



**Office of Education
Performance Audits**

RESA 4 REPORT

WEBSTER COUNTY SCHOOLS

NOVEMBER 2015

WEST VIRGINIA BOARD OF EDUCATION

WEBSTER COUNTY

		Total Standard- Functions Reviewed	Distinguished	Accomplished	Emerging	Unsatisfactory
Standard-Functions Rated for All Schools		96	9	44	43	0
Percentage of Standard-Functions Rated for All Schools in Each Designation			9%	46%	45%	0%

Standard-Functions Ratings Raised	2	2%
Standard-Functions Ratings Lowered	19	20%
Standard-Functions Ratings Unchanged	75	78%
Standard-Functions Reviewed for All Schools	96	

Rating Scale:

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

1. Positive Climate and Cohesive Culture

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

2. School Leadership

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

3. Standards-Focused Curriculum, Instruction, Assessment

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

4. Student Support Services and Family/Community Connections

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

5. Educator Growth and Development

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

6. Efficient and Effective Management

6A - Facilities	3	2	4	4	3	2	2	2
6B - Fiscal Resources	3	3	4	4	4	4	3	3
6C - Personnel	3	3	2	2	4	3	2	2
6D - Data, Information System, Tech Tools, Infrastructure	3	3	4	4	4	2	2	2

7. Continuous Improvement

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

WEBSTER COUNTY

<u>Policy and Code Compliance</u>		91-202 Glade Elementary		91-203 Hacker Valley Elementary		91-204 Webster Springs Elementary		91-501 Webster County High	
Rating Scale: F=Full; P=Partial; N=Non Compliance									
Policy 2320 - A Process for Improving Education		F	F	F	F	F	F	F	F
Policy 2340 - WV Measures of Academic Progress		F	F	F	F	F	F	F	F
Policy 2510 - Assuring the Quality of Education		F	F	F	F	F	F	F	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	F	F	F	F	F	F	F
Code: 18-2-7a - Physical Education		F	F	F	F	F	F	F	F
Code: 18-5-18b - Counseling Services		F	F	F	F	F	F	F	F

Full	6	6	6	6
Partial	0	0	0	0
Noncompliance	0	0	0	0

<u>Verification of Monitoring Reports</u>		91-202 Glade Elementary		91-203 Hacker Valley Elementary		91-204 Webster Springs Elementary		91-501 Webster County High	
Rating Scale: Y=Yes; N=No; NA=Not Apply									
Policy 1224.1: Accounting Procedures		Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		Y	Y	NA	Y	NA	Y	Y	Y
Fire Marshal Report		Y	Y	Y	Y	Y	Y	Y	Y
Health Department Compliance Report		Y	Y	Y	Y	Y	Y	Y	Y
School Building Authority Report		NA	NA	Y	Y	NA	NA	Y	Y
Federal Programs Monitoring Reports.		Y	Y	Y	Y	Y	Y	Y	Y

Yes	5	6	5	6
No	0	0	0	0
Not Applicable	1	0	1	0

		<u>TOTAL</u>	
Full	24	Yes	22
Partial	0	No	0
Noncompliance	0	Not Applicable	2

SCHOOL PROFILE

91-202 GLADE ELEMENTARY SCHOOL – WEBSTER COUNTY

	2011	2012	2013	2014
Enrollment	325	314	324	331
Average Class Size				18.2
Attendance Rate	96.02	96.64	97.93	97.69
Pupil Admin Ratio	275.0	291.0	324.0	331.0
Pupil Teacher Ratio	13.7	13.8	18.5	17.8
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

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

GLADE ELEMENTARY SCHOOL in WEBSTER 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	Staff developed a mission statement to implement school-wide. The mission statement and goals are disseminated to parents and students in the student planners. Teachers demonstrate their belief in the mission statement through their instructional practices.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal	ACCOMPLISHED	Staff at Glade develop student learning goals. Student awards assemblies are held quarterly to recognize students in the following areas: Best Citizen, Most Courteous, Most Improved, A & B Honor Roll, Principal's Honor Roll, Best Worker, Perfect Attendance, Student of the Month. Also, each month we recognize a student who receives our ARK (Act of Random	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 evidence provided did not support the function. The OEPA Team interviewed all staff, and most staff could not verbalize how they had high expectations for all

behavior.		Kindness) award. Students excelling on the WESTEST, are recognized with trophies (Distinguished in all subjects) & certificates for those scoring Distinguished in one subject during an assembly with their parents.		<p>students. The Team observed low-level instruction in many classrooms and teacher-directed instruction was predominant building-wide.</p> <p>Recommendation: The OEPA Team recommended the staff carefully review all components of the function and provide evidence specific to the language of the function. Additionally, the principal must ensure all teachers are employing a variety of instructional strategies to promote greater student interest, thus, greater student achievement.</p>
<p>Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>	ACCOMPLISHED	<p>All visitors to our school are visible by camera at the front door which is monitored by the school secretary at her desk. All visitors must ring the doorbell in order to enter the school. All visitors report to the office and sign in. All doors at our facility are locked. Most doors can not be entered (no door knobs). Parents are not permitted to go to classrooms in order to avoid classroom disruptions. No announcements are made after the initial announcement in the morning to ensure teaching and learning are a priority. Teachers communicate high expectations. Data is disaggregated on a regular basis in order to determine strengths and weaknesses of individual students and areas of strength and weakness in the curriculum. Grade group meetings are held by the principal monthly to discuss concerns about all areas - discipline, academics, attendance, etc.</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: The OEPA Team determined there were barriers to guard against outside intruders, the physical building was in dire need of improvements, not only for safety but also to provide a healthy and engaging environment. Please see the facilities checklist. The facility was not clean and there were safety issues, including water infiltration issues and cleaning chemicals accessible to students.</p> <p>Recommendation: The OEPA Team recommended the principal review and improve the custodian schedule and duties to ensure a clean, sanitary learning environment. Also, the Webster County Director of Maintenance must be requested to inspect and correct the facilities issues.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Principal conducts grade group meetings monthly, walkthroughs, reviews lesson plans quarterly. The principal addresses issues immediately to ensure that teaching and learning are a priority in our school. Faculty and staff are apprised of issues on a daily basis through e-mails. Teacher input is an important consideration when decisions are being made in an effort to create a team or collaborative atmosphere in our school. The principal stands at the door everyday to greet students upon entering the building, greeting each one. Also, at the end of the day, the principal is there to send them off. The principal is on breakfast & lunch duty each day to engage in conversation with students in an effort to establish a relaxed, trusting relationship with students. Suggestions and ideas for helping their children in Math & Reading are sent home monthly to parents.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	LSIC, Curriculum team, Crisis Response team, Attendance committee, Faculty Senate committees meet throughout the year as required to ensure that the mission and goals are being implemented and suggestions for improvement are considered.	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: Teacher Leadership. Teachers assume	ACCOMPLISHED	Teachers are encouraged to utilize book studies to further enhance their skills in teaching. Teachers are provided a collaborative	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

responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		atmosphere or school culture in which teacher input is encouraged and valued to guide continuous instruction. Teacher leadership is encouraged to lead book talks.		<p>Team determined a lower rating for this function.</p> <p>Rationale: The evidence provided by the school for authentic opportunities for professional practice was not observed. Most teachers did not discuss teacher leadership opportunities to any extent outside the classroom.</p> <p>Recommendation: The OEPA Team determined teachers must be given authentic opportunities to lead and influence professional practice throughout the building.</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.	ACCOMPLISHED	Student's ideas and suggestions are valued not only at the classroom level, but at the school level, as well. Principal talks with students to determine how to resolve issues and conflicts that arise throughout the school. Older students are "paired" with younger students to develop reading skills. There are various organizations held within the school such as Boy Scouts, Girl Scouts, 4-H to promote community involvement. We also conduct food drives for food pantry & food drives for animals.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: The OEPA Team could not verify students had opportunities to lead and develop self-direction. Student council had only just begun and was not fully functioning at the time of the Education Performance Audit. No other student leadership opportunities were observed.</p> <p>Recommendation: The OEPA Team recommended the principal continue to implement the student council and to investigate and implement other student leadership opportunities.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create	ACCOMPLISHED	Teachers received training in Capturing Kids' Hearts which enhanced teacher's sensitivity to create strong, positive relationships with	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the

