</td>
<td>100.00</td>
<td>97.56</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Participation Rate-Reading</td>
<td>not available</td>
<td>100.00</td>
<td>97.56</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>
HILLSBORO ELEMENTARY SCHOOL in POCAHONTAS 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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Shared Beliefs and Values.</td>
<td>ACCOMPLISHED</td>
<td>Within our new mission statement we outline our educational, moral, and community goals of our students and faculty. The statement and goals are evident throughout our building and classrooms. The three main idea goals are embedded within the language and operational aspects of our classroom and curriculum delivery. The entire staff was encouraged to participate in the development of our plan and several provided input and thought into creating a mission that ensured we covered educational, moral, and community driven instruction and beliefs that could promote a positive reflection of our students. With this plan and goals, our objective is to make our mission and beliefs the permanent foundation and culture of our</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</td>
</tr>
</tbody>
</table>
Building. To help embed this into our students we, as an entire school recite the school mission every morning.

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.

With the newly adopted PBIS program, we are beginning to implement and address positive behavior support. Our staff designed the expected behaviors using our school letters, HES. Rules and expectations were then created to correlate with those 3 standards. H--Helpful E--Engaged S--Safe As a staff, we set the behaviors for the common areas of the school (Cafeteria, Library, Gymnasium, Restrooms, and Playground). The teachers then presented their students with the lists of expected behaviors explaining, demonstrating and listing examples of what behaviors were appropriate and not appropriate for those areas. Teachers then went back to their classes and created expected behaviors for the classrooms. The intermediate students and teachers collaborated in one room as a whole and created the expected rules and behaviors with input from both teachers and students.

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:
- All students interviewed reported that the school cared mostly about their learning.
- Teachers posted goals for lessons and reviewed these with students to ensure students’ understood expectations for lessons.
- Student progress was monitored regularly by teachers.
- Teachers collaborated with one another and with interventionists to monitor student progress and make adjustments to instruction.

Function C: Safe, Orderly and Engaging Environment.

The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.

DISTINGUISHED

- Every teacher and custodian is equipped with a hand held radio and charger with flashlight in every classroom. -We review the emergency operational plan monthly at staff meetings -Every exterior window and door is covered with reflective mirrored tint to prohibit outsiders being able to look in. -We have a WV State Trooper assigned to our school that conducts walk thurs and meetings to discuss any safety or security issue that may arise. -Pull-down black out blinds are installed on every exterior window -Fire and

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.
emergency (Coded) drills are practiced and rehearsed often. Copies of our emergency operation plan have been provided to the Pocahontas County Sheriff’s Dept and WV State Police. Our facility is very clean and our custodians are constantly working to ensure that it remains this way. Teachers encourage the same in their classrooms and students are taught the responsibility of maintaining a clean building.

<table>
<thead>
<tr>
<th>Standard 2: School Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function A: Principal Leadership</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</td>
<td>EMERGING</td>
<td>As a second year principal, the learning curve is still in place. The principal works with teachers to ensure adequate curriculum and needs are being met. The principal is very supportive toward learning goals and is present for SAT, IEP, LSIC, and Parent Involvement Nights. Weekly staff meetings are held to discuss new topics or issues that may arise. Data is utilized heavily in the decision making for students by principal and teachers.</td>
<td>ACCOMPLISHED</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- The principal was knowledgeable of all aspects of the school.</td>
<td></td>
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<tr>
<td>- The principal sat on every school committee and attended collaborative meetings with teachers.</td>
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<td></td>
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<tr>
<td>- The principal had walkthrough data, substantiating his presence in the classroom and shared this data with teachers.</td>
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<tr>
<td>- The principal’s instructional leadership was further evidenced by programs being introduced into the school, such as the Discovery Education Program and LEGO Robotics Program.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Function B: School Teams and Councils.</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school</td>
<td>EMERGING</td>
<td>Leadership amongst the staff is very prevalent. Almost every staff member serves on one or more committees, projects, and/or initiatives.</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team</td>
</tr>
</tbody>
</table>
teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.

<table>
<thead>
<tr>
<th>Function C: Teacher Leadership.</th>
<th>ACCOMPLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</td>
<td>- Teachers collaborate as Primary and Intermediate teachers, along with Special Education and Title I every Friday to ensure common planning and activities are occurring between relative grade levels. - Teachers have active roles in our LSIC, PTO, Safety Team, Event Planning, and several others. - Implementation/pilot of Reasoning Mind Math---3rd Grade--Mrs. S. Alderman - Newly implemented Discovery Education--School wide - Samsung Smart Pad instructional planning design--2nd Grade--Mrs. L. Pritt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function D: Student Leadership.</th>
<th>EMERGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</td>
<td>Primary Students (PK-2) are forded leadership responsibilities within their classrooms. - Line leaders, calendar changers, message runners, etc. 5th grade students are provided opportunities to serve on a Principal's advisory counsel, flag lowering/raising, office assistants, and cafeteria helpers. We are in the initial phase of creating a 5th grade student council. This has been discussed at our weekly staff meeting and between the principal and 5th grade teacher.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function A: Classroom Learning Environment.</strong> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</td>
<td>ACCOMPLISHED</td>
<td>Classrooms are set up and teachers provide students with multiple resources to allow them to reflect upon their work and work through problems that they are not able to solve immediately. Teachers and students are provide with the following tools/resources to ensure student centered learning and critical thinking: -Centralized computer lab is used by teachers that do not have enough lap top or desk top computers in their rooms multiple times per week: -Within collaboration, Nxt Gen standards are utilized to drive instruction and for curriculum planning -Teachers utilized the digital component that accompanies the Journey Reading Series -STAR 360 Math &amp; Reading are utilized in all grades and our PreK, K, and 1st grade have the STAR Early Learning Literacy component as well -Recent adoption of the Discovery Education Program</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>

**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 | ACCOMPLISHED | Teachers are incorporating Next Generation Standards into the design and delivery of their lessons evident in walk through observations and monitored by the principal with weekly rotational lesson plan checks using a provided feedback sheet. Professional development is used to enhance Next Generation knowledge as well. The Next Generation Standard and the daily learning objective that is being taught towards, is posted prior to each lesson. Teachers utilize a tracking sheet for recording | ACCOMPLISHED | 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 evidence of documentation of Next Generation Standards with steps to lead to student mastery of those standards in all lesson plans reviewed. |
| 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 collaborate weekly as intermediate and primary groups. They ensure lesson plans and curriculum align with Nxt Gen standards and those standards are discussed weekly. -Bi monthly the collaboration groups meet with the Coordinator of Teaching and Learning from Central Office to look at standard based curriculum and instruction -Quarterly, the County Math Coach will present and provide input/suggestions to our teachers regarding different tactics and skills they could use and address that would align with the Nxt Gen standards and be effectively implemented within the classrooms. | ACCOMPLISHED | 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 evidence of short and long term planning in lesson plans and the use of pacing guides. Goals were also posted in classrooms. |
| 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 | ACCOMPLISHED | Teachers have multiple technological tools to help them drive instruction. Several opportunities have also been provided to teachers for professional development and ongoing training regarding instruction. Teachers utilize the computer lab daily to enhance teaching standards. Our second grade class utilizes an edupad lab daily for multiple instructional methods. -HES utilizes STAR Math, Reading, and Early Learning Literacy -Grades 3/4/5 have Kindle Fire devices for literacy enhancement in their classrooms -Classrooms contain lap tops, | ACCOMPLISHED | 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 a wide variety of technology tools embedded in classroom instruction. Students were observed using video equipment, Kindles, iPads, and computers. |
resources, digital tools, and processes aligned with instructional targets.

desktop, and iPads for student use as well. - Recent adoption of Discovery Education with science tech books - Robotic sets used school at different times

### 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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.</td>
<td>ACCOMPLISHED</td>
<td>- Class play on African Culture for our PreK &amp; Students (multicultural) - Hosted a Mother's Day appreciation event - Local VFW members presented honor guard ceremony - Local musicians performed Appalachia themed music and discussed the history of that music - Multiple class functions/celebrations with parent involvement - Multiple times per week we have volunteer readers that come in to classrooms and read to our primary grade students - The Recreation Coordinator from Pocahontas County Parks and Rec provided Yoga instruction to each class - Title I provides and distributes The WV Family Magazine to each student quarterly - WV Read Aloud Program provides 6 vol. readers weekly - Bank at School Program -- students deposit actual money into an account to learn about finance and savings - Open House - Movie reward nights in our gym open to the entire community monthly - 2nd grade performed plays to the Senior Center - Muffins for Mom/Donuts for Dads</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>

| Function B: Student Personal Development. The school staff | ACCOMPLISHED | - Guidance Counselor provides Character Ed. to each class two times per week - We hosted the Drug Free All-Stars Basketball Program - BMX Bike Show -- this company promotes | ACCOMPLISHED | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. |
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.

<table>
<thead>
<tr>
<th>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.</th>
<th>Our current business partner is Boxley Enterprise. They are involved in our LSIC and other types of planning. Our students send artwork to their offices for display thanking them for their support. -Community churches donate supplies at the beginning of school and &quot;adopt&quot; families for Christmas -WV Insurance provided cinch-sacks for student of the month reward prizes -Oak Grove Church hosts Marvelous Mondays--snack and weekly bible lessons -Wesley Chapel United Methodist hosts Family Fun Nights for our students and families -McCoys Market provided ice for our &quot;Ice Bucket Challenge&quot; -Each class visits the Public Library once per week and are read to by volunteer readers and are allowed to check out books. -2nd grade toured the home of Pearl S. Buck -Glades Building Supply is donating fertilized chicken eggs and</th>
</tr>
</thead>
</table>
| anti-bullying, drug/alcohol, and tobacco free kids -All students complete Common Sense/Cyber Lesson -Students participated in the Red Devil Reading Challenge--Students were challenged to read 50,000 pages. They were successful and the principal had to kiss a cow and teachers were hit in the face with pies. All total, 84 students read 94,000 pages from Nov to April. This was to encourage reading at home and with family. -Each student is allowed to pick a free book from Scholastic Books on their birthday. Students who have a birthday in the summer months are given their books when when they return in August. -Health classes are taught weekly by our school Nurse | 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 substantiated evidence of many partnerships.
- The central office had also employed a home school coordinator, who had been assigned to the school.
incubation equipment to 5th grade as a partner in education for science. -Community Halloween parade -Scientist from the NRAO mentored students for the Science Fair.

### 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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function A: Professional Development.</strong> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.</td>
<td>ACCOMPLISHED</td>
<td>Hillsboro teachers work closely with Christina Smith our county’s Coordinator of Teaching and Learning to implement best practices within their classrooms. Teachers participated in multiple professional development: -NASA Robotics Training -Reasoning Mind Math -Math Academy--Staff members are a part of the RESA IV Math Cadre and have an Elementary Math Specialization -Multiple staff attend the Kid Strong Conference yearly -Discovery Education PD (October---Discovery will come into to our school for full implementation) -WV Reading Conference---Members of the the Pocahontas Reading Counsel</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td><strong>Function B: Teacher Collaboration.</strong> The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem</td>
<td>DISTINGUISHED</td>
<td>In addition to collaborating with the Coordinator of Teaching, our teachers collaborate with each other based on primary and intermediate grouping. The principal attends these meetings each week as well. The Special Education, Interventionist, and Title I teacher are also able to meet during these times to discuss strategies and/or identify at risk students. -During collaboration, our teachers analyze data from STAR Reading/Math and QPS. -Using STAR and QPS, teachers use this data to provide in-</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function. <strong>Rationale:</strong> The OEPA Team verified that the collaborative time set for teachers on Fridays and the utilization of the STAR program were recent initiatives that began during the last school year. <strong>Recommendation:</strong> The OEPA Team recommended the continuation of the school plan for collaboration and data analysis to verify</td>
</tr>
</tbody>
</table>
class intervention, identify phonics needs, and to put students into reading groups based on their reading levels and ability. -Pre School staff participates in monthly county wide collaboration with other Pre School Staff. - Every teacher participates in county wide collaboration efforts as well.

### Function C: Evaluation, Feedback, and Support
The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

- Teachers complete self-reflections each year. The Principal meets with each teacher to discuss this reflection and make goals for growth. Service staff are given a template of the evaluation/observation piece and reviewed with the principal. Lesson plans are reviewed by the principal and feedback is documented and returned weekly. Walk throughs are also conducted by the principal and teachers are provided with a hard copy of that as well. Copies of walk-throughs are forwarded to, and kept on file at Central Office.

