

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

HURRICANE HIGH SCHOOL in PUTNAM COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

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

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	vision statement located in front lobby of school mission statement in planner mission/vision developed with input from staff Engrade makes communication with teachers easy Daily announcements shared with all engrade users BASES prevalent throughout building		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	handbook contains expectations clearly written BASES thought of the week we have rituals and traditions high expectations communicated through IEP meetings, parent teacher conferences Student Council meets with principal to discuss issues at the beginning of school year and as needed high standards for graduation that strive to ensure success after high school Most Valuable		

		Redskin award Awards Assembly Free after school tutoring offered w / transportation Gay Straight Alliance club Challenge Program		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Cyber Safety lessons completed Anonymous tip line for drug use; bullying box teacher duty schedule comprehensive discipline plan safety drills completed Grab and Go kits given to all staff members CPR & CPI training medical kit located in each classroom written custodial duties cameras in multiple places in building resource officer teachers on duty between classes school climate survey results analyzed technology survey results analyzed data regarding Freshman Focus and NAVIGATE analyzed back patio available to students at lunch so no students out front law enforcement lead CE regarding school safety / student drug use		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	open door policy staff says administration approachable and maintains good communication principal takes it upon himself to exhibit pride in building's appearance Project Redskin collaborates with staff to make decisions principal delegates tasks to appropriate personnel office team meets each Friday curriculum team meets one time / month		

<p>Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	<p>EMERGING</p>	<p>Faculty Senate curriculum team meets with administration and takes information back to departments LSIC meetings are held Athletic Council Student Council meets with principal often</p>		
<p>Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>curriculum team mentor program for new teachers teachers participate in county wide committees National Board Certified teachers mentor others monthly department meetings; department head communicates with principal teachers lead CE sessions at times</p>		
<p>Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	<p>ACCOMPLISHED</p>	<p>student council meets with principal to help establish school procedures/policies extensive opportunities for clubs Student of the Month students volunteer for Special Olympics Boys and Girls State representatives LINK Crew Seven Habits training for 9th grade Lunch With the Principal Most Valuable Redskin</p>		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>	<p>ACCOMPLISHED</p>	<p>BASES LINK Crew NAVIGATE Freshman Focus Departments hold regular meetings; exceptional education teachers meet bi-weekly multiple inclusion courses self-contained students often mainstreamed for part of the day basic school rules posted in rooms BASES thought for the week posted in rooms</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team determined classroom learning environments were positive as demonstrated by the examples below:</p> <ul style="list-style-type: none"> • The Team observed the presence of a student-centered environment which fostered high levels of student engagement in all classrooms. • The team observed student-centered activities and verified through review of previous lesson plans the presence of student-centered activities. • The Team observed lab activities in a variety of classrooms. • The Team observed and verified, through review of lesson plans, high level depth of knowledge (DOK) activities that fostered reflection. • The Team determined the Behavior, Attitudes, and Skills to Enhance Success (BASES) program impacted the classroom setting by promoting positive classroom management.

<p>Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>	<p>ACCOMPLISHED</p>	<p>curriculum department meets monthly departments meet monthly STAR Achieve 3000 Spooky Science CSO's are followed all rooms have interactive white boards and elmos ACT prep courses offered</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team noted:</p> <ul style="list-style-type: none"> • The Team observed solid, rigorous grade level instruction of the State standards. • Lesson plans were current, standards-based, aligned with 21st Century Learning Skills, and submitted through Engrade. • Through interviews and observations, it was evident teachers had a variety of technology tools they could use to enhance student learning. • Technology was used as a tool in multiple classes to increase student learning, such as Sway and other Office 365 applications. • Personal responders were used by students in one teacher's class to answer questions which also provided analysis of student data. • The technology specialist was working with a teacher to develop a flipped class, with plans to create a "teacher – teach – the – teacher" model.
<p>Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based</p>	<p>ACCOMPLISHED</p>	<p>lesson plans submitted through Engrade STAR Achieve 3000 multiple inclusion courses; teachers adjust to student need Spooky Science monthly department meetings IEPs and 504 Plans followed</p>		

<p>on the needs, interests and performance levels of their students.</p>				
<p>Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.</p>	<p>ACCOMPLISHED</p>	<p>curriculum team meetings monthly department meetings BYOD BASES Student of the Month Office 365 teachers facilitate activities that engage students field trips incorporated for real world experience Cyber Surgery experience</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.</p> <p>Comment: Through observations and interviews (including 95 students), the OEPA team determined the following:</p> <ul style="list-style-type: none"> • consistent practice of students working collaboratively with learning activities; • consistent use of bell ringers; • high levels of student-teacher engagement; • questioning that provoked thought and problem solving; • technology used as a tool in multiple classes to increase student learning; • focus on student mastery of academic vocabulary in the content areas; • students reading local, national, and international news with discussion; • and standards-based, grade appropriate instruction. • In addition, each observed class clearly defined the learning target for the day. Objectives were either posted or communicated orally. Furthermore, students articulated what they were learning and why. • Students consistently commented teachers’