and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		students by engaging, exploring, communicating, empowering students to make decisions for their classrooms. Classrooms encourage student participation. We are creating a technology enhanced environment for our students by promoting project based learning.		<p>Team determined a lower rating for this function.</p> <p>Rationale: The OEPA Team observed the use of technology in some classrooms. Student centered classrooms were observed in some instances. The primary level classrooms were mainly teacher directed.</p> <p>Recommendation: The OEPA Team determined professional development was needed in technology integration, creating student-centered classrooms, and providing a variety of instructional strategies at all levels.</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.	ACCOMPLISHED	Project based learning is being utilized by teachers to enhance learning experiences for their students. Teachers have collaborative planning times in order to promote learning and shared ideas and plans which have been successfully implemented within their classrooms.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and	ACCOMPLISHED	Teachers are required to have lesson plans available on Friday prior to the next week, depicting instructional activities which reflect differentiated instruction and activities to ensure student success. Different assessments are utilized to determine student and curriculum weaknesses in order to define instruction. Principal conducts walkthroughs frequently. Lesson plans are reviewed quarterly by the principal as required by law.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: Lesson plans were not accessible in all classrooms. There was no evidence of differentiated instruction or varied instructional delivery in all plans. A substitute teacher would have difficulty following many of the lesson</p>

performance levels of their students.				plans in the building. Recommendation: The OEPA Team determined the principal must regularly evaluate teacher lesson plans to ensure they are complete and could be followed by a substitute teacher to the greatest extent possible.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers utilize a variety of resources to enhance instruction and student learning. Instructional tools such as Acuity, STAR Early Literacy, and the WVDE Learn 21 site are resources which guide instruction, as well as Next Gen standards. Project based learning and learning centers are utilized by teachers to stimulate student interests.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through classroom observations and lesson plan review, the OEPA Team found that most teachers employed teacher-led, whole group instruction. A variety of instructional techniques were not utilized to ensure greater student interest and interaction. Recommendation: While a variety of instructional strategies were observed in the intermediate grades, it was suggested that professional learning communities be established to promote professional sharing and modeling of instructional strategies. The principal must observe and evaluate the effectiveness of instructional delivery building-wide.

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,	ACCOMPLISHED	Glade Elementary distributes newsletters to parents on a regular basis which cites activities that will enhance student achievement. Parent - teacher conferences are held to inform parents of student's progress. Mid-term reports go out each	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and the larger community.		nine weeks, as well as quarterly report cards. Teachers have a daily planning period where they are available for parents. We have a call-out system which is utilized frequently to inform parents of important activities at the school. Also, monthly letters go out to parents informing parents of activities. Student incentives and awards are provided daily by teachers. Parental involvement is encouraged. A large number of parents attend our awards assemblies held each nine weeks where student achievement is recognized. The local paper is utilized frequently to celebrate student and school successes, a positive PR tool for our community.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	A school counselor provides counseling to students on a regular basis. Students (each homeroom) gets Developmental Guidance once a month or more as the need arises. The staff works to provide each student with the necessary supports to enhance their personal and social development. Physical Education meets or exceeds requirements for all students. In addition, recess is provided. In an effort to support nutrition, fruits and vegetables are provided to students each day through a grant. The SAT team addresses any and all referrals. An annual Health Fair is available to all students with several local agencies represented. In order to ensure a smooth transition to the next programmatic level, this year, we opened the Starting Points daycare in our building which accommodates new born to 4yr olds. Also, we have a move-up day in the spring for all students in all grades (Pre-K-6) so they will know who their teacher will be in the fall and their	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.

		expectations of their students.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	First Community Bank is our Partner in Education. Each year, our partner sponsors a Faculty & Staff dinner to show their appreciation for all of their efforts. Student work is displayed at the local bank. Glade partners with community organizations and conducts periodic support drives for the food pantry and humane society. Dental health students conduct presentations on good practices for dental health. We conduct an annual health fair where numerous agencies are in attendance. Also, this year we opened the Starting Points Daycare in our building where birth to 4yr olds are housed in our building. This has created a very convenient situation for families having babies and children located in the same building. It is also utilized by many of our staff members with small children.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	All staff are provided with a collaborative planning time. Book studies have been conducted. Staff development consisted of creating optimum conditions for student success, utilizing strategies for active student participation, formative assessment, curriculum alignment, using triggers on a continuing basis. PD 360 is often utilized to address areas of weakness as identified by the staff.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The	ACCOMPLISHED	The staff analyzes the data and utilizes appropriate instructional strategies for students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

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.		Differentiated instruction is used to ensure that all students master the content standards and objectives. All teachers are provided a common planning time to collaborate with their colleagues.		substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Teachers develop student learning goals and complete best practice reflections. PD360 and other resources are used to provide individualized staff development. Lesson plans and walk-throughs are utilized to provide teacher feedback. Teachers complete required reflections and goal setting mandated by the state for evaluations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Visitors to our school must ring the doorbell which is monitored by the secretary in order to gain entrance into the front door of the building. All doors are locked with no outside entrance except the front which is monitored by camera and secretary. In the mornings and evenings, a person is assigned to ensure the release of students. All visitors must sign in and report to office. Any student who is picked up early must	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: The OEPA Team observed dirt, dust, and clutter throughout the building. There were stained and missing ceiling tiles in the building and there was water infiltration, especially in the back of the building in the area of the</p>

		sign child out in office. Bulletin boards are scheduled for teachers to change each month in order to enhance the environment. The building is properly maintained & custodians keep the building clean.		<p>gymnasium. A custodian's closet was unsecured with cleaning chemicals accessible to students.</p> <p>Recommendations: The OEPA Team recommended the principal and central office maintenance director investigate means to stop the water infiltration. The custodian schedule and duties must be monitored by the principal and evaluated regularly to ensure a clean, sanitary environment.</p>
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Teachers are made aware of their individual accounts monthly. Monies are attained through fund raising, Title I and Technology. Grant funding is sought to enhance the school creative arts presentations such as Theatre WV and WV Dance Workshop. We have three Title I Interventionists to serve students in order to improve academic achievement. Two Special Education teachers serve our identified population of special needs students. Each month a school report is generated by the school secretary and the treasurer conducts an annual audit.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	The hiring committee is selected through the Faculty Senate. These individuals are trained to conduct interviews as prescribed by law to help select new staff. All hiring procedures are followed and professional development is provided to ensure effective instructional strategies are implemented.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems,	ACCOMPLISHED	The school provides a 25 station computer lab for K-2, one for 3rd & 4th and one for 5th & 6th.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		There are three sets of 25 netbook computers for K-2, 3rd & 4th and 5th & 6th. Three sets of 25 iPads are provided for K-2, 3rd & 4th and one for 5th & 6th grades. Each classroom is equipped with permanently installed whiteboards with Elmos. Each classroom has, at least, three classroom computers for their own use. A set of 25 responders are provided to K-2, 3rd & 4th and 5th & 6th. Funds were recently secured to purchase a set of google glasses for student use. All classroom teachers have laptops. WVEIS is utilized for required reports and information.		substantiated the school's self-rating for this function.
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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	Faculty and staff analyze data to determine priorities for instruction. Weaknesses, as well as areas of strength are looked at to determine a "plan of action" in order to attain goals. Data is reviewed periodically throughout the year by staff to determine progress of goals and make revisions as needed. The principal reviews monthly the attendance rate with the students via the intercom and determines winning classes which motivates students to improve attendance. Principal asks members of the community for input regarding suggestions for improvement of the school.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: The OEPA Team did not observe evidence of data driven instruction. The strategic plan for the current year was not completed and teachers could not discuss how areas of weakness were being targeted or how data were being used to any extent.</p> <p>Recommendation: The OEPA Team determined high quality, research-based professional development on data analysis be investigated and implemented. The results of the professional development would result in data driven instruction, which would increase student achievement.</p>

Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	A common planning period for all grades is provided in order for teachers to collaborate to facilitate continuous improvement and increase student achievement. Grade group meetings are held with the principal at least once a month in order to discuss assessment data and other issues pertaining to that particular grade level or issues with an individual class. A plan to remediate students is developed if needed. Faculty meetings with all staff are held several times throughout the year when release time is provided by the county for Faculty Senate meetings.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: There was no evidence of PLCs throughout the building. The various school teams had just been put into place; however, they were not fully functioning at the time of the Education Performance Audit.</p> <p>Recommendation: The OEPA Team determined PLCs needed to be established to aid in increasing student learning. Student council and other teams needed to continue to be developed and implemented.</p>
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Data is disaggregated to determine strengths and weaknesses in each subject area, for each student. Acuity and STAR literacy and teacher made assessments are utilized by staff to assess student progress. After looking at student data, teachers design a plan of action for increased student achievement. Targeted students are provided extra help through Title I Interventionist in order to increase student achievement. Student progress is communicated to parents quarterly and through parent-teacher conferences. Also, teachers send mid term reports notifying parents of student's progress.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: The OEPA Team did not observe evidence of the use of data building-wide. Teachers could not discuss how the results of formal and informal data was to be used to guide instruction to correct weaknesses in instruction.</p> <p>Recommendation: The OEPA Team determined the principal and staff must improve targeted instruction by fully utilizing all forms of student data effectively. The principal may elicit assistance from the Webster County central office, RESA 4, the West Virginia Center for Professional Development, and the West Virginia Department of Education to aid in this endeavor.</p>

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

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	We have adequate technology equipment and supplies. However, the reliability of the internet needs to be addressed. Adequate curriculum software is provided. Hiring, attaining and keeping qualified Special Education staff is an ongoing issue in our area.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The new calendar does not provide adequate time for staff development. Staff needs more training on the new Smarter Balance test that will be administered in the spring.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Teachers do an outstanding job of analyzing test data and utilizing Acuity to remediate and accelerate. STAR Early Literacy is being utilized to identify K-3 students in need of support. Targeted students will attend an after school program to address student weakness as identified on last year's WESTEST in Reading & Math. Interventionists provide individualized support for targeted students.	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	Staff has been updated the implications of the policy.
YES	Complete the School Monitoring Report	The school monitoring report is being completed as required.
YES	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall:</p> <ul style="list-style-type: none"> › prepare the staff for productive involvement in the review process with materials provided by the OEPA › one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress › prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process <p>Participate in the review</p> <p>Participate in the Exit Conference</p> <p>Address the review findings – the principal shall:</p> <ul style="list-style-type: none"> › share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan › work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE 	Preparations are currently being made for next year's on-site visit.

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)	Curriculum team, LSIC. School leadership team will be established.
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.) 2015/16Plan incomplete as of 9/29/15

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL
COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

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

Compliance Core Areas of Policy/Code

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

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and

instructional practices as outlined in Chart II of the policy (Pages 8-9)

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

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

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

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

YES

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

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.

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

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

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

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

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

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

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

Implement investigatory and reporting procedures (Page 43).

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

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

YES

Alternative Education. (S1,FC)

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

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

Implement county policies and procedures for alternative education.

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

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

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

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

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

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

FULL COMPLIANCE

FULL
COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

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	There is an annual audit and any findings are immediately corrected.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	We are currently undergoing an audit and will make any necessary changes.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	We have made all corrections cited by the fire marshal.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	We are in full compliance.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NA		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	We are in full compliance.	YES

Facility Resource Needs

1. School Site

- C. Site did not have stable, well-drained soil free of erosion. (As evidenced by no standing water, no water trenches, or no unwanted water around building (May adversely impact program delivery and student performance as water was entering the gymnasium.)

6. Library, Media, and Technology Centers

- A. Sufficient space was not provided for a library/resource/media center. (150-200 ft.²) (May adversely impact program delivery and student performance.)

Note: The school did not have a library/media center. Students utilized the public library located near the school.

8. School Nurse Clinic/Health Service Area

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

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

- A. Auditorium was not of adequate size. (seats 1/3 student body or a minimum of 250 people for middle and high schools). (May adversely impact program delivery and student performance.)

Note: The school did not have an auditorium/stage facility.

12. Pre-kindergarten/Kindergarten Classrooms

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

15. Art

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

16. Band/Music

- D. Equipment and materials were not adequate and did not include at least the following:
 - D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen D. Brock, Coordinator

Team Leader – Michelle Jeffers, OEPA Consultant

Team Member – Melandee Heaster, Assistant Principal, Lewisburg Elementary School, Greenbrier County Schools

Team Member – Laura Dick, Principal, Wilsonburg Elementary School, Harrison County Schools

Team Member – Debbie Schmidlen, Principal, Elkins Third Ward Elementary School, Randolph County Schools

Date of School Visit – 09/29/2015

SCHOOL PROFILE

91-203 HACKER VALLEY ELEMENTARY SCHOOL – WEBSTER COUNTY

	2011	2012	2013	2014
Enrollment	73	66	72	71
Average Class Size	11.0	11.7	8.0	7.7
Attendance Rate	96.20	97.36	97.29	97.11
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	117.7	132.0	144.0	142.0
Pupil Teacher Ratio	11.0	10.6	11.5	11.8
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

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

HACKER VALLEY ELEMENTARY SCHOOL in WEBSTER 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	During faculty senate the group focuses on instruction and students--how to better serve the students; Curriculum/SAT teams meet with instructional staff and parents to plan course of action for students who may be struggling academically, behaviorally, or socially. Additionally, the staff identifies those students who may need further enrichment or other academic challenges.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	The staff has established routines and structures that help students know what is expected. Intermediate and middle school grades, for example, know they have to complete a science and a social studies project in order to meet class requirements. Students must write in complete sentences to answer questions within written work a majority of the time. Writing is expected to be published, quality pieces of writing. Citizens within the school are expected to take	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.

		care of their own needs, but also help others complete tasks. Homework is expected to be finished accurately. Reading is expected beyond the school day with book sent home with primary students, while intermediate/middle school students read independently at home or with a parent at home.		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	DISTINGUISHED	Many mentors are used to assist in the acquisition of skills. Students in upper grades mentor lower grade students. Rooms are arranged for maximum participation in the learning process. In some grades, proximity seating is used to help students learn, while in others, peer-to-peer seating is encouraged for collaboration between students and groups of students. The custodian keeps the areas clean. Teachers, for the most part, are orderly and keep their areas clean and organized. Additionally, the kindergarten aide has helped to organize learning closets for maximization of accessibility to materials. Students feel they are important within the environment feeling secure and valued by all staff members.	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.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	The principal is only half-time and struggles to maintain all the duties required. During the first part of the year, the principal filled a teaching vacancy, thus she struggled to keep up with administrative duties, working long hours to make sure required duties were completed. However, at the end of the first grading period, the teaching vacancy was filled, relieving the principal of many direct teaching	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through teacher and principal interviews and observations it was evident the principal was well-organized and knowledgeable of the needs of the school and individual students. The principal shared leadership

		responsibilities. The principal is the chief instructional leader encouraging and asking teachers to try new things that serve to benefit students such as performance task instruction.		responsibilities among all staff and students and promoted an environment of strong social and academic progress.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	With such a small staff and a community that likes to be involved, creating opportunities for school teams to meet is important. Sometimes there are after-school meetings. Sometimes flexible scheduling is utilized so that staff and teachers can meet to solve problems with curriculum or things such as planning our Math Day Party. Faculty Senate is not a gripe session, but a productive time where learning of students is discussed. Additionally, the LSIC meets at the end of Faculty Senate to organize and provide input to school functioning.	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: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers can ask for and are provided about any teaching materials they need to help their students succeed. Additionally, teachers are interested in making Hacker Valley School a model school for learning. They understand many of our students are from poverty and require a great amount of time to acquire new concepts. Rich vocabulary is utilized within academic programs. In the primary grades, the teachers and or aides eat with the students and talk with them encouraging the use of new vocabulary. Teachers share students--they understand not only their classroom roster is their students, but the entire school is a responsibility.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate	EMERGING	Students are encouraged to be independent in academic pursuits. Students are community-oriented within the intermediate and middle school taking part in such activities as: the	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.

leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		Green School Community Involvement Project, making flower-bed and erecting the greenhouse. Students take part in the annual fundraising event for the school known as the Hacker Valley Ramp Dinner by serving, setting-up the dining area, cleaning, and serving guests. Occasionally, students have managerial opportunities within classrooms, but this aspect of student leadership is limited.		Rationale: The OEPA Team observed evidence students had many opportunities to take leadership. For example, the morning routines allowed for students to model good character and also engage in project based learning and mentoring of younger students. They took pride in their school and contributed to the overall cleanliness of the building.
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Blended learning opportunities exist for students such as Reasoning Minds math; IXL math support; and Odyssey. Students work at their own pace, taking notes and reflecting on their achievements and failures. Additionally, students are provided extended learning opportunities to participate in school and county academic fairs. Activity-based science is utilized to motivate students to question and use inquiry. Journals/science notes are kept to help students reflect on student learning. Students are enriched if evidence suggests students need that enrichment. Interventions are accessible for all students at some time during the day whether delivered by the classroom teacher, mentors, or interventionists.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation	ACCOMPLISHED	Teachers have available digital access to Next Generation Standards and Objectives. Additionally Learning Skills and Technology standards are addressed integrating technology tools into instruction. Teachers utilize said standards when planning instruction for multiage groups of students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.				
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Plans are adequate. Planning time constraints lead to lesson plans that are made for the teacher's use. However, teachers do seek out model lesson plans that can be found in a variety of places online, such as the WVDE website, lesson planning sites, and commercial lesson plan sites.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging 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	Multiple strategies are used to teach multiple subjects in most classrooms. Substitutes are gaining experience daily with different instructional methods and strategies. Appropriate strategies are used for appropriate developmental level. Digital tools are embedded within instruction as opposed to stand-alone computer class.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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.	ACCOMPLISHED	Parents are involved within the academic life of their children. When needs arise, parents seek to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

Positive relations exist between the school staff and the students, families, and the larger community.		solve problems. The larger community is involved within the education process taking part in programs, events, and special projects. Mentors are involved within the school setting from the community-at-large.		substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Students are looked upon as individuals and not just taught as a "class". Each person is valued for their strengths and also needs are addressed. Teachers go beyond the call of duty to make sure students receive the resources they need to learn--including basic needs, but also those resources students may need for projects and classroom activities. Students may borrow needed items. Additionally, special programs focus on nutrition, such as notes sent home for preschool snacks; counseling posters to prevent bullying and promote character development. Special education students are placed in the least restrictive environment mainstreaming them for most of the school day with only limited pull-out. Collaboration is the practice most utilized within the special education environment.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function 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.	DISTINGUISHED	Holly River State Park Partnership provides a forum and needed resources to engage in authentic learning opportunities. Family Resource Network has provided school supplies for students. Senior Citizens have partnered to collaboratively utilize and run the greenhouse. Community members serve as mentors.	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.

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:	DISTINGUISHED	The staff identifies problematic areas and seeks	DISTINGUISHED	The evidence provided by the school and the

Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.		to solve problems within those areas. Professional growth is both at the school level and an individual level. Examples include: learning about the SMARTER BALANCED assessment; Clay Center Partnership with Melissa Rhodes; NASA; Trout in the Classroom; Jensen's Study about Poverty; and clerical tasks such as Battelle Training. An ongoing professional development for the 2014-15 and 2015-2016 is REASONING MINDS which involves 21-30 hours of training for selected, interested teachers.		additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Being in a nontraditional school presents challenges of "numbers" of peers with which to collaborate. In response to this challenge, teachers collaborate across programmatic and developmental levels to improve student learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Staff see evaluation as a process rather than a judgment. Areas of improvement are continuously addressed by the individual. Staff needs inform the process of most professional growth.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	DISTINGUISHED	We have a newer building; kept nicely by students, staff, community, and custodian. The secretary maintains the security system. Doors are locked and she allows or disallows visitors as appropriate. There is a centralized intake area for all guests.	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.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	DISTINGUISHED	Grants are sought to bring authentic learning opportunities into the school. For example; greenhouse project, monarch butterfly program, Trout in Schools program, and Green Day of Service grant from ZMM/WVDEP. Additionally, the principal wrote a grant for the county in order to secure the WV Dance Group for a STEAM project. The county provides annual allocations to schools which allows them to choose needed materials and equipment annually.	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.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	Personnel are selected by certification and qualifications. However, there remains a teacher shortage in this rural area.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has	DISTINGUISHED	The use of technology is embedded within instruction. Students are taught to utilize technology within projects and within such classes a language arts for word processing. Use	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.

appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		of websites, such as National Geographic for Kids, serve to motivate and "capture the interest" of most learners. Odyssey is utilized for instructional support for ELA and Math. Grades 2,3,6,7 are currently involved with the Reasoning Minds Math Supplemental Program, while grades 4 and 5 are study groups for the Math Curriculum Impact Study.		
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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	The strategic plan is jointly developed by the staff and LSIC. Additionally, the staff takes ownership of all students and wants to see them develop holistically, not segmented.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: During teacher interviews, a majority of the staff were unable to articulate a school goal for student achievement. Teachers could not discuss the goals and action steps contained in the strategic plan. It was not evident that the strategic plan was instrumental in guiding curricular decisions at the school.</p> <p>Recommendation: All staff must be familiar with the goals and action steps contained in the school strategic plan. All teachers need to have input into the revisions to the plan and utilize the plan to aid in making classroom curricular decisions.</p>
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes	DISTINGUISHED	The school has a reputation for involving a variety of stakeholders within the school structure thus promoting positive relationships among all. Collaborative efforts include the senior citizen partnership with the greenhouse, mentoring personnel; family engagement within	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.

necessary to collaboratively engage all stakeholders in actions to increase student learning.		a variety of academic situations, monarch program, and trout program. Additionally, school athletic teams help parents of middle school students to be comfortable within the school environment, thus, leading to involvement within the academic realm of the student. Holly River State Park has established a partnership with the school to make the outdoor world a learning laboratory.		
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	The school staff monitors student learning and tries to analyze results of such activities. There are some practices that yield immediate results; but other practices that develop over time such as building relationships. There is feedback/interaction from such entities such as Holly River State Park, but it takes on the appearance of a conversation rather than a formal process. However, these conversations are an important part of informing instruction for students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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.	Resources needed: Qualified teachers that have experience and certification Poverty within homes including the need for parent education (part of the school's programs identifies families that need family education and the topic that needs to be addressed) School children come to school substantially below developmental expectations. The school provides education from where that students begins.	Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Everything is new to half the staff due to the fact that 2.5 jobs of the 6.5 teaching jobs are filled with substitute teachers. Professional development needs include: classroom management; the integration of technology into curricular areas; planning to maximize learning; and many topics that regular teachers learn in education classes in college.	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.

	Recruitment of certified teachers is an ongoing need--as well as housing to allow teachers to be community-based.	
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SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Mentoring and outreach programs provide for two-way learning between students and community/business members. (greenhouse operation, mentoring program, family involvement, partnerships) Students are actively involved in their learning through inquiry, in-depth learning, and performance assessments.(inquiry-based science; project-based learning; practice performance tasks; Trout in the Classroom; Monarch Preservation/US Forest Service Partnership; Clay Center Partnership) Relationships	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • Trout in the Classroom • School greenhouse <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to

improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

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

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)	School Curriculum/Leadership Team--Staff
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)	Curriculum Team examines School Data Reports including WESTEST2 data for 2014 and thereafter will analyze SMARTER BALANCED data. Additionally, other data sources are examined including STAR literacy data; Early Learning Data, metric reports for Reasoning Minds, IXL and Odyssey support learning programs.
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)	Analyze data provided and make adjustments accordingly
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	Strategic Plan components are open for staff, family, student, and community input. Published and distributed.

practices and innovative approaches to improving student performance and addressing student needs.
principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	No technology specialists are employed at this school. All other parties are monitored.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	IEP teams meet and make determinations as required by law and policy.
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)	Additionally, multiage opportunities are provided for students.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) <p>Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:</p> <ul style="list-style-type: none"> • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence 	

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

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

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

YES

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

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

- standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

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

Technology team needs to be more cohesive, all others function as instructional staff are on all teams.

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:

Developmental guidance provided to all students; after school character club is in place; crisis response plan developed and reviewed by teams; reporting procedures in

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).

place and have been utilized several times; interventions in place for students in response to inappropriate behaviors.