### 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.

<table>
<thead>
<tr>
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<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.</td>
<td>DISTINGUISHED</td>
<td>Newly updated emergency operational plan is in place. Every teacher and custodian is equipped with a hand-held radio and charger with flashlight in every classroom. We review the emergency operational plan monthly. Every exterior window and door is covered with reflective mirrored tint to prohibit outsiders being able to look in. We have a WV State Trooper assigned to our school that makes bi-weekly walk throughs and meetings to discuss any safety or security issue that may arise. Our facility is very clean</td>
<td>DISTINGUISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</td>
</tr>
</tbody>
</table>
and our custodians are constantly working to ensure that it remains this way. Teachers encourage the same in their classrooms students are taught the responsibility of maintaining a clean building. Each classroom teacher has a broom and dust pan in their rooms which minimizes interruptions if a clean up is needed and teachers are able to maintain a general cleanliness throughout the day. Students place chairs on top of tables at the end of the day.

| Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources. | ACCOMPLISHED | All finances are ran through the office secretary and purchase orders or purchase cards are utilized for all purchases. Teachers and staff know that items cannot be paid for unless a purchase order has been done prior to. Finance and tracking reports are completed and reviewed by the secretary and principal on a weekly basis regarding monies, purchase order requisitions, and all other funds that come through, or are processed through our office. The secretary is provided with an up to date Accounting Guide each year and can refer to it at any time. Spreadsheets were created to continually monitor and update funds for our school, and funds available from any account can be provided and printed at any time. | ACCOMPLISHED | 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 | EMERGING | If available, high quality personnel would be selected. This a very remote and rural county that does not attract a lot of new highly qualified personnel. The majority of the personnel that we have are highly qualified and are passionate regarding education. They attend professional development and are always looking to improve themselves as | 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 confirmed through interviews that all professional staff were highly qualified according to West Virginia Code and
teachers. Due to our location we are not always privileged to select from the individuals that have a "Highly Qualified" certification.

<table>
<thead>
<tr>
<th>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</th>
<th>ACCOMPLISHED</th>
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<tbody>
<tr>
<td>The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
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</table>

**Function A: Focused and Coherent Plan.**

The staff establishes a coherent approach for improving the performance of students based on the mission

<table>
<thead>
<tr>
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<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Focused and Coherent Plan.</td>
<td>EMERGING</td>
<td>All staff was forded the opportunity to have input and suggestion regarding our mission statement and school wide yearly goals. We wanted to compose a mission statement and goals that were up to date to fit 21st Century Standards. We work on this in conjunction with our strategic plan. This is a living document and we are continually working to improve it.</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>

**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.
and goals outlined in the strategic plan.

<table>
<thead>
<tr>
<th>Function B: Processes and Structures.</th>
<th>EMERGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</td>
<td>Through LSIC we are trying to re-structure these relations with businesses and community stakeholders and bridge that gap so that we are all, in this small community, helping our students. -After school tutoring programs are in place by teachers that volunteer their time to help students -We have weekly staff meetings that allow teachers, teams, and committees to report any updates or information -There is a mental health plan in place that involves other in-county mental health, legal, and medical stakeholders -Our Interventionist, PBIS, and SAT Team members meets to discuss discipline problems and issues of &quot;high-risk&quot; students and suggest possible interventions. This team also utilizes the WVEIS based Early Warning Indicator program as well to ensure those students that are struggling with attendance and behavior issues are identified and proper interventions can be put in place.</td>
</tr>
<tr>
<td>Function C: Monitoring for Results</td>
<td>ACCOMPLISHED</td>
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</tr>
<tr>
<td>The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td>-STAR 360 Math/Reading/Early Learning Literacy is our primary benchmarking tool. Teachers are benchmarking monthly and discussing those results and data continuously during their collaboration times. Students are also assessed students in reading through 3 whole group assessments and running records. The new addition of Reasoning Mind Math and Discovery Education have provided teachers with a new tool for ongoing assessments. Teachers do a very good job of implementing self-constructed benchmarking assessments in other subjects as well.</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>

**SECTION 2: What Support do you need for improvement?**

**Needs Analysis, Capacity Building and Efficiencies**

<table>
<thead>
<tr>
<th>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</th>
<th>Classroom and building temperatures are the primary concern from faculty regarding facility needs. Temperatures within the classrooms are rising into the mid to upper 80’s on particularly warm and humid days. The facility, other than the air conditioning, is in good shape and well equipped to meet student needs.</th>
<th>Based upon observations, interviews and general review of evidence, the OEPA Team did not confirm the school’s identified resource and/or facility needs. The Team verified that air conditioning units had been installed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please identify professional development and other capacity building needs that are significantly impacting staff’s ability to improve student performance.</td>
<td>Professional development is offered freely and highly encouraged throughout the year from central office staff and building administration.</td>
<td>Based upon observations, interviews and general review of evidence, the OEPA Team confirmed that professional development was varied according to teachers’ needs.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>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.</th>
<th>Our teachers collaborate weekly with one another. Primary and Intermediate teachers meet every week in conjunction with our Title I and Special Education teacher to address struggling students and provide support and feedback to each other if needed.</th>
<th>The OEPA Team commended these practices:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Collaboration meetings occur weekly</td>
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<tr>
<td></td>
<td></td>
<td>• All teachers and the principal attend a collaboration meeting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The initiative of the principal and staff to seek out and implement programs such as the Discovery Education Program and the LEGO Robotics</td>
</tr>
</tbody>
</table>
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. 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)

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Core Areas of Policy/Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT FOUND</td>
<td>Develop Knowledge of Policy 2322 TEAM COMMENT: YES</td>
</tr>
<tr>
<td>NOT FOUND</td>
<td>Complete the School Monitoring Report TEAM COMMENT: YES</td>
</tr>
<tr>
<td>NOT FOUND</td>
<td>Participate in the on-site review process TEAM COMMENT: YES</td>
</tr>
</tbody>
</table>
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:

NOT FOUND Create a Structure and Process for Continuous Improvement including: TEAM COMMENT: YES
A. Designated Team(s) who Orchestrates School's Improvement Efforts

- 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)

B. 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

C. Assessment 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

D. Develop and Implement the Strategic Plan. The Plan and Process Shall Include:

- 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**

**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 outlined 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**

<table>
<thead>
<tr>
<th>NOT FOUND</th>
<th>TEAM COMMENT: YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
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<tr>
<th>NOT FOUND</th>
<th>TEAM COMMENT: YES</th>
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<tbody>
<tr>
<td>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)</td>
<td></td>
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<table>
<thead>
<tr>
<th>NOT FOUND</th>
<th>TEAM COMMENT: YES</th>
</tr>
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<tbody>
<tr>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Compliance Core Areas of Policy/Code</th>
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<tbody>
<tr>
<td><strong>NOT FOUND</strong></td>
</tr>
<tr>
<td><strong>NOT FOUND</strong></td>
</tr>
</tbody>
</table>
| **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:  
  - 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) |
| **NOT FOUND** | 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 ongoing professional development

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

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
### Time Requirements (S3,FB) **TEAM COMMENT: YES**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School Grades</td>
<td>Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.</td>
</tr>
<tr>
<td>Middle School Grades</td>
<td>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.</td>
</tr>
<tr>
<td>High School Grades</td>
<td>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.</td>
</tr>
</tbody>
</table>

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)

---

## 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 cor relating 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**

**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:

<table>
<thead>
<tr>
<th></th>
<th>School Response</th>
<th>School Comments</th>
<th>OEPA Team Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?</strong></td>
<td>YES</td>
<td>Our secretary is provided with up to date accounting manuals and policies that are required from state and local policies.</td>
<td>YES</td>
</tr>
<tr>
<td><strong>B. Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?</strong></td>
<td>YES</td>
<td>HES is continually monitored by the Special Ed. Director and building principal. All students with exceptionalities that fall under 2419 are compliant.</td>
<td>YES</td>
</tr>
<tr>
<td><strong>C. Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?</strong></td>
<td>YES</td>
<td>All areas were addressed. No violations found on last inspection.</td>
<td>YES</td>
</tr>
<tr>
<td><strong>D. Health Department? Has the school addressed all non-compliances during the Health Department Inspection?</strong></td>
<td>YES</td>
<td>No violations were found upon last inspections.</td>
<td>YES</td>
</tr>
<tr>
<td><strong>E. School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?</strong></td>
<td>YES</td>
<td>SBA review found that all areas under SBA were approved and found to be compliant.</td>
<td>YES</td>
</tr>
<tr>
<td><strong>F. Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?</strong></td>
<td>YES</td>
<td>All federal programming is closely monitored by central office. Any/all issues has and/or will be addressed.</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Facility Resource Needs

#### 2. School Building

#### B. Interior – General

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

#### 15. Art

The school did not have an art facility. (May adversely impact program delivery and student performance.)
16. **Band/Music**
D. Equipment and materials were not adequate and did not include at least the following:
D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)
D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)

17. **Science Laboratories and Facilities**
School did not have science laboratories and facilities. (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 – Judith Johnson, Consultant, Office of Education Performance Audits
Team Member – Tammy Dill, Consultant, Office of Education Performance Audits
Team Member – Vanessa Harlow, Director of Federal Programs and Elementary Curriculum and Instruction, Grant County Schools
Team Member – Belinda Moss, Principal, Bruceton School, Preston County Schools

**Date of School Visit – 09/23/2015**
## SCHOOL PROFILE

**69-102 GREEN BANK ELEMENTARY-MIDDLE SCHOOL – POCAHONTAS COUNTY**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>274</td>
<td>261</td>
<td>265</td>
<td>271</td>
</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td>14.8</td>
<td>14.6</td>
<td>14.3</td>
<td>14.0</td>
</tr>
<tr>
<td><strong>Attendance Rate</strong></td>
<td>98.47</td>
<td>98.59</td>
<td>98.07</td>
<td>97.85</td>
</tr>
<tr>
<td><strong>Dropout Rate</strong></td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Pupil Admin Ratio</strong></td>
<td>274.0</td>
<td>261.0</td>
<td>265.0</td>
<td>271.0</td>
</tr>
<tr>
<td><strong>Pupil Teacher Ratio</strong></td>
<td>12.4</td>
<td>11.5</td>
<td>11.5</td>
<td>11.4</td>
</tr>
<tr>
<td><strong>Participation Rate-Math</strong></td>
<td>not available</td>
<td>100.00</td>
<td>98.08</td>
<td>95.76</td>
</tr>
<tr>
<td><strong>Participation Rate-Reading</strong></td>
<td>not available</td>
<td>100.00</td>
<td>98.08</td>
<td>95.76</td>
</tr>
</tbody>
</table>
*The school evidence remains intact as reported by the school and has not been altered.*

GREEN BANK ELEMENTARY-MIDDLE SCHOOL in POCAHONTAS 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.

<table>
<thead>
<tr>
<th>Standards and Functions</th>
<th>Self-Rating</th>
<th>School Evidence</th>
<th>Team Rating</th>
<th>Team Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.</td>
<td>EMERGING</td>
<td>In September the staff rated the school as emerging in this area due to; lack of sufficient time for vertical teaming, vision, mission, and core beliefs need to be focused around school needs, staff work a full 8hr day, with students, making it impossible to hold weekly staff meetings, skeleton staff makes it hard to provide coverage for collaboration etc. Since the October meeting, the school holds elementary meetings (near biweekly) and middle school meetings weekly. In addition, the staff was provided with an opportunity in October to work vertically with the grades before and after. The central office provided opportunities for each grade level to work collaboratively, with their fellow teachers countywide. In May, the school worked as a team to develop a new mission and set of beliefs for the school. These guiding principles will direct the daily functions of the school for the</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team members observed the mission statement, core beliefs, and expectations were posted throughout the building.</td>
</tr>
<tr>
<td>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.</td>
<td>EMERGING</td>
<td>Student handbooks are sent home at the beginning of the year and with new students. These books highlight school rules and expectations of both students and stakeholders. At open house the principal goes over the expectations of all stakeholders. Discipline follows a continuum of increasing consequences. Lots of celebratory events/rewards (nine week rewards for conduct, Achievement Breakfast, Super Scholars, Mastery and Beyond, Harvest Day, Music Programs, and Spring Carnival). In addition, Title I compacts are collected. We implement a school-wide Respect and Protect program to encourage great behavior and work habits. In the middle school the staff uses the LINKS program to pair up with a group of students to mentor. In addition, the middle school held the first ever election to select a middle school student body president. This student was given the opportunity to give input during LSIC and also selected a student wellness committee that met with the Nutrition Director.</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Comment: While the OEPA Team recognized the school’s efforts to support students’ academic and social-emotional needs through the daily advisory period, the Team was concerned about study hall being linked to athletic events and comprising two of the five days in the schedule. The Team considered whether the schedule truly expressed high expectations for students.</td>
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<tr>
<td>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.</td>
<td>ACCOMPLISHED</td>
<td>Comments: School is clean, well organized, lack of time to analyze data, lack of time to collaborate, need for consistency in the administrator’s role. The school is organized into two primary wings an elementary and a middle school wing, with a couple of exceptions. Intervention groups are organized according to data and documentation is well kept (Title I). A paraprofessional is organizing an afterschool program funded through volunteerism, donations, and fundraising efforts. This program is designed to service students who, based on</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Recommendation: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended, due to safety issues, the school/county investigate other means for air circulation than opening exterior doors.</td>
</tr>
</tbody>
</table>
data, are in need of tutoring services and afterschool care. Safety concerns are addressed at every faculty senate meeting and custodial staff are required to complete monthly walk-throughs (which are shared with the Principal and then forwarded to the Supervisor of Maintenance). Last year, the school added fall zone material to all of the play grounds, installed a split rail fence along route 28, and replaced two of the wooden bleacher units.

