***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	ACCOMPLISHED	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:** • **Afterschool and lunch time tutoring were in place.** • **Teachers could speak to the mission and beliefs of the school.** • **Teachers expressed ownership in the development of the mission and beliefs.**
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal	ACCOMPLISHED	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	ACCOMPLISHED	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 Behaviors, Attitudes, and Skills to Enhance Success (BASES) program was in place. Information about BASES was posted in every**

behavior.		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		**classroom.** • **Successes were widely celebrated (posted in the hallway).** • **A Freshman Focus group was mandatory for those who needed academic support.** • **Lesson objectives were posted in most classrooms or were plainly stated at the beginning of class. Teacher expectations were clear.** **Commendation: The OEPA Team commended the school's graduation requirements, which exceed those required by the State:** • **Completion of 28 credits;** • **Attainment of a minimum 2.0 grade point average;** • **Passage of a math exit exam;** • **Completion of community service hours;** • **Completion and presentation of a work-based portfolio with an audience of community and business leaders; and** • **Completion of interviews conducted by business leaders.**
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	ACCOMPLISHED	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:** • **Most classroom doors were locked.** • **Safety drills were practiced.** • **The school had a massive grab and go breakfast, and it was all cleared before lunch.** • **The building was clean.** • **Classrooms were conducive to learning with student work and content-related materials displayed.**

		available to students at lunch so no students out front law enforcement lead CE regarding school safety / student drug use		

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	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments:** • **Teachers reported the principal was very visible and provided needed resources.** • **Teachers also reported administrative walkthroughs were conducted frequently with feedback received in a timely manner.** • **The OEPA Team observed electronic lesson plan review templates with constructive feedback from the principal and members of the administrative team.** • **The principal had lunch with groups of students weekly.**
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	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	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The school leadership team and department teams met once a month.** **Recommendations:** • **While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school develop active, working committees, in addition to the leadership team, with formal agendas to affect**

				school improvement. • **Furthermore, the Team recommended school committees meet more frequently, i.e., morning, lunch, or planning.** • **Additionally, the Team recommended teachers be provided the opportunity to become members of any group.**
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	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	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comments:** • **Teachers reported feeling comfortable providing input to principals.** • **A few teachers provided professional development for their peers.** • **Teachers led the tutoring and academic groups, i.e., Freshman Focus and lunch time tutoring.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers be provided additional leadership opportunities.**
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	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	**ACCOMPLISHED**	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:** • **Twenty students per week eat lunch with the principal and provide feedback about the school.** • **Based upon interviews, the OEPA Team determined the staff valued student opinions.**

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	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	**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 most classrooms exemplified traditional teaching with teacher-led instruction.** • **A few classrooms were observed using 21st century skills.** **Recommendation:** The OEPA Team recommended teachers receive support in differentiated instruction and using 21st century tools to inform instruction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	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	**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. **Comments:** • **Most lesson plans showed checklists that indicated dates standards were taught.** • **Some teachers did not have objectives or standards.** • **Some classrooms were using technology.** **Recommendations:** • **While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers develop a means to ensure standards and objectives are being taught.**

				• **The Team further recommended greater incorporation of 21st century tools in classroom instruction to improve student performance.**
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	lesson plans submitted through Engrade STAR Achieve 3000 multiple inclusion courses; teachers adjust to student need Spooky Science monthly department meetings IEPs and 504 Plans followed	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale:** • **The OEPA Team did not observe effective short term or long term planning. Lesson plans shared with the Team were only for short periods of time.** • **The Team observed some evidence of long-term planning.** • **A few teachers had detailed lesson plans; however, most lacked detail, listing only the topic for the day and very few procedures and/or activities.** **Recommendations: Due to the lack of detail in lesson plans, the OEPA Team recommended teachers receive support in preparing short and long term plans.**
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	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	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 mostly traditional, teacher-led classrooms.** • **The Team observed a few classrooms using technology as an instructional tool.** • **There was evidence of data being used for the Freshman Focus, the Non-Conformist Adolescents Vastly Increasing Graduation among Those Emergent (NAVIGATE) program,**

| | | | | | and tutoring; however, there was little evidence of data driving classroom instruction.