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 available; only one expelled student within the last 5 years--was provided alternative education by certified teacher in compliance with WVDE policies at the time.

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

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

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

FULL COMPLIANCE

FULL COMPLIANCE

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	All students served
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	Written report and plan of action	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	Hacker Valley School has not been monitored.	YES. The Team verified there was a special education monitoring report and all parts of the report were in compliance.
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Non-compliance reported to Maintenance Director, at the Webster County Board of Education Office. Non-compliance: Testing of fire suppression system in kitchen; maintenance of fire extinguishers	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Light-bulb replaced in freezer/refrigerator	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	None noted	YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	None noted for Hacker Valley School	YES

Facility Resource Needs

6. Library, Media, and Technology Centers

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

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

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

11. Custodial and Storage Areas

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

17. Science Laboratories and Facilities

- C. Science equipment and materials were not adequate and did not include at least the following:
- C-4. Ventilation fume hood. (May adversely impact students' health and safety)
- C-5. Blankets. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Chair

Team Leader – Steve Comer, OEPA Consultant

Team Member – Laura Trent, Principal, Lost Creek Elementary School, Harrison County Schools

Team Member – Amanda Craig, Principal, Rock Cave Elementary School, Upshur County Schools

Date of School Visit – 09/29/2015

SCHOOL PROFILE

91-204 WEBSTER SPRINGS ELEMENTARY SCHOOL – WEBSTER COUNTY

	2011	2012	2013	2014
Enrollment	354	356	352	346
Average Class Size	19.5	19.0	17.3	17.4
Attendance Rate	94.57	99.73	96.20	96.16
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	286.6	354.0	352.0	346.0
Pupil Teacher Ratio	11.0	14.2	14.5	14.2
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	99.52	100.00	100.00

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

WEBSTER SPRINGS ELEMENTARY SCHOOL in WEBSTER COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

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

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The Principal meets with the LSIC and interested teachers to collaboratively develop a set of educational beliefs and values. As a part of the five year strategic plan, the beliefs and values are discussed at faculty meetings and adjusted and updated as necessary.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	DISTINGUISHED	The staff at WSES work diligently together to complete their personal and student learning goals. In addition, there are established ceremonies and rituals that are conducted throughout the year to celebrate student and staff successes.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Based on OEPA Team observations, the majority of classrooms utilized teacher-directed instruction while students were passively engaged and some demonstrated off-task behaviors. Many students were off task for

				<p>times in excess of five minutes without being redirected by the teacher.</p> <p>Recommendation: The OEPA Team recommended the principal implement professional development in the area of research-based instructional strategies that challenge students academically. All students must be kept on task with a variety of instructional strategies that stimulate intellectual growth.</p>
<p>Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>	EMERGING	<p>Although the staff take measures to ensure student safety and well-being, there are areas that could use improvements. The playground needs additional fall surface (mulch, rubber, pea gravel) to adequately protect students.</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective - management.</p>	ACCOMPLISHED	<p>The Principal provides both collaborative and individual planning time for teachers to plan effective lessons. He conducts frequent walk-throughs and utilizes Observation and PD 360; he meets with teachers to discuss the observations and give feedback on instruction.</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: Based on interviews with teachers, the staff spoke highly of the principal's communication skills with the staff. Staff reported he was visible throughout the school building and commented he had begun a number of initiatives, including professional learning communities (PLCs), vertical teams,</p>

				and data analysis.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	There are various teams (Core Behavior Team, Crisis Response Team, student leadership group, activity planning committee) that work together to advance the mission and goals of the school.	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: According to teacher interviews, this was the first year the school has had a leadership team. The Team initially used agendas and notes; but currently did not maintain written records.</p>
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	The Principal is an advocate for his teachers, working with the curriculum director, to ensure that teachers are provided with the equipment, materials, and professional development that they need in order to provide high quality instruction to the students.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: Based on teacher interviews it was reported teachers worked collaboratively in Faculty Senate. They served on different teams and committees. However, a number of teacher opportunities to lead and influence professional practice were new to the staff, including vertical teams, mathematics and reading teams, etc. Also, there were a large number of long-term substitute teachers who had limited experiences in assuming responsibility for school and classroom improvement. The OEPA Team determined, in time, these practices would lead to a higher rating when fully implemented.</p> <p>Recommendation: The OEPA Team recommended the principal and staff continue to work in teacher-led collaborative teams and PLCs. Also, long-term substitute teachers needed assistance in assuming responsibility for school and classroom improvement.</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.	EMERGING	The school works in collaboration with student leadership organizations such as Boy Scouts and Girl Scouts; however, there are few student led leadership organizations. Some teachers take the initiative to involve students in community leadership opportunities, and there are plans to create more school-wide leadership opportunities (such as student council).	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 found that the school had recently restarted a student council. There was one member for each classroom; two per grade. Some classes had in-room jobs for the students.
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Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	The staff is working toward creating a more technologically enhanced learning environment while building on student interests and individual abilities. The classrooms are respectful and encourage student participation and reflection.	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 majority of classrooms observed by the Team were not student-centered. These classrooms were teacher-directed with direct instruction as the predominant instructional strategy. Student reflection and inquiry were observed in few instances.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West	ACCOMPLISHED	Teachers utilize their collaborative planning times to work with their partner teachers to create standards based instructional activities and projects.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Virginia Schools and the Next Generation Learning Skills and Technology Tools.				
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	The principal conducts weekly walk-throughs and lesson plan checks to ensure that teachers have effective lesson plans.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers utilize multiple strategies, resources, digital tools, and assessments such as STAR reader, STAR math, LEARN 21, READ 180, and Think Through Math to enhance student learning and assess individual student progress.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: Most classrooms observed by the OEPA Team were teacher-directed and the predominant instructional strategy was direct instruction. A variety of instructional strategies was not evident through classroom observations and teacher interviews. Few classrooms were integrating technology into lessons. Students were consumers of technology as opposed to utilizing technology to create and problem solve.</p> <p>Recommendations: The OEPA Team recommended the principal implement professional development in the area of instructional strategies. All teachers must utilize a wide variety of strategies to teach to different modalities and ensure the greatest</p>

				<p>levels of student interest.</p> <p>The Team recommended technology be imbedded into lessons and that students have opportunities to be actively engaged with technology as opposed to consuming technology.</p>
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Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The school tries to establish positive parental and community relationships through open houses, newsletters, activity planning committees, award celebrations, and student incentive programs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	DISTINGUISHED	The school core behavior team works with students, teachers, parents, the Principal, and the school counselor to ensure a consistent guidance and support network for health, nutrition, and child supports.	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.
Function C: Parent and Community Partnerships. The school staff forms partnerships with	ACCOMPLISHED	The school tries to establish connections with community partners and businesses by inviting them to participate in student celebrations and activities.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

various community agencies and organizations to enhance the ability to meet the needs of all students.				
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Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The staff seek out professional development opportunities and welcome help and guidance from each other to improve their classroom practices.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	The teachers, Technology Integration Specialist, and the academic interventionists work with students and parents to review and analyze data, and develop appropriate instruction that meets the needs of individual students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that	DISTINGUISHED	The Principal and teachers at WSES complete the self-evaluations, reflections, and learning goals. The Principal conducts frequent classroom observations, meets with the teachers to discuss the results, and works with them to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.

facilitate self-reflection and informs the process of professional growth.		find appropriate resources on PD 360 and other professional development opportunities to build on their strengths or remediate deficiencies.		<p>Rationale: According to teachers, the school had not completed, recorded, and analyzed data from either the instructional practices inventory (IPI) or classroom walkthroughs this school year. At least five teachers stated that they had minimal time for self-reflection.</p> <p>Recommendation: The OEPA Team recommended the principal investigate and implement means to provide greater feedback and support to staff in the areas of evaluation and to facilitate greater self-reflection by all staff. IPI results needed to be shared with the staff to a greater extent, as did the results of classroom walkthroughs.</p>
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	The Principal maintains strict adherence to safety and security measures. He elicits the support of the central office to ensure that the building is properly maintained; however, budget constraints and a limited county maintenance personnel do not always properly address the needs of an aging facility.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: The OEPA Team found seven areas of concern during the day of the Education Performance Audit.</p> <ul style="list-style-type: none"> • The sidewalk leading into the building from the back was cracked, creating a fall hazard. Additionally, some of the concrete around the building was in disrepair, making it difficult for small children to climb stairs. • There were piles of material in the school yard beside the building which appeared unsecured and unsafe around students.