**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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Principal Leadership</td>
<td>EMERGING</td>
<td>Time was allotted for completion of school monitoring report survey, by all staff in the fall. Some areas of concern related to this area were: • A noted deficiency is the lack of a common goal to unite students, staff and parents • Hampered by the central office • One principal for two schools • Staff indicated a strong distrust of the central office Mr. Sharp completes the following duties at GBEMS: • Heads all LSIC meetings • Attends staff and PTO meetings • Completes weekly update emails for staff • Forwards articles of interest to the appropriate staff • Assist in the selection of Natural Helpers • Arranges staff trainings and PD sessions • Chairs IEP meetings • Communicates through the school newsletter and utilizes the School Messenger System • Supports success through Awards Assemblies • Competes walkthroughs and lesson plan checks • Utilizes the electronic evaluation system • Makes decisions based on Data (WESTEST, STAR, and Teacher input)</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. <strong>Comment:</strong> During interviews, teachers reported the principal encouraged others to take leadership roles. They stated that the principal communicated effectively and related well to teachers and students.</td>
</tr>
<tr>
<td>Function B: School Teams and Councils.</td>
<td>EMERGING</td>
<td>The school has numerous committees and teams that meet on a regular basis. However, there's a strong need for these groups to become mission and goal oriented. With the development of a school mission and beliefs, that all staff shared input, these teams will be united next year with a common goal. Update: School teams and councils include formal and informal groups such as the Parent/Teacher Organization, the Local School Improvement Council, school leadership team, and a school team attending the Nuts and Bolts conference in June.</td>
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</tr>
<tr>
<td>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.</td>
<td>EMERGING</td>
<td>Teachers are encouraged and supported in seeking out their own PD sessions to assist in their own professional growth. Numerous PD sign-in sheets for evidence: • 4 teachers are pursuing admin cert. • 1 currently holds admin cert • 3 recently acquired nat. board cert. • Many other PD opportunities- well documented (Title I). Update: Teacher responsibility for school and classroom improvement includes consistent enforcement of school rules and policies, develop innovative plans and instruction, opportunities for informal teacher leadership that creates a positive working environment, and engage in individual professional development. Teachers also analyze results in STAR assessments to identify areas of strength and weakness in students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-</td>
<td>EMERGING</td>
<td>Recently added student body president from the 8th grade (position on the LSIC, morning announcements, direct line of communication with the Principal). Youth and Government and Natural Helpers available at the middle school level. Primary grades have leadership roles available within the classrooms line leaders,</td>
<td></td>
<td></td>
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</tbody>
</table>

**Comment:** During interviews, teachers shared their involvement with various committees.

The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

**Comment:** During interviews, teachers reported that the principal encouraged them to assume leadership roles.

The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school’s self-rating for this function.

**Rationale:** The OEPA Team determined a variety of age-appropriate student leadership
direction and a sense of responsibility for improving self, school, and community.

paper collectors, LINKS/advisor/advisee implemented in grades 6-8 (monthly), and etc. Update: Natural Helpers, 8th grade class president, LSIC student representative, student wellness committee, and various student groups such as RAZE and SADD.

opportunities were available.

**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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>ACCOMPLISHED</td>
<td>NxG's documented on lesson plans or on curriculum planning guides and observed during walk-throughs. Title I school wide- very data driven (student notebooks), small class sizes, small group reading in K-5. Intervention in Math in grades K-8. Parent volunteers assist with intervention as well as academic interventionist and Title I teachers. 6-8 receive intervention per teacher request near daily (please see logs).</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td>Function B: 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.</td>
<td>EMERGING</td>
<td>Teachers are working on this area, due to technology conflicts (lack of Wi-Fi) with the National Radio Astronomy Observatory and aging technology. The school has recently added a new computer lab, so that each grade level will be able to have an assigned time in the lab daily for the incorporation of technology. As new technology becomes available the staff is eager to incorporate the new tech into their lessons.</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td>Function C: Instructional Planning.</td>
<td>ACCOMPLISHED</td>
<td>EMERGING</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>All teachers create a warm and inviting atmosphere for their students. Classrooms are arranged to promote engaged learning. Student needs are taken into consideration when setting up the classroom. Classrooms are organized and clean. In addition, the principal completes quarterly lesson plan checks and walk-throughs. All staff use some sort of curriculum planning guide or standards check off list.</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. <strong>Rationale:</strong> Through observations, review of lesson plans, and interviews, the OEPA Team did not confirm that most teachers were participating in long-term planning. Most short-term lesson plans lacked detail, which compromised the intent of the language of the function. <strong>Recommendations:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function D: Instructional Delivery.</th>
<th>ACCOMPLISHED</th>
<th>EMERGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 planning.</td>
<td>Teachers hold staff meetings at least twice monthly. Lessons are developed with the standards as the focus and not the textbook. Differentiated instruction is used on a regular basis to ensure mastery at each level. Daily routines use projectors, Elmo’s, Mimeos, and computer lab time. Various software programs are used to enhance instruction: Mavis Beacon Typing, Reading Eggs, STAR, ABC Mouse, Enchanted Learning, Smarter Balanced Digital Library, Khan Academy, Brain Pop and many others.</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. <strong>Rationale:</strong> Observations revealed that instruction was primarily teacher led. <strong>Recommendations:</strong></td>
</tr>
</tbody>
</table>

- The OEPA Team recommended increased student engagement and collaboration during the learning process, along with decreased teacher-led instruction.
- Additionally, the OEPA Team recommended support for teachers


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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function A: Positive Relationships.</strong></td>
<td>ACCOMPLISHED</td>
<td>We have a close nit community that lends itself to positive and closer relationships with families. School staff sets high expectations for positive relationships with all students. All staff members share responsibility for all students. The principal maintains an open door policy with families, maintains contact with parents during LSIC, PTO, parent involvement activities, and during parent trainings (Sign-In Sheets available-Title I). In addition, the school completes monthly newsletters, utilizes student planners, Live Grades, School Messenger, and numerous paper based methods of communicating with families.</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td><strong>Function B: Student Personal Development.</strong></td>
<td>ACCOMPLISHED</td>
<td>The school offers the following support services for health, child nutrition, character education, guidance and counseling, and special education:  • YHS • Smile Dental Program (twice yearly) • School based health clinic twice a week (1.5 days) • School nurse once weekly • Dinosaur school for Kindergarten • Mr. High Hat (PK speech) • Character Clyde • SAT's are conducted when needed • Counseling is offered to all students that receive a discipline referral at the middle school level. • Coat drives through local churches • Christmas gift drives through local churches and the Sheriffs Department</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>

Comment: The OEPA Team substantiated strong evidence of community, business, and parent support which extended to the academic, social emotional, and physical well-being of 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

The school has positive relationships with its business partners the NRAO, Snowshoe and First Citizens' Bank. Nearly each time the school interacts with one of our community members, we attempt to do a thank you day or send letters from the students to display. Also, we display artwork in the local bank and county BOE office. The school maintains a strong working relationship with other business leaders in the community: Trents, Henry's, the state road, beauty shops, etc and often call on them when the need rises. Evidence: Harvest day presenters, SS and Sci. fair judging sheets etc. The community is heavily involved in the school.

ACCOMPLISHED

The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.</td>
<td>EMERGING</td>
<td>Teachers are encouraged to seek out PD opportunities that meet their personal needs. Some of the PD offerings attended this year included: Dealing with the Defiant Behaviors, Title I, LiveGrades, Power Teaching Math, Math-Number Talks, OEPA monitoring training, County Collaborative Grade Level Meetings, CPR, CPI, One Note with Mark Moore, National Science Teacher Association Conference, ELI evaluation training, Jason Foundation Suicide Awareness Training, WV Science Teachers conference, STAR math and reading training, E-Learning courses, Smarter Balanced Digital Library Training, “Teaching with Poverty in Mind” book study, Small Farms Conference, Textbook adoptions, Mission and Belief collaboration, WV Technology Conference, AG in the Classroom, WV Gardening in the</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Comment: Teachers reported they had input regarding professional development and were encouraged by the principal to attend professional development sessions.</td>
</tr>
</tbody>
</table>
classroom conference, and WV Summative Assessment Training. All sign-in sheets are kept with Title I and at the central office.

**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.

Decisions for intervention and differentiated instruction and small groups are based upon data. Student progress is monitored and intervention plans modified as student progress. Middle school staff meet once weekly and the elementary staff (minus aides, which are used for coverage with other resource staff) meet twice monthly. On our OEPA monitoring survey the staff highlighted the following: • Need for more time (bank time is not being used) • Need for more collaboration • Need for more early outs

**Function C: Evaluation, Feedback, and Support.**
The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

The staff participates in the state self-evaluation process and an evaluation is completed on all staff members as required. The self-evaluation is used by the teaching staff, to determine personal goals for improvement in their practice. After analysis of the WESTEST, student goals are developed by each of the teachers. Feedback is given to the staff during walk-throughs, observations, and lesson plan checks.

**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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Facilities. Facilities are clean, well maintained, safe</td>
<td>ACCOMPLISHED</td>
<td>We feel GBEMS is the cleanest and most well maintained school in the county. Our staff and students take great pride in the physical</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this</td>
</tr>
</tbody>
</table>

The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

Recommendation: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended that teacher collaboration focus on student data and increased academic achievement.
and secure, aesthetically pleasing, and configured to meet the learning needs of students.

<table>
<thead>
<tr>
<th>Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</th>
<th>Financial procedures are followed and monitored. Yearly audits are performed on school finances. Two findings were noted last year, the lack of a band and athletic inventory needed to be included within the accounting books. Both findings were corrected, for the upcoming audit. County allocations are utilized in a manner that aligns with the needs of our students. The school staff rated the school as emerging on this section due to being disgruntled with the county office and that more county funds could be allocated to the school. As the Principal I consider it my personal responsibility to extend the life of school funds and spend the money of others before spending school funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully</td>
<td>Due to our rural location we have not been able to attract a high number of qualified candidates. In Principal meetings we discuss and implement recruiting techniques, but little payoff is noted. For example we use the state website for all</td>
</tr>
</tbody>
</table>

Comments: Through observation and interviews, the OEPA Team determined the facility was clean, well maintained, and aesthetically pleasing. However, the Team observed multiple exterior doors open during the course of the day, which compromised the safety and security of students and staff.

Recommendation: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended the school, along with the central office, investigate other means for circulating air in the building than leaving exterior doors open.
assigned and retained to effectively meet the identified needs of students.

postings and the county office attends college career fairs. One potential issue with the hiring process is that the central office waits too long to post positions (the crème of crop has already accepted other jobs). Mr. Sharp has also contacted local colleges in attempts to seek out recent graduates that have completed their certifications. In addition, he has worked with new hires that are on permit to get the hours that they need to maintain their positions. Update: positions are being posted in a more timely fashion.

<table>
<thead>
<tr>
<th>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.</td>
</tr>
<tr>
<td>EMERGING</td>
</tr>
<tr>
<td>Due to the proximity of the school to the National Radio Astronomy Observatory and the lack of Wi-Fi is a major issue at the school. However, we added a second lab and assigned computer time to each grade level and this has alleviated some of the issues in this area.</td>
</tr>
<tr>
<td>EMERGING</td>
</tr>
<tr>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUNCTIONS</strong></td>
</tr>
<tr>
<td>Function A: Focused and Coherent Plan.</td>
</tr>
</tbody>
</table>
performance of students based on the mission and goals outlined in the strategic plan. presented with the challenge of condensing these suggestions into our finalized statements. The school will utilize these statements during the 2015-2016 school year as guiding principles and will revisit them at the end of the year to make necessary modifications as the school grows.

<table>
<thead>
<tr>
<th>Function B: Processes and Structures.</th>
<th>Function C: Monitoring for Results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</td>
<td>The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</td>
</tr>
<tr>
<td>EMERGING</td>
<td>EMERGING</td>
</tr>
<tr>
<td>Regular communication occurs between the school and the local churches and business partners about school and student needs. The staff holds monthly potluck luncheons to promote positive working relationships. The PTO works hard to promote staff morale during teacher appreciation week. In addition, the school holds luncheons and snack tray delivery to recognize its business partners and parent volunteers.</td>
<td>When questioned about school goals some teachers could identify our school goals. However, the principal and the leadership team could be used to clearly define these goals for all, monitor the implementation of the action plan, and could provide ongoing formal adjustments.</td>
</tr>
<tr>
<td>EMERGING</td>
<td>EMERGING</td>
</tr>
</tbody>
</table>

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 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 development of a cohesive plan which includes the use of data to improve student learning and achievement.