				<p>instruction was rigorous, but teachers were very caring.</p> <p>Commendation: The Team commended the school for implementation of the Freshman Focus program which provided additional support to freshman who earned a D or E. Students received an additional 4 1/2 weeks (30 minutes a day) of instructional support by the classroom teacher.</p>
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Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.</p>	DISTINGUISHED	<p>Engrade allows for easy communication School Messenger system LSIC Parent Teacher conferences Project Redskin Parent volunteers come into the building to help Athletic Council Band and Show Choir boosters school provides Thanksgiving / Christmas dinners and Christmas gifts for needy families Academic Wall of Fame Athletic Wall of Fame free after school tutoring w/ transportation ffith block classes community business partners / Redskin Scholarships</p>		
<p>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special</p>	ACCOMPLISHED	<p>individual & group counseling NAVIGATE counseling logs mentoring meetings held regularly backpack buddies school provides Thanksgiving / Christmas meals, gifts for families in need Grab and Go progarm principal meets with counselor & each struggling student at each grade period letters sent home to students who are failing a course / underachievers counselors meet with each student 1 time per 9 weeks</p>		

education, and English as a Second Language.		intramural sports during lunchtime ESL teacher Community-based Work program Portfolio Fair advanced work-based experience special education teachers meet every two weeks BASES thought of the week LINK Crew SAT meetings school climate survey		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	business partners (BB&T, City National Bank, Wal-Mart) Redskin Scholarships (BB&T, City National Bank, Wal-Mart) City of Hurricane's Mayor present at many events Portfolio Fair Challenge Program Spanish students teach elementary students football team read to elementary students dual credit courses w/ Marshall University and West Virginia State University MU courses offered in evenings in building BB&T Student of the Month students volunteer for Special Olympics community education courses offered in the building Midget Football League uses facilities local businesses donate for Teacher Appreciation Week		

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	4 CE days during school year Student of the Month monthly department meetings National Board Certified teachers mentor others teachers on county wide committees Teacher Appreciation Week	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended professional development offerings have an instructional focus to increase student learning. Additionally, the Team

				recommended professional development be on-going to meet the instructional needs determined by the school.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Teachers collaborate on CE Days and in monthly department meetings Smarter Balanced scores distributed STAR & ACHIEVE 3000 data used		
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	evaluation process administration present in classrooms walk-through feedback sheets given to teachers lesson plans commented on lesson plans checked weekly STAR Office 365 technology CE scheduled for October		
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically	ACCOMPLISHED	money recently spent to upgrade cameras Student Council completes school beautification activities custodian duty list Grab and Go kits		

pleasing, and configured to meet the learning needs of students.		mock lockdown in 2013-2014 routine fire drills Board of Risk report recommendations completed		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	department budget allotment grants secured from legislation and Greater Kanawha Valley Foundation individual teacher grants / Donor's Choice monthly budget reports given accounting policies followed communication to staff regarding proper accounting procedures accounting audit each year central office paying teachers for their prep for ACT Preparation course central office paying for professional development in working with student with disabilities		
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	strive to retain highly qualified teachers inclusion of department heads in interview process following state code in interview / hiring process meeting wiith teachers new to the building before starting school year / new teacher handbook		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support	ACCOMPLISHED	Office 365 engrade WVEIS used consistently all teachers have an elmo and a pc / labtop 6 mobile labs STAR Achieve 3000 Cyber Safety lessons work orders submitted for technology issues 4 systems operators 1 web master Digital Citizenship class required of all freshmen	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team noted the implementation of the Bring Your Own Device (BYOD) policy and increased utilization of technology tools by students and staff created additional demand on the technology infrastructure.</p> <p>Recommendation: While the OEPA team substantiated the school's rating, to strengthen the</p>

management, instructional delivery, and student learning.				function, the team recommended the school continue to work with the county technology coordinator and the internet provider to improve the digital capacity within the building.
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Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Freshman Focus after school tutoring NAVIGATE BASES Freshman OT ACT Prep class curriculum team meetings		
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Portfolio Fair LSIC Curriculum Team professional development coming up regarding working with exceptional education students departments meet monthly business partners and mayor / other community leaders invited to school events mayor crowns Homecoming Queen	ACCOMPLISHED	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: Informal structures were in place for collaboration. Recommendation: While the OEPA team substantiated the school's rating, to strengthen the function, the OEPA Team recommended the school work to formalize collaborative structures for professional learning communities (PLCs). The Team recommended well defined agendas, minutes, action steps, and monitoring to assure continuous improvement with a focus on instruction and student learning.
Function C: Monitoring for Results. The staff monitors changes in practice and implements	ACCOMPLISHED	engrade parent teacher conferences school messenger Faculty Senate curriculum team meetings school web site / counseling web site data from after school programs gathered and analyzed		

adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		data from NAVIGATE analyzed		
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**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	more classrooms more elective offerings for students increase custodial staff lower teacher to student ratio / smaller class numbers more time to analyze student data	
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	more training on Next Gen standards more training in using technology in a wider variety of ways	

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.	Freshman Focus NAVIGATE After School tutoring / Freshman OT LINK Crew lunchtime tutoring Lunch With the Principal Teacher-driven credit recovery Fifth block class opportunity	
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

PARTIAL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
NO	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

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

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

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as

described in the policy pages 6 to 9:

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

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

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

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

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

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

YES

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

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

YES

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

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

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

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

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

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

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

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

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	
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RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

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

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

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

Compliance Core Areas of Policy/Code

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

Verification of Other Monitoring Reports:

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

Education Performance Audit Appeal Team

- Team Chair – Charlene Coburn, OEPA Coordinator
- Team Leader – Jim Strader, OEPA Team Leader
- Team Member – Ingrida Barker, Assistant Superintendent, McDowell County
- Team Member – William Hosaflook, Principal, Ripley High School, Jackson County
- Team Member - Todd Barnett, Principal, Sherman High School, Boone County

Team Member – Mike Kelley, Principal, Herbert Hoover High School, Kanawha County

Date of School Appeal Visit – 03/10/2016