				<ul style="list-style-type: none"> • The metal railing on the steps at Door 11 was loose. • Two stairwells had missing ceiling tiles or tiles that had been pushed up. A second floor technology lab also had missing tiles. • The first floor boys' restroom had a dirty sink with a hose curled up in it, making it unusable. (There was another sink in the restroom the students could use). There was also a bottle of cleaning material and a mop/bucket in the restroom. A janitor was not present at the time. • There was an unpleasant smell in the upstairs girls' restroom. • The stalls in the boys' restroom were plywood making it difficult to clean and sanitize. <p>Recommendation: The OEPA Team recommended the principal investigate means to correct the above areas of concern to ensure greater student safety and improve the learning environment.</p>
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	DISTINGUISHED	The Principal is transparent with accounting activities. He, the staff, and the LSIC have worked diligently to raise funds to accomplish long-term projects as well as more immediate needs and activities; however, the Superintendent recently required that the Principal send over \$32000 to Webster County High School to fund their athletics after a school consolidation. The school will have to work with its community partners, parents, and staff to pull	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.

		in additional resources and recoup the funds that were lost.		
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.	DISTINGUISHED	The Principal works with the staff to ensure that they are provided with appropriate professional development opportunities that align with the results of their classroom observations, evaluations, and personal goals. With the implementation of the new hiring practices, it is a school-wide effort to recruit and maintain highly qualified staff; however, the final hiring decisions still lie with the Superintendent.	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: The school relied on at least five long-term substitute teachers. The positions had been posted; however, certified applicants had not applied. A few teachers had left the area or had left the teaching field for other occupations.</p> <p>Recommendation: The OEPA Team recommended the county and school attempt new strategies to attract and retain highly qualified teachers.</p>
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.	DISTINGUISHED	The Principal, staff, and Technology Integration Specialist work together to use technology tools to inform and support student learning. WVEIS is utilized to maintain student and staff data.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: The school was not able to provide adequate bandwidth to support wide use of technology in all classrooms. The OEPA Team observed few instances of technology tools for learning in the hands of students. Many teachers stated the technology was inadequate to use with full classrooms and that it was frustrating to work with entire classrooms on technology.</p> <p>Recommendation: The OEPA Team recommended the school and county continue to upgrade the bandwidth at the school. Plans were in place to complete this upgrade with the local internet company; however, the upgrade</p>

				had not yet occurred. The principal must provide professional development regarding high-level student and teacher use of technology in the classroom. Students must have opportunities to be actively engaged with technology as opposed to consuming technology.
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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	The Principal works with interested staff, welcoming the input of all, to build a focused strategic plan.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	The staff work together during collaborative planning times, and many attend additional professional development opportunities outside the school day, to improve professional practices and student learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff	ACCOMPLISHED	Teachers, support personnel, and academic interventionists frequently review student	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team

monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		progress monitoring and adjust instruction according to the identified needs. Student progress is frequently communicated to the stakeholders.		substantiated the school's self-rating for this function.
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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.	In order to improve student performance, the school needs to have a clean, well-kept appearance that helps promote a positive school climate. The school facility could use some upgrades such as new floor tiles, lighting, lockers, and ceiling tiles. The staff has requested a portable vacuum cleaner to reach inaccessible areas such as stairwells, corners, and ledges.	Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. The OEPA Team determined new floor tiles were needed, as some were broken and/or discolored. Ceiling tiles were also needed, as some were missing and many were buckled. Some were also discolored, apparently from water damage. There were a number of lights that did not work. They needed ballasts, which the school had requested but had not yet received.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	There is a limited number of available substitute teachers for covering teachers' classes so that they may attend professional development opportunities. Our teachers need the opportunity to attend relevant staff development trainings and work with other master teachers to improve their current practices. Some specific areas of staff development include data-driven instruction, utilizing technology effectively, project based learning, and effective instructional differentiation.	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. There were at least five long-term substitute teachers in the school this year. According to the principal, there was a need to offer professional development, especially to those teachers, to meet their needs in the classroom. The principal reported that there was a general weakness in the areas of differentiation and project based learning. There was also a need expressed by the principal for learning how to work with data-driven instruction and using technology. The school had attempted to address technology professional development through Technology Tuesdays,

		where teachers could work with the technology integration specialist (TIS) on their planning periods.
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SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Webster Springs Elementary School is focused on creating a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students. There is a collaborative atmosphere in which all staff members are focused on personal improvement and student performance.	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

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

The Principal will give an overview of Policy 2322 and the school monitoring report at the beginning of the year. He will prepare the staff for an onsite review.

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: a designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	The LSIC works to develop the school improvement plan. The Principal works with individual teachers and teams of teachers to discuss development opportunities and help them seek appropriate resources.
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)	When the data is released, the Principal meets with teachers and data team members to review the data and discuss school accountability measures.
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)	The Principal will work with the County Office Staff to identify and schedule appropriate professional development activities that address school needs.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The strategic plan was developed in collaboration with interested teachers and the LSIC

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)	Teachers utilize developmentally appropriate lessons and teaching practices.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	The master schedule was designed to meet the standards set forth in Policy 2510.

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

The teachers utilize the appropriate assessment systems. Each child in grades PreK-5 have physical education classes daily, and the TIS works with staff to create appropriate lessons that integrate technology

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

Multiple assessments are utilized for the monitoring of student progress and learning. Various technologies (STAR math, STAR reading, STAR early literacy, LEARN 21, Think Through Math) are utilized to meet the requirements in areas of critical thinking, decision-making, and academic knowledge.

- thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

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

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

The school is still working to clearly identify and utilize the role of these teams for technology, curriculum, and leadership. These team are currently seeking input from local and state entities to assist them in guiding our school.

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:

The Respect and Protect Program is implemented school-wide. Teachers and staff are trained on program implementation each year. Students are taught and reminded of appropriate behaviors.

Teach students appropriate behaviors and dispositions (Pages 7-17).
 Assure students' rights and responsibilities are taught and protected (Pages 18-21).
 Implement proactive, preventative, and responsive programs (Page 43).
 Implement investigatory and reporting procedures (Page 43).
 Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).
 Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES

Alternative Education. (S1,FC)

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

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

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

The county employs an alternative education setting; however, there are no students from WSES currently attending this placement.

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

FULL COMPLIANCE

FULL COMPLIANCE

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

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Time Requirements (S3,FB)</p> <p>Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.</p> <p>Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.</p> <p>High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.</p> <p>Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.</p>	Every student in the elementary grades are provided with 40 minutes of physical activity daily, exceeding the minimum requirements.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Students in fourth, fifth, and sixth grades participate in the fitness tests.
YES	Results are shared with students and parents. (S7, FC)	Parents and students are provided with fitness results upon completion

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The Counselor works within the classroom to provide developmental guidance. She also utilizes student self-referrals, teacher referrals, and Core team referrals when working with individual students.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	The Counselor has a rotation in which she goes into the classrooms to provide developmental guidance and counseling activities. She also devotes the majority of her time outside of the classroom working with and following up on individual students and student concerns.

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	All of the accounting issues that were identified in the accounting audit were addressed with the financial director and remediated.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE	The WVDE monitoring is scheduled for the week of November 17th.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	The Principal has put in a request for the Central office Maintenance director to remediate the non-compliance issues addressed by the fire marshal.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	The issues of non-compliance have been addressed and the requests have been put in for a new	YES

		trash can and a light cover.	
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	No federal program monitoring has been conducted within the last several years, but all non-compliances from the previous monitoring have been addressed.	YES

Facility Resource Needs

1. School Site

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

- A-1. Elementary School - 5 usable acres + 1 acre for each 100 students over 240. (Did not adversely impact program delivery and student performance.)
- I. Sidewalks were not adequate with designated crosswalks and sloped for proper water drainage. (May adversely impact students' health and safety.)
- J. Exterior of building was not appropriately lighted. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)
- M. Playgrounds/recreational areas and equipment were not maintained in a safe and clean manner. (May adversely impact students' health and safety.)
- N. All exterior buildings and equipment situated on the school site were not well maintained and free from safety hazards. (May adversely impact students' health and safety.)