**SECTION 2: What Support do you need for improvement?**

<table>
<thead>
<tr>
<th>Needs Analysis, Capacity Building and Efficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</td>
</tr>
<tr>
<td>Lack of support from the central office and time for collaboration (The staff at GBEMS, unlike any other school in the county, have students for a full 8hr day due to bus routes. If staff meetings are to take place or collaborative</td>
</tr>
<tr>
<td>Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school’s identified resource and/or facility needs.</td>
</tr>
</tbody>
</table>
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.

Honesty, as an administrator I must do a better job of evaluating my staff, the development of school goals, and the monitoring of those goals. In my defense I feel as if I'm operating two schools (ten grade levels, elementary and middle) and find myself dealing with state requirements, discipline, SAT, and IEP meetings. I don't fault my staff, but admittedly we can and will do better.

Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs. However, the OEPA Team recommended additional professional development related to student technology use, data driven instruction, and student engagement be considered.

**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 did not identify any outstanding best practices that it felt should be noted during the accreditation process, and the OEPA Team also did not identify any such practices.

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

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

<table>
<thead>
<tr>
<th>POLICY and CODE</th>
<th>FULL COMPLIANCE</th>
<th>FULL COMPLIANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>🟢</th>
<th>Develop Knowledge of Policy 2322</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers were informed of the new policy and trained on the completion of a survey created on Survey Monkey that aligned with the Standards, the rubrics were printed out, and completion time was provided.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>🟢</th>
<th>Complete the School Monitoring Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff were then presented with the results and analyzed as a group. All staff members participated.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>🟢</th>
<th>Participate in the on-site review process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working on this currently in prep for the upcoming audit next September.</td>
<td></td>
</tr>
</tbody>
</table>

### 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:  
|     | 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 |

School Leadership team will be charged with this task.

Will be added

To be completed by Jan. 1
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

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 outlined 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

<table>
<thead>
<tr>
<th>YES</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>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)</td>
</tr>
<tr>
<td>YES</td>
<td>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)</td>
</tr>
</tbody>
</table>

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

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).**

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Core Areas of Policy/Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>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)</td>
</tr>
<tr>
<td>YES</td>
<td>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)</td>
</tr>
</tbody>
</table>
| 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  
  • Utilizes personal 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.

(S₁,F₁ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

<table>
<thead>
<tr>
<th>YES</th>
<th>Guidelines for Implementation. (S₁,FC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</td>
</tr>
</tbody>
</table>

  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).

<table>
<thead>
<tr>
<th>YES</th>
<th>Alternative Education. (S₁,FC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>E. Physical Education W. Va. Code §18-2-7a</th>
<th>PARTIAL COMPLIANCE</th>
<th>FULL COMPLIANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The OEPA Team verified a change in the school's master schedule that permitted all students to receive the required minutes of physical education.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 correlative to the High Quality Standards in Policy 2322).

**Compliance Core Areas of Policy/Code**

<table>
<thead>
<tr>
<th>NO</th>
<th>Time Requirements (S3,FB)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities.</td>
</tr>
</tbody>
</table>

Alternate plans not submitted at this time.
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

RESOURCES 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:

<table>
<thead>
<tr>
<th>School Response</th>
<th>School Comments</th>
<th>OEPA Team Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
<td>YES</td>
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</table>

<table>
<thead>
<tr>
<th>Has the school addressed all non-compliances identified during the district accounting audit?</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?</td>
<td>YES</td>
</tr>
<tr>
<td>C. Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?</td>
<td>YES</td>
</tr>
<tr>
<td>D. Health Department? Has the school addressed all non-compliances during the Health Department Inspection?</td>
<td>YES</td>
</tr>
<tr>
<td>E. School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?</td>
<td>YES</td>
</tr>
<tr>
<td>F. Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Facility Resource Needs**

**2. School Building**

**A. General Safety**

A-5. Exterior doors were not locked at all times for building security purposes, accessed only by school staff. (May adversely impact students’ health and safety.)

**8. School Nurse Clinic/Health Service Area**

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

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

   A-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.)

**10. Auditorium/Stage Facilities**

C. Auditorium was not appropriately equipped with at least the following:

   C-4. Sound dampening acoustical treatment material is used to reduce unwanted noise from the seating area. (May adversely impact program delivery and student performance.)

**12. Pre-kindergarten/Kindergarten Classrooms**

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

**15. Art**

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

   D-5. Mechanical ventilation or exhaust fan. (May adversely impact students’ health and safety.)
17. **Science Laboratories and Facilities**  
C. Science equipment and materials were not adequate and did not include at least the following:  
C-1. Laboratory work surfaces with gas. (May adversely impact program delivery and student performance.)  
C-4. Ventilation fume hood and demonstration table. (May adversely impact students’ health and safety.) (May adversely impact program delivery and student performance.)

**Education Performance Audit Team**

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits  
Team Leader – Dr. Bonnie Ritz, Consultant, Office of Education Performance Audits  
Team Member – Kevin Buckner, Assistant Principal, Elkview Middle School, Kanawha County Schools  
Team Member – Vanessa Harlow, Director of Federal Programs and Elementary Curriculum and Instruction, Grant County Schools  
Team Member – Belinda Moss, Principal, Bruceton School, Preston County Schools  
Team Member – Christine Sneberger-Long, Principal, Pickens Elementary/High School, Randolph County Schools

**Date of School Visit – 09/22/2015**
# SCHOOL PROFILE
69-202 MARLINTON ELEMENTARY SCHOOL – POCAHONTAS COUNTY

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>219</td>
<td>209</td>
<td>223</td>
<td>222</td>
</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td>20.4</td>
<td>16.6</td>
<td>19.8</td>
<td>16.6</td>
</tr>
<tr>
<td><strong>Attendance Rate</strong></td>
<td>97.7</td>
<td>97.9</td>
<td>98.0</td>
<td>98.5</td>
</tr>
<tr>
<td><strong>Pupil Admin Ratio</strong></td>
<td>204.0</td>
<td>193</td>
<td>223</td>
<td>222</td>
</tr>
<tr>
<td><strong>Pupil Teacher Ratio</strong></td>
<td>13.7</td>
<td>12.7</td>
<td>15.2</td>
<td>15.1</td>
</tr>
<tr>
<td><strong>Participation Rate-Math</strong></td>
<td>not available</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Participation Rate-Reading</strong></td>
<td>not available</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
*The school evidence remains intact as reported by the school and has not been altered.*

**MARLINTON ELEMENTARY SCHOOL in POCAHONTAS 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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
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<tbody>
<tr>
<td>Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.</td>
<td>ACCOMPLISHED</td>
<td>Respect and Protect Team, LSIC, SAT's, Faculty Meetings, Parental Involvement, Planning, PTO., Trainings and Meetings. The staff works diligently. All staff works together, Title I has no scheduled time for collaboration, Staff follows CSO's, common collaboration time built into schedule, everyone seems focused.</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</td>
</tr>
<tr>
<td>Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and</td>
<td>ACCOMPLISHED</td>
<td>Good behavior is rewarded, this year academic behavior will be rewarded throughout the school year instead of just at the end, most staff show a true dedication through the time that is put in before or after school, staff all demonstrate professionalism and a caring attitude, staff is highly motivated and has high expectations, all staff sets high standards which promote good health and education, all staff</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</td>
</tr>
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</table>
personal behavior.

| Function C: Safe, Orderly and Engaging Environment. | EMERGING | The playground is not maintained, the border is dangerous, no air conditioning so doors are opened...if not, 90 degrees in classroom. The school is not clean, much in the school is kept clean & tidy with only a few areas that need attention. Not clean, rooms need cleaned better, cleanliness could be improved, hallway noise and congestion is a problem for order and safety as well as learning. Our school is safe overall, but is in need of maintenance in many areas throughout the building and campus, there is very little storage. Therefore, it is difficult to maintain an orderly space, this makes cleaning difficult. | EMERGING | 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 through interviews and observations cleanliness of the building had improved.
- However, the Team observed exposed large bent nails, reinforcing bar protruding from landscaping timbers, and unassembled equipment on the playground, which raised concerns for student safety.
- Multiple doors leading outside the building were propped open for air circulation purposes.
- The principal reported there were windows in the building which would not open. Teachers were reported to have Allen wrenches to open these windows.

Recommendations: The OEPA Team recommended administration/central office staff inspect playground equipment on a regular basis and correct any hazards to student safety. The Team also recommended, for safety purposes, the school/county investigate other methods for circulating air in the building than leaving |
**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.

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<tr>
<td>Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</td>
<td>EMERGING</td>
<td>Very supportive and reliable, supportive of staff thus far, demonstrating a willingness to listen to all ideas, Mr. Ball is a thoughtful and knowledgeable leader, staff is well-supported by new principal - values and understands family/work/life, the principal is new and needs time to learn WVDE requirements, First year principal.</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal continue to develop his knowledge base regarding West Virginia Code and state policies.</td>
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</table>

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 | Respect & Protect very effective, not always observable, but believed to be present, school teams do not meet frequently enough due to time available for committees to meet, staff works together to make goals/mission of the school evident, faculty senate subcommittees need to meet more often (meetings are not regularly scheduled), committee meetings need to be held regularly (1x per month). Faculty senate and respect & protect are effective, establish committees that work with the school and out to parents and community - LSIC, we establish teams within the school, PTO and LSIC appear to function effectively, established programs for student-teacher-parent cooperation. | EMERGING | 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 that school teams had been established; however, the Team could not verify set times and the focus for the meetings.  
- Through administrative and teacher interviews, the OEPA Team determined the principal did not participate in team meetings; however, the principal reported making topic suggestions for team meetings. Recommendations:  
- The OEPA Team recommended school teams establish a consistent schedule for meetings and document the work of teams through more detailed agendas and minutes which would enhance the effectiveness of meetings.  

exterior doors open.
### 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**

This year items ordered in the summer and have yet to arrive (smartboards), textbooks and lockers arrived late, limited opportunities, teachers are offered the opportunity to both collaborate and lead professional development that impacts our school, opportunities have been not as much as needed, continuing education is provided yearly based on needs expressed by staff, there is not enough time nor incentives for Marlinton Elementary School teachers to invest in much more than their own classrooms, teachers need more time to develop and reflect upon practices, Collaboration time among all teachers is needed, not enough time given for trainings, when trainings are attended, a lot of time, there isn't time allotted to share new knowledge, need more 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 determined that the principal had surveyed teachers to determine their resource needs.

### 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**

Social studies fair, youth soccer league, band, maybe starting a student council for 5th grade to help teacher better responsibility and cooperation with peers, students need more opportunities to take ownership of the school, need for more leadership within school, in classrooms it is evident by jobs assigned, calendar activities partners for transitions, student leaders in classroom helpers, 4H? Boy Scouts? Girl Scouts?, most students are typically not involved, too rural of a county, financial problems, some activities should require more team-based cooperation. Need

**ACCOMPLISHED**

The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.

**Rationale:**

- The OEPA Team substantiated that student council was established as a school wide effort. Candidates for offices gave speeches at a school assembly.
- All students voted for officers. Students who were interviewed were familiar with the process and who their representatives
more organizations that emphasize more opportunities.

- Elected representatives on the council met weekly with the principal to discuss school issues of concern to students.

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

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<tr>
<td><strong>Function A:</strong> Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</td>
<td>ACCOMPLISHED</td>
<td>Evident by charts, posters, student work, getting closer to the last 2 on the list, moving towards this, teachers are always sharing the great ideas they've utilized successfully in their rooms, all staff uses the current best practices and standards set by the WV State Board of Education, good classroom environment, but with so many requirements it is hard to teach outside the box, most of the time, small community, limited exposure, teach to a test, few community programs, effective teachers, more emphasis on group activities, making the entire class learn with the subject.</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
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</table>

| **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 standards have been discussed as a staff three times already during meetings this has been helpful, Assumed, but not always observable across all grade levels, all standards and objectives are followed, still in learning stage, difficult to say - so little exposure, old technology - behind, rural community, | EMERGING | The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function. |

**Rationale:** Although some aspects of this function were observed, most classrooms were textbook driven and teacher directed.

**Recommendation:** While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended the principal and staff investigate opportunities for professional development in creating standards-based lessons and utilizing technology during instruction.
### Function C: Instructional Planning

**ACCOMPLISHED**

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 evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.

**Rationale:**
- The OEPA Team did not find evidence that teachers designed long and short term instructional plans.
- Primarily, the textbook, and not the Next Generation Content Standards and Objectives, drove instructional planning.

**Recommendation:** The OEPA Team recommended collaborative planning for long and short term goals that was data driven and standards-based.

### Function D: Instructional Delivery

**ACCOMPLISHED**

Help is given to struggling students through aides but more individual training is needed, most are working in this direction, yes!, technology issues frequently hinder educational experiences. More follow-up sessions in technology instead of a one-time training. More technology specialists to ensure technology is properly functioning, digital tools are an obstacle that many of us aren't using as well as we should, student work in the hallways demonstrates the unique opportunities they are getting in the classroom, STAR test, smart boards, ipads, wiki spaces.

**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 little evidence that instructional technology tools were integrated into the instructional programs.
- Smart boards were used mostly as overhead projectors.
- The OEPA Team observed primarily teacher-led instruction.