Recommendation: The OEPA Team recommended teachers receive support in using differentiated instruction; a variety of assessments to develop instructional practices; and technology tools to strengthen instruction and student learning. |

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	DISTINGUISHED	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	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Comment: Due to the abundance of community involvement and support, it was obvious the community valued the school. |
| **Function B: Student Personal Development.** The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and | ACCOMPLISHED | 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 intramural sports during lunchtime ESL | ACCOMPLISHED | 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:

- **Students were very positive about the school and the supports provided to meet their needs.**
- **Four counselors attended to student needs.**
- **The school had developed and used a ten-page guide to local agencies when referrals were needed to meet students' needs.** |

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
English as a Second Language.		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 Virgiinia 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	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. **Rationale:** **Business and community partnerships were recognized on walls throughout the school.** **Abundant partnerships with agencies and businesses that provide support to the school existed.**

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	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. **Rationale: The OEPA Team determined professional development was primarily county driven.** **Recommendation: The OEPA Team recommended school-based professional development focused on the**

				goals of the strategic plan and teacher needs.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Teachers collaborate on CE Days and in monthly department meetings Smarter Balanced scores distributed STAR & ACHIEVE 3000 data used	**EMERGING**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. **Comment: The OEPA Team did not substantiate teacher collaboration was functioning to affect instruction and student achievement.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teacher collaboration result in creating and executing assessments; reviewing results from such assessments; and planning instructional adjustments to better meet students' needs based upon assessment results.**
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	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs	ACCOMPLISHED	money recently spent to upgrade cameras Student Council completes school beautification activities custodian duty list Grab and Go kits mock lockdown in 2013-2014 routine fire drills Board of Risk report recommendations completed	**ACCOMPLISHED**	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

of students.				
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	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	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	ACCOMPLISHED	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 enjoyed working in the school and wanted to be there.**
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	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	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 use of technology was not prevalent the day of the on-site review.** • **Students reported the internet was slow, and they would like to use technology more than they do. Some students indicated they were not familiar with the use of some technologies. Others stated the day of the on-site review was the first time they had used certain technologies.**

				Recommendation: The OEPA Team recommended effective and consistent use of technology by students to foster engagement and improve 21st century 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.

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	ACCOMPLISHED	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 recalled working on the strategic plan but could not clearly articulate the goals.** **Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school create greater ownership of the strategic plan by teachers, helping teachers understand how their work relates directly to the plan's goals.**
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	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: There was little evidence that collaborative teams were using data to increase student learning.** **Recommendation: The OEPA Team recommended collaborative teams use data to determine and develop instructional practices.**
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	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.

adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		school programs gathered and analyzed data from NAVIGATE analyzed		**Rationale:** • **While there was evidence that data (testing, attendance, behavior) was used to develop the goals of the strategic plan, there was little evidence of data being used to inform instruction.** • **The OEPA Team did not observe documentation of data being used to improve student achievement, i.e., data walls, student data folders.** **Recommendations:** • **The OEPA Team recommended the school develop methods for documenting how data are used to inform instruction.** • **Furthermore, the Team recommended the school document how progress in meeting strategic plan goals is monitored.**

<div align="center">

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

</div>

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	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs for time to analyze student data. However, staffing issues and building expansions would be county decisions.
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	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. The Team further recommended teachers receive support in development of long and short term plans; differentiated instruction; and integrating 21st century tools as part of

		instruction.

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	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 NAVIGATE.

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

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

POLICY and CODE

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

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance	Core Areas of Policy/Code
	School Responsibilities for Accreditation (Pages 13-14) In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:
YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report

NO	Participate in the on-site review process

Prepare for the review – the principal shall:
repare the staff for productive involvement in the review process with materials provided by the OEPA
ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress
repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

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

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

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

Implementation

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

tablish Supports and Expectations that Impact Student Performance

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work

toward achieving high levels of student performance as specified below:

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

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

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

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

which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	**FULL COMPLIANCE**

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

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

Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

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

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

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

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

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

YES

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

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)

- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

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

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

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

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES   Guidelines for Implementation. (S1,FC)

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

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

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

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

Facility Resource Needs

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

8.   School Nurse Clinic/Health Service Area
A.   Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
A-3.   Work counter with sink. (May adversely impact students' health and safety.)
A-4.   Waiting area with seating for students. (May adversely impact students' health and safety.)

10.   Auditorium/Stage Facilities (Middle and High Required)
The school did not have auditorium/stage facilities. (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-2.   Counter space. (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 – Cindy Willis, Consultant, Office of Education Performance Audits
Team Member – Kara Halsey, Assistant Principal, Westside High School, Wyoming County Schools
Team Member – Lloyd McGuffin, Principal, Cabell-Midland High School, Cabell County Schools
Team Member – Mitch Nida, Principal, Berkeley Springs High School, Morgan County Schools
Team Member – David Nuzum, Principal, East Fairmont High School, Marion County Schools
Team Member – Carrie Reeves, Assistant Principal, Sherman High School, Boone County Schools
Team Member – Trent Sherman, Principal, Martinsburg High School, Berkeley County Schools
Team Member – Melissa Van Meter, Assistant Principal, Wahama High School, Mason County Schools
Team Member – Susan Young, Assistant Principal, Capital High School, Kanawha County Schools

Date of School Visit – 12/15/2015