2. School Building

B. Interior - General:

- B-2. Preventive maintenance plan was not in place and fully operational. (May adversely impact students' health and safety.)
- B-3. Lighting levels were not within acceptable limits prescribed by State Board Policy 6200. (May adversely impact students' health and safety.)

6. Library, Media, and Technology Centers

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

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

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
 - A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
 - A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
 - A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)
- B. Clinic/health service area was not adequate in size (250-400 ft.²). (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

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

15. Art

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

16. Band/Music

- C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
 - D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Dr. Marsha Bailes, OEPA Consultant

Team Member – Mary Scott, Assistant Principal, Peterson-Central Elementary School, Lewis County Schools

Team Member – Joseph Arbogast, Principal, Hillsboro Elementary School, Pocahontas County Schools

Team Member-- Dr. Fran Warsing, Superintendent (Retired), West Virginia Department of Education, Office of Institutional Education Programs

Date of School Visit – 9/29/2015

SCHOOL PROFILE**91-501 WEBSTER COUNTY HIGH SCHOOL – WEBSTER COUNTY**

	2011	2012	2013	2014
Enrollment	483	463	450	406
Average Class Size	20.0	18.0	15.9	19.2
Attendance Rate	89.27	90.41	96.19	95.47
Graduation Rate 4 yr cohort	72.31	80.30	88.37	80.00
Graduation Rate 5 yr cohort	77.85	75.19	not available	89.15
Dropout Rate	4.3	4.3	3.8	2.3
Pupil Admin Ratio	227.8	231.5	225.0	203.0
Pupil Teacher Ratio	12.5	12.5	13.2	12.7
Participation Rate-Math	not available	99.12	98.00	98.21
Participation Rate-Reading	not available	99.12	98.00	98.21

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

WEBSTER COUNTY HIGH SCHOOL in WEBSTER COUNTY SCHOOLS

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

Standards for High Quality Schools (WVBE Policy 2322)

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

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

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

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

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	EMERGING	During the 2013-2014 school year, Webster County High School worked extensively in the school leadership team to develop a vision and mission statement. We revisited both during the 2014-2015 teacher summer academy. Each was updated.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	Webster County High School students and staff are each provided a handbook at the beginning of each school year that communicates high expectations for student performance and behavior. Additionally, the staff handbook provides guidance on daily processes, duties, and curricular expectations. The staff handbook is a portion of our school Tool Kit that is provided to each teacher. In this resource is kept data analysis, educator evaluation reflections	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		and goals, as well as information obtained in collaborative team meetings. High expectations are monitored and celebrated through: school climate survey, quarterly academic award ceremonies, classroom walk-throughs and IPI data collection.		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	EMERGING	During the reflection period, Webster County High School has been under construction with the assistance of the SBA to provide for a consolidation and new roofing system. Throughout this process, a collaborative effort was made between the contractors, county maintenance, and school staff to maintain a clean an orderly environment. At Webster County High School, the Safe and Supportive Schools Team works to develop and monitor school safety and positive climate. Multiple forms of data are used to guide this process, such as school climate survey, discipline reports, attendance and observations.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	At Webster County High School, distributive leadership is fostered through: daily collaborative teams, bi-weekly school leadership teams, monthly county leadership team, monthly calendar of events and tasks, utilization of a safe schools team, and the development of the LSIC. For example, reflections on the high quality standards were completed with the collaboration of the school leadership team and shared out in collaborative teams. Weekly administrative announcements and updates are provided on Fridays during	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.

		collaborative team times.		
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	Collaborative teams have been structured with weekly expectations: Monday- job-embedded staff development related to high quality standard 3 Tuesday- job-embedded staff development related to high quality standard 3 Wednesday- advisor/ advisee planning with counseling department Thursday- teacher/parent contacts Friday- administrative updates Each school team and council includes opportunities for teacher leadership.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	During collaborative teams, student work is discussed along with the standards using the LAST (data analysis) protocol in order to develop school-wide strategies for addressing student learning.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	At Webster County High School, the Student Council is an active organization that assists in making decisions for the school. Leadership opportunities at WCHS are also offered through clubs, sports and extra-curricular activities.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Webster County High School ensures that classroom learning environments are inviting and learner-centered by focusing on data driven decisions, standards based lesson plans, and through the implementation of Making Thinking Visible strategies. Classroom learning environment is monitored through principal walkthroughs, teacher observations, and monthly review of the Strategic Plan for progress on professional development, IPI collaborative conversations, and the analysis of student work during collaborative planning.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	During the 2014-2015 summer teacher academy, teachers work in content specific teams to develop a scope and sequences for the CSOs. This tools has been been utilized throughout the school year to guide standards based instruction.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and	EMERGING	Through the work of the leadership team, two lesson plan templates have been developed to assist teachers in standards-based planning and all teachers have developed student learning goal utilizing data to drive instruction.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Objectives based on the needs, interests and performance levels of their students.				
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	All teachers have been trained on Making Thinking Visible strategies with a review of these strategies taking place again in the 2014-2015 school year through collaborative teams. These strategies are monitored for implementation during walkthroughs and lesson plan checks. Additional, IPI is used to monitor student engagement as utilization of these strategies.	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Recommendation: While the OEPA Team verified the school's rating, to strengthen the function, the OEPA Team recommended the school increase integration of technology techniques and strategies. The Team also recommended increased utilization of formative assessment tools to guide teach/reteach opportunities, especially in the mathematics department.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Webster County High School holds an annual open house to welcome families and build positive relationships within the school community. Additionally, throughout the year, all teachers have time provided in the schedule for making home-school connection and quarterly parent-teacher conference are held.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through	EMERGING	Webster County High School has a strong advisee/advisee program where students have multiple opportunities for self-study and career explorations. This program is facilitated by the counseling, which meet weekly with teachers during one of the collaborative team days to	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Recommendation: While the OEPA Team</p>

coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		provided staff with support, assistance and guidance on the utilization of LINKS lessons. WCHS has a strong School Assistance Team that fosters communication between the school and parents to ensure student success and personalized intervention. The team is led by the school's graduation coach. The graduation coach also coordinates other community agencies in supporting the needs of students.		<p>verified the school's rating, to strengthen the function, the OEPA Team recommended that the Advisor/Advisee time have more structure and be monitored by the administration. Examples of content could include building unity among Grades 7 and 8, character education, career awareness, cyberbullying, etc.</p> <p>Through student interviews, the Team determined that a caring relationship exists between staff and students.</p>
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Webster County High School is working to develop partnerships with local business and to develop an LSIC that is high functioning. This process is an areas of focus and growth for the 2014-2015 school year.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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	Since being identified as a priority schools, WCHS has focused on establishing a high functioning SLT and collaborative teams. All professional development has been data driven and job-embedded. For example, teachers have been trained on norms, protocols, roles and responsibilities of the SLT and CTs, engaging instructional strategies, the implementation of Educator Evaluations as well as standards based work.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher	EMERGING	In 2014-2015 year, the master schedule was redesign to provide teachers with collaborative	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team

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.		team time five days a week. A goal for the 2015-2016 school year is to try to develop a content specific collaborative planning schedule.		substantiated the school's self-rating for this function. Comment: The OEPA Team recognized the challenges of creating collaboration time, and commended the school for the strides they have made thus far.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	The administration at WCHS conducts weekly walkthroughs and lesson plan checks with a focus on strategies from professional develop. Through the Educator Evaluation process, teachers had an annual meeting where their self-reflections, student learning goals and expectations were reviewed with the administration.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	WCHS has recently has undergone renovations that included adding a new roof, expanding classrooms and updating the science wing. These renovations were done in collaboration with the SBA to expand to a 7-12 high school. The records for all annual facility checks are maintained in the office of the principal.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: <ul style="list-style-type: none"> • General restroom cleanliness needed to be addressed. • There were no stall dividers in the