**Recommendation:** The OEPA Team recommended ongoing professional development in the use of technology tools in alignment with instructional targets and in a manner that developed higher order, deeper learning among students.
**Standard 4: Student Support Services and Family/Community Connections** - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

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</thead>
<tbody>
<tr>
<td><strong>Function A: Positive Relationships.</strong></td>
<td>ACCOMPLISHED</td>
<td>Parent frustration is sometimes an issue, the addition of parent coordinator position has had a positive effect on home/school relationships, difficult to get everyone involved - schedules, family issues,..., things are not always perfect but for the most part relationships are good. Some days relationships of strained but unforeseen circumstances, we are in a &quot;revolving door&quot; with parents - behavior has become such an issue, and with social media - if the parents become upset with a member of the staff it just creates a domino effect, parent involvement activities have increasing attendance. more volunteers are at our school due to the parent involvement coordinator, MES conducts several parent involvement activities throughout the year. Attendance has continued to rise. Volunteers come on a regular basis, We work together to encourage parent involvement and make our students successful,</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td><strong>Function B: Student Personal Development.</strong></td>
<td>ACCOMPLISHED</td>
<td>All the students' personal needs are achieved, guidance counselor provides weekly classroom guidance lessons and individual student support. school nurse and community care partnership enhances physical well-being, attempts are made. lots of complex issues, dysfunction..., community health care, FRN, Seneca Mental Health, School Counselor, Special Ed teachers, our staff does an excellent job meeting social/emotional needs for our students, more guidance time is necessary to meet our students needs, character ed is provided weekly by</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Comment: The OEPA Team substantiated the school had established several business partnerships and that multiple agencies were involved with the school.</td>
</tr>
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</table>
### 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.**

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Function A:</strong> Professional Development</td>
<td>EMERGING</td>
<td>Assessment on teachers needs to happen a little more frequent, more time is still needed for professional development, CE, staff development council, the staff has had a lot of professional development, however time to digest and implement learning is often stopped due to time constraints, increasing amounts of paperwork take precedence over planning for professional development, Required to attend 18 hours of professional training per year, most staff does, lots of professional development - not always well-designed or based on our needs, PD is offered and strongly supported,</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</td>
</tr>
<tr>
<td><strong>Function B:</strong> Teacher</td>
<td>EMERGING</td>
<td>There needs to be more activities to create teacher unity, not enough time, incentive is not</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Rationale:** The OEPA Team substantiated the school had formed partnerships with multiple agencies and businesses and had district support in the form of an assigned home school coordinator.
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.

given to do this, we have a test curriculum committee, grade level meetings, need more time to collaborate and regroup. Also more time to discuss strategies and instructional practices, 18 hours professional development yearly, needs to be intentional across grade levels, grade level teachers have a planning once a week to collaborate. Very helpful!

substantiated the school's self-rating for this function.

Comment: Although the OEPA Team substantiated collaborative time was built into the schedule, due to a lack of documentation, the Team could not verify school teams were using collaborative time to focus on student performance and long-term planning.

Recommendations:

- While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended school teams utilize more formalized processes such as agendas, sign-in sheets, and minutes to create and maintain a focus for meetings, and that meetings include analysis of student data, which would assist in long-term planning.
- The Team further recommended the principal utilize the above-referenced documentation for school teams to develop his knowledge of the focus of collaborative time.

Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

All staff are subject to on work review, probably need more time for such, everyone is required to use new evaluation system, self-reflections, state directed, on WVEIS WOW, 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 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.
| **Function A: Facilities** | **EMERGING** | Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students. There's a need to promote more cleanliness, parts of school not maintained as well as they should be, community throws trash around the building, too crowded, no storage, too crowded, some students scream in the hallway and disrupt classroom learning, one classroom floor is shifting from its base, no A/C., meets basic guidelines, dirty bathrooms. |
| **Function B: Fiscal Resources** | **ACCOMPLISHED** | A lot is done even given the limited funding, never enough funding, faculty senate, step 7, Title I, etc., smart boards needed in two classrooms, |
| **Function C: Personnel** | **EMERGING** | Shortage, pay scale low - so little to choose from, community 72%-75% poverty, we have a shortage in this area, postings for jobs need to be listed to a broader audience to ensure that teachers have the necessary education for the job, are postings state-wide? other states?, yes-post positions until filled by appropriate applicants, hiring committee in place to choose the best candidates. |
| **Function D: Data, Information Systems, Technology Tools, and Infrastructure** | **ACCOMPLISHED** | Students should be encouraged and taught to use the computer at their own accord, much technology needs to be updated, Livegrades, Office 365, technology is not functioning properly, more computer tech staff is needed to ensure technology is working, Frontier (the network provider) does not provide enough |

**EMERGING** 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:**
- Exterior doors were left open for air to circulate, which compromised student and staff safety.
- The playground had potential hazards with exposed nails and reinforcing bar and unassembled equipment.

**ACCOMPLISHED** The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

**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.

**ACCOMPLISHED** The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function.

**Rationale:** The OEPA Team determined all staff members, according to West Virginia Code, were highly qualified.

**Rationale:** The OEPA Team observed little evidence of integration of technology in instructional delivery and student learning.
utilizes data information systems and technology tools to support management, instructional delivery, and student learning. Bandwidth for our school, wonderful technology, computer lab/mobile lab, smart boards and elmo, techsteps was useful in helping to meet technology goals while teaching curriculum, teachers need working computers in order to teach effectively, our laptops are old, could be utilized more, STAR test, Moby Macs.

Recommendation: The OEPA Team recommended teachers receive support in integrating technology in instruction in a manner to enhance student learning and develop students’ technology skills.

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.

### 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.

**Self-Rating:** ACCOMPLISHED

- Writing from sources, number talks, see, think, wonder, where is our Title I plan committee?, needs to be revisited more often as a collective group, evident by posting of mission statements and goals in classroom to refer to.

**Team Rating:** ACCOMPLISHED

- 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.

**Self-Rating:** ACCOMPLISHED

- Needs more cooperation among staff, LSIC, which is combined with Title I committee, Faculty Senate, committees, not easily observable, caring staff - very supportive.

**Team Rating:** ACCOMPLISHED

- 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

**Self-Rating:** ACCOMPLISHED

- More collaborative time is needed between staff to implement adjustment and involvement, the Respect and Protect Committee does well on this objective, Title I, regular classroom

**Team Rating:** ACCOMPLISHED

- The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

Recommendation: The OEPA Team
adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.

teachers and specialist communicate, assessments and institution are reflected in updates on live grades and will be celebrated at the end of 9 weeks, this is completed by viewing WestTest Data and Benchmark tests.

---

**SECTION 2: What Support do you need for improvement?**

**Needs Analysis, Capacity Building and Efficiencies**

<table>
<thead>
<tr>
<th>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</th>
<th>More instruction on computer and internet use, staff to handle disruptive students so that teacher is not interrupted, disruptive (screaming) students need to have a self-contained classroom - this is disruptive to others learning, cleaner facilities, more transparency with Title I funding allocations, money for supplemental materials to implement common core, building is crowded. Lines are coming and going at the same time, causing major clusters, schedule is not fair.</th>
<th>Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs for more instruction on technology use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</td>
<td>More instruction on group-related activities, more follow up on professional development in order to implement programs, schedule needs to be developmentally appropriate and include transition, breakfast after start of day causes great loss of instructional time, K classes too large, number talks, student portfolios.</td>
<td>Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified professional development needs regarding the need for more varied instructional strategies and follow-up on professional development. The Team further recommended professional development on technology integration to enhance student learning and develop students' technology skills.</td>
</tr>
</tbody>
</table>

---

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

| More cooperation is being given and students are heavily encouraged to be tolerant, Respect & Protect, Number Talks, writing from sources, 1st grade piloting, Scott Foresman, Mountain Math - review, students are becoming more adept at utilizing technology, | 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.
Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report. During the on-site review, the OEPA Team verified each checklist item for each 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).

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Core Areas of Policy/Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Responsibilities for Accreditation (Pages 13-14)</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>NOT FOUND</th>
<th>Develop Knowledge of Policy 2322</th>
<th>Team Comment: YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT FOUND</td>
<td>Complete the School Monitoring Report</td>
<td>Team Comment: YES</td>
</tr>
<tr>
<td>NOT FOUND</td>
<td>Participate in the on-site review process</td>
<td>Team Comment: YES</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>NOT FOUND</th>
<th>Create a Structure and Process for Continuous Improvement including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>designated team or committee(s) who orchestrate the school’s improvement efforts (S2,FB)</td>
</tr>
<tr>
<td></td>
<td>on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)</td>
</tr>
</tbody>
</table>

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
Assess School and Classroom Learning Conditions – all staff must utilize: TEAM COMMENT: YES
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)

Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) TEAM COMMENT: YES
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
principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider
the OEGA School Monitoring Report when this report identifies deficits in quality or compliance.)

B. Policy 2340: West Virginia Measures of Academic Progress

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

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

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

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
## 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

<table>
<thead>
<tr>
<th>Compliance Core Areas of Policy/Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT FOUND</td>
</tr>
<tr>
<td><strong>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</strong></td>
</tr>
<tr>
<td><strong>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</strong></td>
</tr>
</tbody>
</table>

**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

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 COMMENT: YES**

**NOT FOUND** The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)
- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team **TEAM COMMENT: YES**

<table>
<thead>
<tr>
<th>POLICY 4373: Expected Behavior in Safe/Supportive Schools</th>
</tr>
</thead>
</table>

**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**
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).

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.

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**

<table>
<thead>
<tr>
<th>NOT FOUND</th>
<th>Time Requirements (S3,FB)</th>
<th>TEAM COMMENT: YES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOT FOUND</th>
<th>Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</th>
<th>TEAM COMMENT: YES</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NOT FOUND</th>
<th>Results are shared with students and parents. (S7, FC)</th>
<th>TEAM COMMENT: YES</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>F . Counseling Services W. Va. Code §18-5-18b</th>
<th>NOT FOUND</th>
<th>FULL COMPLIANCE</th>
</tr>
</thead>
</table>

**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).
Verification of Other Monitoring Reports:

<table>
<thead>
<tr>
<th>Verification of Other Monitoring Reports</th>
<th>School Response</th>
<th>School Comments</th>
<th>OEPA Team Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Policy 1224.1: Accounting Procedures Manual for Schools.</strong></td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>Has the school addressed all non-compliances identified during the district accounting audit?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Policy 2419: Exceptionalities.</strong></td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>Has the school addressed all non-compliances identified during WVDE monitoring processes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Fire Marshal?</strong> Has the school addressed all non-compliances identified during the fire marshal review?</td>
<td>YES</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>The principal had not informed teachers of the fire marshal report on removal of decorations hanging from ceiling or doors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Health Department? Has the school addressed all non-compliances during the Health Department Inspection?</strong></td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td><strong>E. School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?</strong></td>
<td>YES</td>
<td></td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td><strong>F. Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?</strong></td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
</tbody>
</table>

**Findings:**

**Fire Marshal Review.** The OEPA Team verified the principal had not informed teachers of a finding during the most recent Fire Marshal review. The principal must inform teachers of the Fire Marshal’s request that decorations hanging from ceilings and doors be removed.

**Facility Resource Needs**

1. **School Site**
   L. Playgrounds/recreational areas were not well equipped and appropriate for the age level per State Board Policy 6200. (May adversely impact program delivery and student performance.)
2. **School Building**  
B. Interior – General

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

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

6. **Library, Media, and Technology Centers**  
The school did not have a library. (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 – Judith Johnson, Consultant, Office of Education Performance Audits  
Team Member – Tammy Dill, Consultant, Office of Education Performance Audits  
Team Member – Kennetha Parker-Howes, Principal, Hacker Valley Elementary School, Webster County Schools  
Team Member – Teresa Morris, Principal, Zela Elementary School, Nicholas County Schools

**Date of School Visit – 09/22/2015**
## SCHOOL PROFILE

**69-302 MARLINTON MIDDLE SCHOOL – POCAHONTAS COUNTY**

<table>
<thead>
<tr>
<th>Enrollments</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>232</td>
<td>226</td>
<td>210</td>
<td>197</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Class Size</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size</td>
<td>18.6</td>
<td>17.1</td>
<td>16.5</td>
<td>16.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>96.78</td>
<td>95.84</td>
<td>96.48</td>
<td>97.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dropout Rate</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil Admin Ratio</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Admin Ratio</td>
<td>232.0</td>
<td>226.0</td>
<td>210.0</td>
<td>197.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil Teacher Ratio</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Teacher Ratio</td>
<td>14.4</td>
<td>13.8</td>
<td>12.1</td>
<td>11.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation Rate-Math</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rate-Math</td>
<td>not available</td>
<td>98.61</td>
<td>99.52</td>
<td>98.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation Rate-Reading</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rate-Reading</td>
<td>not available</td>
<td>98.61</td>
<td>99.52</td>
<td>98.99</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Standards and Functions</th>
<th>Self-Rating</th>
<th>School Evidence</th>
<th>Team Rating</th>
<th>Team Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function A: Shared Beliefs and Values.</strong> The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school’s climate and culture.</td>
<td>EMERGING</td>
<td>The staff has designed and participated in the beginning of school activities to help shape the culture of the school for the year. The staff helps shape the culture and climate through discussions in various committees and the weekly staff meetings. Teachers have common grade planning and a once per week vertical team planning. Special Education and regular teacher monthly collaboration meeting. R&amp;P weekly meeting to discuss discipline of students and identify students on the edge. The staff focuses on the 4 Ps for assessing student behavior.</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. <strong>Comment:</strong> Through interviews, the OEPA Team determined that stakeholders collaboratively developed the mission and core beliefs which were posted throughout the building.</td>
</tr>
<tr>
<td><strong>Function B: High Expectations for All.</strong> The staff establishes high expectations for self and student that are written, clearly</td>
<td>EMERGING</td>
<td>The SAT process functions well at the school. The staff is utilizing cross curricular projects within grade levels. Advisory Lessons present expectations throughout the year. Expectations posted in the classrooms. Daily objectives posted in each class.</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>
communicated and readily observed in educational practice and personal behavior.

**Function C: Safe, Orderly and Engaging Environment.** The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.

- **ACCOMPLISHED**

  The janitorial staff in the school keeps the school clean and organized. The staff is updated on procedures dealing with safety on a continual basis. Storage areas were provided to decrease the amount of space in the classrooms used for cabinets in the classroom. Bulletin boards are maintained in the hallways displaying messages and student work. Janitors maintain a checklist that is presented to the Maintenance Director monthly.

- **ACCOMPLISHED**

  The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

  **Comment:** Through observations and interviews, the OEPA Team determined the school was safe, orderly, and conducive to student learning.

---

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

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</td>
<td>ACCOMPLISHED</td>
<td>The Faculty Senate is strong and recognized as a decision making entity. A weekly staff meeting is held every Wednesday morning at 7:35AM. A Respect and Protect Committee was created to allow for conversations on discipline within the school. The school identifies achievement through student recognition. The principal created a schedule that allows grade level and subject area team planning.</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td>Function B: School Teams and Councils. The school teams and councils function effectively to advance the</td>
<td>EMERGING</td>
<td>The principal provides support and guidance to the varied committees and staff meetings.</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>
mission and goals of the school through 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

The principal attempts to work with the central office but the central office is not always receptive. Committees for school functions are set through the Faculty Senate. The Respect and Protect Committee provides input into the discipline of the school. Input from Staff obtained in trainings is welcomed to the school.

ACCOMPLISHED

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

Grade level advisory is provided with discussion opportunities. Students are provided with goal setting opportunities in advisory lessons. We are not a diverse population but when provided with opportunities students are encouraged to have a voice.

EMERGING

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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
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<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom</td>
<td>EMERGING</td>
<td>The staff uses grading rubrics on a regular basis. The students are provided with progress reports on a regular basis. The students have access to Live Grades. A social studies fair and science fair are provided as an opportunity for</td>
<td>EMERGING</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. <strong>Comment:</strong> In some classrooms the OEPA Team...</td>
</tr>
<tr>
<td>Function B: Standards-Focused Curriculum.</td>
<td>observed strategies that fostered student interaction, reflection, and intellectual inquiry.</td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td>Math instruction provides real life problems. MMS hosts a career fair biannually for the 7th and 8th grade students. Weekly lesson plans include the standards being taught and teachers use &quot;I can statements&quot;. Backward planning is used in RLA.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EMERGING</strong></td>
<td><strong>EMERGING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function C: Instructional Planning.</th>
<th>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Weekly lesson plans are provided. Formative assessments are used to provide feedback of information retention. Khan Academy is used to address math short term needs. Data analysis on State Testing is used to determine needs of the students.</td>
</tr>
<tr>
<td><strong>EMERGING</strong></td>
<td><strong>EMERGING</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function D: Instructional Delivery.</th>
<th>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have access to various technology tools with a hard wired lab, two mobile labs,</td>
<td>Teachers have access to various technology tools with a hard wired lab, two mobile labs,</td>
</tr>
<tr>
<td><strong>EMERGING</strong></td>
<td><strong>EMERGING</strong></td>
</tr>
</tbody>
</table>

Recommendation: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended teachers collaborate on long term planning to guide instruction.
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.

| Function A: Positive Relationships. Positive relationships exist between the school staff and the students, families, and the larger community. | EMERGING | Positive post cards sent home to parents weekly. Guests are invited in the school as speakers and presenters. Live Grades are used as a communication between parents, students and teachers. MMS is provided with an interventionist to provide support to struggling students. The principal keeps an open door policy for guests and parents. Time is provided once a week during the school day for teachers to call parents. Math team have parent meetings to explain the program and work through concerns of the parents. An Open House is provided for the parents at the beginning of the 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 B: Student Personal Development. The school staff | EMERGING | Links lessons are provided. The Stars program is utilized for student awareness. The Rainelle Health Services provide health education seminars. The High Rocks Educational | EMERGING | 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.

Comment: During the on-site review, the OEPA Team did not observe students using technology, except for a group of special education students in the computer lab near the end of the day.

Recommendation: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended increased student use of technology during the instructional process.
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.

Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school

<table>
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<tr>
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<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>ACCOMPLISHED</td>
<td>Please cite key examples of processes or practices.</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>

Power Teaching for math has been implemented in the school. A math coach has been provided to the school with much provided training. Subject area core teaming has provided time for idea trading and development. Teachers attending AFT Summer School, Various Curriculum

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.

| Function C: Parent and Community Partnerships. | ACCOMPLISHED | Organizations that provide services within the school. Seneca Metal Health, Youth Health Services, FRN, Family Refuge Center, Pocahontas County Substance Abuse Coalition, various church groups, Health Net, WV State Police, Community Care, Rainelle Health Services, Pocahontas County Tourism and community members that participate in Career 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 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**
  - Common planning is utilized along with times for Core Area teams. Math Power Teaching provides for extensive training. Cross Curricular projects are utilized by grade level staff. Core Team planning, School Teams (Leadership, Curriculum, Professional Development, R&P). Student report card, GPA, and test score analysis in advisory. Teacher participation in online classes.

- **ACCOMPLISHED**
  - 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 staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

- **EMERGING**
  - Utilizing Math Power Teaching for self reflection and growth. There is a component of the teacher evaluation system for observations and self reflection. Use of formative and summative assessment. Student evaluations in Math concerning the delivery of curriculum. Classroom conversations. Peer observations.

- **EMERGING**
  - The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

---

**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.

<table>
<thead>
<tr>
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<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Facilities.</td>
<td>ACCOMPLISHED</td>
<td>The janitorial staff spends countless hours making sure that the building is clean for the students. Extra time is put into the summer months for ground maintenance and through</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comment: The halls and classrooms had</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
| Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources. | The principal sets the allocations for spending and approves all purchase orders. Faculty Senate allocations are distributed according to vote of the faculty senate. | 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. | The school has a very high rate of retention for teachers. The open door policy of the principal makes the teachers feel welcome and that their opinion counts. The school sometimes struggles with getting qualified applicants when jobs are posted because of our location. | 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 | The teachers have access to various technology tools that can be used in their instruction. Every classroom is equipped with a smartboard for instruction. There is a portable laptop lab, a desktop lab, an ipad lab, a galaxy tab lab and computers in the individual classrooms. | 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.

<table>
<thead>
<tr>
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<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function A: Focused and Coherent Plan.</strong> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.</td>
<td><strong>UNSATISFACTORY</strong></td>
<td>The students set educational goals in Advisory classes. The math classes set goals each cycle as part of the Power Teaching Model.</td>
<td><strong>EMERGING</strong></td>
<td>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. <strong>Rationale:</strong> Through interviews, the OEPA Team determined that the school has now developed a mission statement and core beliefs that reflect the school and community. This was developed as a result of the self-reflection that included the school rating of unsatisfactory in the School Monitoring Report. The mission statement and core beliefs were posted throughout the building.</td>
</tr>
<tr>
<td><strong>Function B: Processes and Structures.</strong> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</td>
<td><strong>EMERGING</strong></td>
<td>The staff receives Core Team planning once per week for 30 minutes. There is a weekly staff meeting held every Wednesday morning. Teachers are provided with common grade planning. Math meetings with the math coach are scheduled on a frequent basis. The LSIC meet on a quarterly basis. Student of the Month program. Positive rewards for increasing GPAs over the course of 9 wks. Positive postcards sent home. Teacher phone calls weekly to selected parents. Reading Council participation.</td>
<td><strong>EMERGING</strong></td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</td>
</tr>
<tr>
<td><strong>Function C: Monitoring for Results.</strong> The staff monitors changes in practice and implements adjustments,</td>
<td><strong>EMERGING</strong></td>
<td>The staff monitors grades for the students and recommends SAT meetings when warranted based on performance. Collaboration meetings with Special Education monthly. Star Reports. Analyzing Test Data with students in advisory.</td>
<td><strong>EMERGING</strong></td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. <strong>Comment:</strong> Through interviews, the OEPA Team determined that the math teachers were using...</td>
</tr>
</tbody>
</table>
evaluates the results of student learning, and communicates the progress to all stakeholders.

School utilizes Live Grades as a communication tool. Bench mark results sent home for math.

Benchmarking associated with Power Math and Reading Language Arts teachers were using STAR for benchmarking.

**SECTION 2: What Support do you need for improvement?**

**Needs Analysis, Capacity Building and Efficiencies**

<table>
<thead>
<tr>
<th>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</th>
<th>A English/Language Arts Coach to build a program to make gains across the county. Air Conditioning throughout the building. More time for team meetings and parent/teacher meetings. More parental support for student learning. Consistency in discipline from all staff. Student resources such as supplies. Support from the Board of Education. More time for planning big projects and activities.</th>
<th>Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please identify professional development and other capacity building needs that are significantly impacting student performance.</td>
<td>Student engagement and responsibility of their learning. Student motivation. Office 365 training. Cooperative Learning. Whole Brain Teaching. Differentiating instruction. Group learning training.</td>
<td>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development needs for Office 365 training; cooperative learning; whole brain teaching; and differentiated instruction.</td>
</tr>
</tbody>
</table>

**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 Power Teaching Model in Math. Core Team planning. Common grade level planning. Anchor Charts in ELA. High Rocks Academy mentoring services. Respect and Protect Program positive reinforcement programs. Weekly advisory meetings. Cross Curricular Activities. Links Lessons. | 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 onsite review. To determine your level of compliance, use the following guide:

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

<table>
<thead>
<tr>
<th>Compliance</th>
<th>School Responsibilities for Accreditation (Pages 13-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Develop Knowledge of Policy 2322</td>
</tr>
<tr>
<td>YES</td>
<td>Complete the School Monitoring Report</td>
</tr>
<tr>
<td>YES</td>
<td>Participate in the on-site review process</td>
</tr>
<tr>
<td></td>
<td>Prepare for the review – the principal shall:</td>
</tr>
<tr>
<td></td>
<td>prepare the staff for productive involvement in the review process with materials provided by the OEPA</td>
</tr>
<tr>
<td></td>
<td>one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school’s overall progress</td>
</tr>
<tr>
<td></td>
<td>prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</td>
</tr>
<tr>
<td></td>
<td>Participate in the review</td>
</tr>
</tbody>
</table>

The principal has had various meetings explaining the importance of Policy 2322.

The staff was able to have input into the monitoring report over the course of 4 weeks of weekly meetings beginning May 15 2015. The professional staff met as a group in a weekly morning meeting. They discussed the standards during lunch and during their weekly vertical team meetings. We met as a staff on Friday morning to discuss and determine our ratings and evidence. The service staff provided input through conversation and a worksheet that was given to them weekly.

The staff has helped prepare the self monitoring report for the school. The monitoring report was updated in May and June of 2015. It was also reviewed in August 2015. Modifications will be added during the school year as deficiencies are addressed and corrected.
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

The school has various teams in place to create a structure for improvement.
The Leadership and Curriculum Teams meet bimonthly during the course of
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)
All staff will have access to the report. The staff had input in the report. Professional Development is based on our needs assessment.

YES Develop and Implement the Strategic Plan. The Plan and process shall include:
the 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 school updated the plan based on needs and goals during the CE day in August. This will be a continual process with updates and progress monitoring by the School Leadership Team and the Professional Development Team.

B . Policy 2340: West Virginia Measures of Academic Progress

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

**Compliance Core Areas of Policy/Code**

| YES | Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) | All staff are trained prior to testing. Records are kept in the office and BOE office of trainings. Passwords are securely locked. |
| 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 are assessed yearly. |
| 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 are assessed yearly. |

| 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 listed below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc. (S,F below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

**Compliance Core Areas of Policy/Code**

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

The master schedule provides for the requirements set forth by the policy.

<table>
<thead>
<tr>
<th>YES</th>
<th>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td>• 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:</td>
</tr>
<tr>
<td></td>
<td>• 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)</td>
</tr>
<tr>
<td></td>
<td>• Utilizes standards-focused curriculum</td>
</tr>
<tr>
<td></td>
<td>• Develops physical health and wellness</td>
</tr>
<tr>
<td></td>
<td>• Develops global competence</td>
</tr>
<tr>
<td></td>
<td>• Utilizes formative assessment processes</td>
</tr>
<tr>
<td></td>
<td>• Utilizes technology integration</td>
</tr>
<tr>
<td></td>
<td>• Develops student success and career readiness</td>
</tr>
<tr>
<td></td>
<td>• 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)</td>
</tr>
</tbody>
</table>

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.
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)

The teachers provide technology opportunities for the students as evidenced by their lesson plans. The master schedule provides time allotments as specified.
The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

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

All teams are functional and meet on a regular basis.

**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**

<table>
<thead>
<tr>
<th>YES</th>
<th><strong>Guidelines for Implementation.</strong> (S1, FC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</td>
</tr>
</tbody>
</table>

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.

The school has its own Alternative Education Program. The Alternative Education Team has formulated a plan for students entering and exiting Alternative Education.

RESOURCES 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
### 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.

---

**The master schedule provides time for the PE requirement.**

**YES**

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

**The fitness gram is given to all students.**

**YES**

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

**The results of the fitness gram are sent with the report cards at the end of the school year.**

---

**RESOURCES 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)

**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 school counselor works with individual students and classes providing developmental guidance. Advisory programs are provided weekly (LINKS) to meet state guidelines addressing prevention and teaching social, emotional and academic skill development. The counselor coordinates guess speakers and mentors and works with SAT and R&P team to provide additional support in these areas. Academic intervention, career and life skills development is provided to address drop out prevention.

The school counselor spends approximately 60% of time in direct guidance counseling related duties with students either individually or in classrooms providing support for students. 40% is spent on duty and with administrative duties.

## Verification of Other Monitoring Reports:

<table>
<thead>
<tr>
<th></th>
<th>School Response</th>
<th>School Comments</th>
<th>OEPA Team Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?</td>
<td>YES</td>
<td>All non-compliances have been corrected.</td>
</tr>
<tr>
<td>B.</td>
<td>Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?</td>
<td>YES</td>
<td>All non-compliances have been corrected.</td>
</tr>
<tr>
<td>C.</td>
<td>Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?</td>
<td>NO</td>
<td>The non compliances have been reported to the Maintenance Director.</td>
</tr>
<tr>
<td>D.</td>
<td>Health Department? Has the school addressed all non-compliances during the Health Department Inspection?</td>
<td>YES</td>
<td>The non-compliances have been reported to the Maintenance Director.</td>
</tr>
<tr>
<td>E.</td>
<td>School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?</td>
<td>NOT APPLICABLE</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>F.</td>
<td>Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?</td>
<td>NOT APPLICABLE</td>
<td>YES Although the school does not receive Title I services, it participates in the child nutrition program. No non-compliance issues were noted in the last audit.</td>
</tr>
</tbody>
</table>
Facility Resource Needs

2. School Building
   A. General Safety
      A-5. Exterior doors were not locked at all times for building security purposes, accessed only by school staff. (May adversely impact students’ health and safety.)

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

3. Administrative Office Area
   A. Administrative office area did not include adequate reception/waiting area. (200-800 ft²) (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.)

7. Cafeteria/Food Service Area
   F. Kitchen fire suppression system was not in good working order and was not currently on the Fire Marshal's noncompliance report. (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. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
      A-2. Small room(s) or curtained area with cots. (May adversely impact students’ health and safety.)
      A-3. Work counter with sink. (May adversely impact students’ health and safety.)

10. Auditorium/Stage Facilities (Middle and High Required)
    School did not have an auditorium. (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.)

13. General Classrooms
    C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students’ health and safety.)
E. Lockers were not sufficient for student belongings. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

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

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

17. **Science Laboratories and Facilities**
A. Science facilities were not adequate in size (45-60 ft.²/student). (May adversely impact program delivery and student performance.)
C. Science equipment and materials were not adequate and did not include at least the following:
C-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 – Dr. Bonnie Ritz, Consultant, Office of Education Performance Audits
Team Member – Kevin Buckner, Assistant Principal, Elkview Middle School, Kanawha County Schools
Team Member – Christine Sneberger-Long, Principal, Pickens Elementary/High School, Randolph County Schools

**Date of School Visit – 09/23/2015**
## SCHOOL PROFILE

69-501 POCAHONTAS COUNTY SCHOOL – POCAHONTAS COUNTY

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>357</td>
<td>359</td>
<td>350</td>
<td>340</td>
</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td>18.2</td>
<td>18.6</td>
<td>15.9</td>
<td>16.5</td>
</tr>
<tr>
<td><strong>Attendance Rate</strong></td>
<td>96.44</td>
<td>94.80</td>
<td>95.34</td>
<td>94.96</td>
</tr>
<tr>
<td><strong>Graduation Rate 4 yr cohort</strong></td>
<td>85.71</td>
<td>89.53</td>
<td>80.21</td>
<td>80.22</td>
</tr>
<tr>
<td><strong>Graduation Rate 5 yr cohort</strong></td>
<td>82.76</td>
<td>86.81</td>
<td>not available</td>
<td>83.16</td>
</tr>
<tr>
<td><strong>Dropout Rate</strong></td>
<td>2.0</td>
<td>2.8</td>
<td>1.1</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Pupil Admin Ratio</strong></td>
<td>357.0</td>
<td>359.0</td>
<td>175.0</td>
<td>170.0</td>
</tr>
<tr>
<td><strong>Pupil Teacher Ratio</strong></td>
<td>13.1</td>
<td>13.4</td>
<td>13.1</td>
<td>11.8</td>
</tr>
<tr>
<td><strong>Participation Rate-Math</strong></td>
<td>not available</td>
<td>97.75</td>
<td>97.56</td>
<td>92.31</td>
</tr>
<tr>
<td><strong>Participation Rate-Reading</strong></td>
<td>not available</td>
<td>96.63</td>
<td>98.78</td>
<td>92.31</td>
</tr>
</tbody>
</table>
POCAHONTAS COUNTY HIGH SCHOOL in POCAHONTAS 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.

<table>
<thead>
<tr>
<th>Standards and Functions</th>
<th>Self-Rating</th>
<th>School Evidence</th>
<th>Team Rating</th>
<th>Team Evidence</th>
</tr>
</thead>
</table>
| **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 | Faculty senate / Leadership team / Departmental meetings / Special education collaboration / Math coach for math department / LSIC / Outside community organization working with faculty-Women's club / Celebrations of staff special events | EMERGING | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. 

**Comment:** The OEPA Team determined the staff had collaboratively established a set of values for the school.

**Recommendation:** While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended more thorough development and communication of the established values with all stakeholders. |

| Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, | ACCOMPLISHED | Syllabus and classroom structure, Administration encourages staff and teachers to update their respective areas to become better teachers, Students are engaged and teachers are teaching to state standards, students are encouraged to go on to college, | 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 substantiated individual staff expectations were high for |
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.

<table>
<thead>
<tr>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have started on school beautification: painted fences and signs. Custodial manages who manages water treatment center and on site sewage treatment. Student resource officer / prevention officer on site, Security camera safety system, handicap ramp between buildings, front door buzz-in system, doors have been re-keyed</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Comment: The OEPA Team observed all school doors were unlocked the entire day of the on-site review. This was also a finding in a School Building Authority Facilities Review on September 15, 2015, for the same issue. Recommendation: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended that the school/county address the protocol for school security, making sure all doors are locked to ensure student and staff safety.</td>
</tr>
<tr>
<td>EMERGING</td>
<td>EMERGING</td>
</tr>
</tbody>
</table>

Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.

<table>
<thead>
<tr>
<th>Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</th>
<th>Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration team effects positive changes in communication, consistent student discipline, consistency with teachers,</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Comments:</td>
</tr>
<tr>
<td>EMERGING</td>
<td>EMERGING</td>
</tr>
</tbody>
</table>

- In the past four years, the school has had four principals, creating a lack of continuity in expectations and management.
- Through interviews and observations, the OEPA Team determined the principal was...
| Function B: School Teams and Councils. | Leadership team, faculty senate, LINKS, advisory counsel for counseling department, department meetings and collaboration | taking steps to implement positive change that will lead to effective management by utilizing a shared leadership model.  
- The faculty and students expressed their confidence in the principal and appreciation for his requesting their input in school decisions.  
- 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 that although there were school teams in place by name, little documentation such as agendas, minutes, or schedules were available to support the work of the teams. The one exception was a fully developed and documented Faculty Senate.  
Recommendations:  
- The OEPA Team recommended the school continue to develop focused and goal-oriented teams to carry out the mission of the school.  
- The OEPA Team further recommended school teams develop formalized processes such as norms and agendas for scheduled meetings and document progress in meeting goals through minutes.  
- As part of the continuous improvement process, the OEPA Team recommended the school teams’ goals be reflected in the school’s strategic plan. |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACOMPLISHED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Interdisciplinary department team teaching, teachers are encouraged to attend workshops and webinars, teacher conferences, opportunities to observe other teachers, open communication with building administration and county administration

EMERGING
The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function.

Rationale: Although the OEPA Team substantiated school staff participate in Monday morning meetings and departmental meetings, the Team determined the master schedule limited true collaborative efforts among staff.

Recommendation: The OEPA Team recommended the administration and leadership team examine the master schedule to develop collaborative opportunities that can be consistently implemented.

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
Various clubs, community clubs like tourism club: Pocahontas county tourism convention, 4H working with CT classes: WVU extension, Student counsel, National Honor Society, HOBY: Hugh O'Brian Youth Leadership Organization, Governor's Honors Academy, Governor's Honors Academy for the Arts, Board of Education student representative, Sports leadership opportunities. FBLA, FFA, Skills USA, co-curricular competitions

EMERGING
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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Classroom Learning Environment.</td>
<td>ACCOMPLISHED</td>
<td>Administrative walkthroughs and observations, aesthetics of individual classrooms are inviting and warm through great teacher effort, CTE courses to use simulated workplace system to foster student-centered classrooms, students working</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>
is student-centered and fosters student reflection, intellectual inquiry, and self-direction.

<table>
<thead>
<tr>
<th>Function B: Standards-Focused Curriculum.</th>
<th><strong>EMERGING</strong></th>
<th>Teachers comply with teaching to the state standards as evidenced by their lesson plans. Professional development with content area coaches, Math department works closely with a county math coach who brings the county teachers together, Analyzing Westest and other standardized test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>ACCOMPLISHED</strong></td>
<td>Teachers complete lesson plans every week and individual differentiated lesson plans for students, IEPs, Syllabus at the beginning of the school year, collaborative planning within departments,</td>
</tr>
<tr>
<td><strong>ACCOMPLISHED</strong></td>
<td><strong>EMERGING</strong></td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td>Rationale: Through observations and interviews, the OEPA Team identified an inconsistency in the design and development of long-term, standards-based instructional planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The OEPA Team recommended the school investigate long-term planning through the use of curriculum guides, pacing guides, and lesson plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additionally, the OEPA Team recommended administration implement a consistent lesson plan review schedule to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

All teachers use a variety of teaching techniques in order to address individual student learning styles, teachers use virtual lab, and laptops on wheels, LiveGrades Technology.

ACCOMPLISHED

The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school’s self-rating for this function.

Rationale: Through observations, interviews, and data analysis, the OEPA Team determined that a strong instructional delivery system was in place. The Team verified multiple strategies were being utilized to deliver the curriculum.

Recommendation: The OEPA Team recommended the staff continue to explore methods for incorporating technology into 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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.</td>
<td>ACCOMPLISHED</td>
<td>Parent/ teacher communication as evidenced by telephone calls with parents, e-mails, LiveGrades, Newspapers, radio station, Open house, parent-teacher conferences, parent drop-ins</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and</td>
<td>ACCOMPLISHED</td>
<td>LINKS, Youth Health Services, Seneca Health Services, School Nurse, Community Based Wellness Centers, Interventionist, Youth Health Case Manager, Drop out prevention, Drug prevention coalition, Sheriff’s Department, Probation Officers, Vocational</td>
<td>ACCOMPLISHED</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
</tbody>
</table>

Comments:

- Through interviews, the OEPA Team...
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.

Rehabilitation Services, Guidance Counselor

determined there was a lack of understanding by students regarding the purpose of the LINKS program.

- Student interviews also revealed a concern regarding the lack of academic guidance relating to transcript requests, ACT information/test dates, and personalized education plans (PEPs).

Recommendations:

- While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended the administration and staff re-evaluate the intended purpose of the LINKS program and seek student input in the development of the program.
- Additionally, the Team recommended administration and staff re-examine the school guidance/mentoring process to determine how student concerns regarding academic guidance may be addressed.

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

NRAO, Snowshoe, Snowshoe Foundation Grant, FRN, LINKS, Youth Health Services, Seneca Health Services, School Nurse, Community Based Wellness Centers, Interventionist, Youth Health Case Manager, Drop out prevention, Drug prevention coalition, Sheriff's Department, Probation Officers, Vocational Rehabilitation Services, Guidance Counselor

ACCOMPLISHED

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.

<table>
<thead>
<tr>
<th>Function A: Professional Development.</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
</table>
| Ongoing county professional development as evidenced by continuing education days built into the county calendar, Math Coach, Board Office Personnel led training, youth health service trainings, first aid trainings, State and national conferences, RESA | EMERGING | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. 
**Recommendation:** While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended staff complete a needs analysis, including results from the Online Educator Evaluation System, to identify specific professional development needs that will enhance professional growth. |

<table>
<thead>
<tr>
<th>Function B: Teacher Collaboration.</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
</table>
| Each department analyzes WESTEST data, PLAN data, and EXPLORE data for incoming 9th grade students, Teachers meet to discuss and implement best practices, Special education collaboration with regular classroom teachers, Teacher meetings concerning individual students | EMERGING | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. 
**Comment:** The OEPA Team recognized the collaborative efforts of the math department as evidenced by teacher interviews, observations, and student performance results. 
**Recommendation:** While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended the master schedule be reviewed to develop time for collaborative team planning and implementation of professional learning communities (PLCs) schoolwide. |

<table>
<thead>
<tr>
<th>Function C: Evaluation, Feedback, and Support.</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
</table>
| Completion of self-reflections, feedback and conferences with administration concerning evaluations, Walthrough feedback | ACCOMPLISHED | The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function. 
**Rationale:** The OEPA Team determined through staff interviews the process for educator |
informs the process of professional growth.

evaluation was not fully implemented the previous school year, according to timelines and procedures established by Policy 5310.

Recommendation: The OEPA Team recommended the current principal follow all requirements regarding staff self-reflections, goal setting, observations, and evaluations, as set forth in Policy 5310.

**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.

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
</table>
| **Function A: Facilities.**
Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students. | EMERGING | We have started on school beautification: painted fences and signs. Custodial manager who manages water treatment center and on site sewage treatment. Student resource officer / prevention officer on site, Security camera safety system, handicap ramp between buildings, front door buzz-in system, doors have been re-keyed, custodians on site | EMERGING | 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, as stated in Standard 1 Function C, that the security of the building become a top priority.

**Function B: Fiscal Resources.**
Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources. | UNSATISFACTORY | Building level accounts and supply money allocation and management, Faculty senate allocations managed for student enhancement, Policy and procedures for local spending go through local accountant | 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:** With regard to the specific language of the function, the OEPA Team did not substantiate through review of records that there was mismanagement of funds or disregard for policy as evidenced through the review of Faculty Senate minutes and the audit report.

**Function C: Personnel.** High quality personnel are selected according to West | EMERGING | We follow state policy and guidelines for teacher hiring, we have all of our teachers allocated where their credentials are, we have an adequate mix of teacher experience, age, | EMERGING | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. |
Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.

Function D: Data, Information Systems, Technology Tools, and Infrastructure.
The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.

Technology is used in every classroom as evidenced by: classroom computers, smartboards, computer labs, mobile laptops, projectors, wireless, videoconferencing, Kahn academy, online credit recovery programs, virtual labs, college online courses, graphing calculators, GIS

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 noted instructional technology integration was limited based on infrastructure and equipment.
- Interviews also revealed the current technology was not dependable.

Recommendations:
- The OEPA Team recommended that the school and county explore ways to secure resources to update the equipment and infrastructure.
- The OEPA Team also recommended that the current technology be utilized more fully by staff and students.

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

<table>
<thead>
<tr>
<th>STANDARDS AND FUNCTIONS</th>
<th>SELF-RATING</th>
<th>SCHOOL EVIDENCE</th>
<th>TEAM RATING</th>
<th>TEAM EVIDENCE</th>
</tr>
</thead>
</table>
| Function A: Focused and Coherent Plan. | EMERGING | Teachers report attendance and county Attendance Director who meets with building level administration, students, teachers and parents, consistency with communication from county Attendance Director, School schedule | EMERGING | The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Recommendation: While the OEPA Team substantiated the school’s rating, to strengthen
<table>
<thead>
<tr>
<th>Function A: Improving Performance</th>
<th>re-arranged to improve climate as evidenced by: breakfast and lunch schedule, clubs, social time for students in the open gym, schedule frees up teachers from teacher duties, teachers lounge</th>
<th>The function, the Team recommended the strategic plan be reviewed and updated to reflect the current needs and goals of the school, utilizing a process that includes all stakeholders and allows for communication of results when completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function B: Processes and Structures.</strong> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</td>
<td>NRAO, Snowshoe, Snowshoe Foundation Grant, FRN, LINKS, Youth Health Services, Seneca Health Services, School Nurse, Community Based Wellness Centers, Interventionist, Youth Health Case Manager, Drop out prevention, Drug prevention coalition, Sheriff's Department, Probation Officers, Vocational Rehabilitation Services, Guidance Counselor</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</td>
</tr>
<tr>
<td><strong>Function C: Monitoring for Results.</strong> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</td>
<td>Teachers self-evaluate and make changes as necessary, progress reports, report cards</td>
<td>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function.</td>
</tr>
<tr>
<td><strong>Rationale:</strong> Based upon observations and interviews, the OEPA Team did not determine that the staff consistently and effectively monitored and shared student performance and growth data.</td>
<td><strong>Recommendation:</strong> The OEPA Team recommended that all available data related to student progress—graduation rate, dropout rate, ACT results, attendance, and discipline—be systematically reviewed to inform goal setting.</td>
<td></td>
</tr>
</tbody>
</table>
**SECTION 2: What Support do you need for improvement?**  
**Needs Analysis, Capacity Building and Efficiencies**

<table>
<thead>
<tr>
<th>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</th>
<th>Computer labs are older and in need of upgrades, improvements in wastewater treatment plant, security and security camera system, improvements in general maintenance and sanitation; Capacity for instructional technology is very poor in some areas; need for more current technology; poor, outdated, often non-functional technology; we need better technology and access to digital tools; tech that meets today's standards; aesthetically pleasing campus; annex is in terrible condition, roof paint, etc.</th>
<th>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</td>
<td>Classroom management training, general orientation to the district, Team-building exercises and social celebrations; No sustained Professional Development; need office 365 training for faculty and students; consistency training and caring more about students; love to attend regional and/or national math conferences; simple communication from highest administration levels; follow-up on the introduction of new programs; office 365 besides e-mail; assist with cost of prof dev outside of b.o.y. &amp;eooy</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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 collaboration - students working in small groups CTE program prepares students for a trade in life - carpentry, welding, forestry, business, etc. Transportation is excellent in relation to terrain, time management, punctuality and sheer scope of getting the county's student to the school Math & science test scores & classroom practices; Having a math coach has been a huge success; collaboration and co-teaching; student involvement in extra-curricular non-sports activities; blocks good | The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice. However, the Team commended the following practices:  
- Substantiated math success through data analysis supported by strong instruction and math tutoring  
- Participation in Career Technical Student Organizations (CTSOs) to demonstrate skill attainment as evidenced through local, state, and national success.  
- |
SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

<table>
<thead>
<tr>
<th>A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)</th>
<th>PARTIAL COMPLIANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTIAL COMPLIANCE</td>
<td>The OEPA Team verified student performance data was not analyzed and the strategic plan was not reviewed and updated to drive student growth and school improvement.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>NO</th>
<th>Develop Knowledge of Policy 2322</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Complete the School Monitoring Report</td>
</tr>
<tr>
<td>YES</td>
<td>Participate in the on-site review process</td>
</tr>
</tbody>
</table>

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) TEAM COMMENT: NO

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.) TEAM COMMENT: NO

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;
3. By interviewing staff and students.

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

Compliance Core Areas of Policy/Code

YES
Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)

YES
All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)

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

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

FULL COMPLIANCE

PARTIAL COMPLIANCE
The only school team verified in place by the OEPA Team was faculty senate. This team had agendas and minutes to
## 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).  

<table>
<thead>
<tr>
<th>Compliance Core Areas of Policy/Code</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>YES</td>
</tr>
<tr>
<td>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.</td>
<td>YES</td>
</tr>
<tr>
<td>Note: Please review only the areas appropriate to the programmatic level of your school</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Early Learning (Pre-K to 5)

- 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)

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)

<table>
<thead>
<tr>
<th>YES</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Technology Team</td>
</tr>
<tr>
<td></td>
<td>- Local School Improvement Council (LSIC)</td>
</tr>
<tr>
<td></td>
<td>- Faculty Senate</td>
</tr>
<tr>
<td></td>
<td>- School Curriculum Team</td>
</tr>
<tr>
<td></td>
<td>- Student Assistance Team (SAT)</td>
</tr>
<tr>
<td></td>
<td>- Leadership Team <strong>TEAM COMMENT: NO</strong></td>
</tr>
</tbody>
</table>

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

**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**

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

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

**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**

<table>
<thead>
<tr>
<th>YES</th>
<th>Time Requirements (S3,FB)</th>
<th>FULL COMPLIANCE</th>
<th>FULL COMPLIANCE</th>
</tr>
</thead>
</table>

---
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**

**RESOURCES 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:**
<table>
<thead>
<tr>
<th>A. Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?</th>
<th>School Response</th>
<th>School Comments</th>
<th>OEPA Team Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td></td>
<td>NO The OEPA Team did not verify that audit findings had been corrected. The Team did verify the school’s financial secretary had sent a letter to the county office requesting information relative to the findings.</td>
</tr>
<tr>
<td>B. Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?</td>
<td>N/A</td>
<td></td>
<td>YES The OEPA Team verified there were no findings from most recent report in 2011-12.</td>
</tr>
<tr>
<td>C. Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?</td>
<td>N/A</td>
<td></td>
<td>NO The OEPA Team did not verify that all findings (14) from the most recent Fire Marshal’s report had been addressed.</td>
</tr>
<tr>
<td>D. Health Department? Has the school addressed all non-compliances during the Health Department Inspection?</td>
<td>N/A</td>
<td></td>
<td>NO The OEPA Team verified seven findings from the most recent Health Department inspection; however, the school had no record of corrective action.</td>
</tr>
<tr>
<td>E. School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?</td>
<td>N/A</td>
<td></td>
<td>NO The OEPA Team verified there were outstanding corrective action issues.</td>
</tr>
<tr>
<td>F. Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?</td>
<td>N/A</td>
<td></td>
<td>YES</td>
</tr>
</tbody>
</table>

**Findings:**

Policy 1224.1: Accounting Procedures Manual for Schools. The OEPA Team did not verify that audit findings had been corrected. A formalized process, including development and documentation of corrective action steps, must be created to address all audit findings.

Fire Marshal Review. The OEPA Team did not verify that all fourteen findings from the most recent Fire Marshal’s report had been corrected. A formalized process, including development and documentation of corrective action steps, must be created to address all review findings.

Health Department Inspection. The OEPA Team did not verify that seven findings from the most recent Health Department Inspection had been corrected. A formalized process, including development and documentation of corrective action steps, must be created to address all inspection findings.
School Building Authority Review. The OEPA Team did not verify that all findings from a recent School Building Authority Review had been addressed. A formalized process, including development and documentation of corrective action steps, must be created to address all review findings.

Facility Resource Needs

1. **School Site**
   N. All exterior buildings and equipment situated on the school site were not well maintained and free from safety hazards. (May adversely impact students’ health and safety.)

2. **School Building**
   A. **General Safety**
      A-1. Crisis Prevention and Response Plan was not current or on file at each school by August of the new school year. (May adversely impact students’ health and safety.)
      A-2. Asbestos Management Plan was not developed and maintained. (May adversely impact students’ health and safety.)
      A-3. Security access was not controlled at the main entrance. (May adversely impact students’ health and safety.)
      A-5. Exterior doors were not locked at all times for building security purposes, accessed only by school staff. (May adversely impact students’ health and safety.)

   B. **Interior – General**
      B-1. Heating, ventilation and air conditioning (HVAC) systems did not maintain good air quality and temperatures within safe and comfortable levels conducive for learning. (May adversely impact students’ health and safety.)
      B-2. Preventive maintenance plan was not in place and fully operational. (May adversely impact students’ health and safety.)

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

8. **School Nurse Clinic/Health Service Area**
   A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
      A-4. Waiting area with seating for students. (May adversely impact students’ health and safety.)
      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.)

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.)
15. **Art**

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

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

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

**Education Performance Audit Team**

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits
Team Leader – Chris Perkins, Consultant, Office of Education Performance Audits
Team Member – Stacey Cutlip, Principal, Webster County High School, Webster County Schools
Team Member – Nicole Hevener, Assistant Principal, Pendleton County Middle/High School, Pendleton County Schools
Team Member – Melinda Isaacs, Principal, Clay County High School, Clay County Schools
Team Member – Scott Williams, Principal, Richwood High School, Nicholas County Schools

**Date of School Visit** – 09/22/2015