				<p>restroom near the vocational classrooms.</p> <ul style="list-style-type: none"> • There was no toilet paper, paper towels, or soap in one restroom near the vocational classrooms. • Numerous exterior doors were unsecured throughout the day of the Education Performance Audit. • There were multiple stained and dirty ceiling tiles throughout the building. • Multiple lights were not operable in the welding and carpentry rooms. • The door latch near the carpentry classroom was taped open. • The custodian closet in the vocational wing was unsecured.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	<p>WCHS has an annual audit that conducted by the Chief Financial Officer from the Webster County School Board. Additionally, all purchasing processes are provided to teachers/staff annual as part of the faculty handbook. The accounting processes at WCHS are fully implemented and followed by all staff members.</p>	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	<p>The HQ report is annually reviewed by Webster County Central Office Staff. The school adheres to all hiring policies and practices as outlined in policy 5000 by interviewing and making recommendations to the superintendent. All members of the interviewing committee have taken the on-line PD required by policy 5000.</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>

Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	All WVEIS updates are complete regularly such as attendance, discipline, student schedules, and transcripts. All office staff has assigned roles and responsibilities that keep this process accurate. A digital goal at Webster County High School is to provide teachers training on technology usage for instructional purposes.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The administrators in conjunction with the SLT reflect on the HQSs to set goals for continuous school improvement. These goals are shared school wide for all staff input.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all	ACCOMPLISHED	WCHS has multiple opportunities for all stakeholder input such as CTs, SLT, developing LSIC, student council and a County Leadership Team to ensure transparency in process and practices.	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.

stakeholders in actions to increase student learning.				
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	The school uses multiple data points to ensure that Strategic Plan goals are being met. This data collection include walkthrough information, number teacher meeting or exceeding student learning goal, analysis of student achievement data, utilizing the School Climate Survey and multiple IPI data collections. The Strategic Plan is reviewed monthly in SLT.	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.

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.	Webster County High School has undergone a renovation project in partnership with the SBA to assist in the facilitation of the consolidation to a 7-12 high school. The renovation included new 7/8 classrooms, new science wing facility, and a new roof on the entire school.	Based upon observations, interviews and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs as no resource and/or facility needs were given.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Professional development needs that have been identified as areas of needs are as follows: 1. Understanding common core standards 2. Planning based on standards and formative assessment data 3. Instructional strategies for student engagement 4. Using technology for instructional purposes	Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	At Webster County High School, we have developed a strong leadership team that assists in making key decisions for the school. We have also implemented collaborative teams for all teachers. These teams meet during an extra planning in the day that was built into the master schedule to allow for collaborative time and job-embedded professional development. Another best practice at Webster County High School is that of a graduation coach to increase graduation	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • Collaborative Teams • Job-embedded Staff Development <p>However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.</p>
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rates and decrease drop-outs.

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

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

POLICY and CODE

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	At Webster County High School, the teacher leadership team has worked extensively developing knowledge of Policy 2322: Standards for High Quality Schools. Each year the team reflects on the practices of the school based on these standards to do a self-rating process. Once the reflection is complete, identified deficiencies become the framework of goals for the school strategic plan and school monitoring report. This information is then disseminated out to all teachers during collaboration.
YES	Complete the School Monitoring Report	The work completed in the school leadership team assists the principal with the completion of the school monitoring report. The high quality standards

<p>YES</p>	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan</p> <p>work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>	<p>report is the result of the team reflection.</p> <p>Currently at Webster County High School, the school leadership team is working to study Policy 2320 in order to educate ourselves of the OEPA process. These teacher leaders are reading through the policy and developing a key components sheet to distribute out to other teachers during collaborative team meetings. This is in an effort to educate the entire staff of the standards of process for continuous school improvement.</p>
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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: a 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)	Webster County High School has in place a school leadership team comprised of representative from various grade levels and content areas that assist the administration in making school wide decisions, and who play a role in school improvement efforts. This team reflects on best practices according to the HQS and determines processes and professional development needs to help achieve goals.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	School Performance Data is shared with the school leadership team and then provided to collaborative teams in order to help inform continuous improvement efforts.
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)	The school and learning conditions at Webster County High School are monitored through various data collections. Educator evaluation provides a vehicle for which teachers can self reflect and set student goals in order to increase data driven instruction in the classroom. IPI and principal walk-throughs provide the data on student engagement, lesson planning and the learning environment. This data drives professional development needs.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The Strategic Plan is developed in collaboration with the school administration and teacher leadership team. The team completes a reflection of the school based on the High Quality Standards. The identified deficiencies become the goals for improvement in the strategic plan with coordinating professional development to support the efforts.

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)	Prior to testing, all staff are trained on the appropriate test taking procedures and security measures.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	The administration and special education staff review IEP accommodations to ensure that all are listed properly for documentation on the WV326 form.
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	The administration and special education staff review 504 accommodations to ensure that all are listed properly for documentation on the WV326 form.

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)	Webster County High School is recently a consolidated 7-12 high school. Instruction and practices are based on the developmental needs of students with a focus on personal growth and college and career readiness skills.
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)	In the development of the master schedule, the administration in collaboration with the counseling staff ensure that all curriculum requirements are offered to all students according to the appropriate programmatic levels.
YES	<p>Note: Please review only the areas appropriate to the programmatic level of your school (S3)</p> <p>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy 	Webster County High School provides the appropriate opportunities to students as outlined in Policy 2510. WCHS is a comprehensive high school with CTE opportunities within the school and a partnership with Nicholas County CTC to offer additional career opportunities. All required graduation courses are provided and required of students, with AP and dual credit options. In addition, alternate educational opportunities include credit recovery, alternative learning center, and options pathway.

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)

The administrative staff with the approval of the superintendent developed a bell schedule that ensures that the 8100 seat minute requirement is met. The staff at Webster County High School is provided with one 45 minute planning in addition to a 45 minute collaborative planning. To address drop-out rates, WCHS has a graduation coach who meets with families and students who are at risk of dropping out.

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

School Teams are in place at Webster County High School. The School Assistance Team is led by the graduation coach in order to provide for a reduction in the drop-out rate. Faculty senate, curriculum, leadership and safety teams are strong and active. A focus on the technology team and strong parental support on the LSIC will be a focus goal for WCHS.

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Guidelines for Implementation. (S1,FC)</p> <p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p> <p>Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).</p> <p>Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	<p>The Safe and Supportive Schools Team at Webster County High School serves as the overseers of the discipline procedures. WCHS has an outlined discipline program that aligns with policy 4373. This team is also responsible for the development and implementation of a crisis response plan.</p>
YES	<p>Alternative Education. (S1,FC)</p> <p>A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.</p> <p>Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)</p>	<p>Webster County High School has an alternative classroom located on campus that addresses the needs of those student at risk of not succeeding for various reasons. The SAT and IEP teams determine placement in the alternative classroom.</p>

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

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

FULL COMPLIANCE

FULL COMPLIANCE

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

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Time Requirements (S3,FB)</p> <p>Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.</p> <p>Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.</p> <p>High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.</p>	<p>Students in grades 7-8 are provided with one period of physical education all year long.</p> <p>Students in grades 9-12 are required to complete one credit in physical education.</p>
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Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.		
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Every student in a required physical education course at Webster County High participates in the Fitness Gram assessment.
YES	Results are shared with students and parents. (S7, FC)	Results are communicated.

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

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The school counselors work with individual students and groups of students to meet developmental needs in career, social emotional, and post secondary planning. They are also available for crisis responsive services.
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	The school counselors of WCHS spend over 75% of their time planning, managing and administering the comprehensive school counseling program.

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	The administration in conjunction with the school financial secretary has addressed any and all financial findings. The accounting procedures manual serves as the guidance for finances at WCHS.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Webster County High School is currently undergoing a WVDE monitoring for Special Education. Any issues found will be promptly addressed with the assistance of the LEA.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	All non-compliance issues have been addressed.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	All non-compliance issues have been addressed.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	There was no SBA compliance review; however, Webster County High School has recently undergone a renovation project in partnership with the SBA.	YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	According to last Federal Programs monitoring,	YES

Facility Resource Needs

1. School Site

- A. School site did not have the required minimum acreage:
- A-3. High School - 15 usable acres + 1 acre for each 100 students over 800. (Did not adversely impact program delivery and student performance.)

6. Library, Media, and Technology Centers

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

9. Gymnasiums/Physical Fitness Facilities

- E. Physical fitness facilities did not include at least the following items:
- E-2. Drinking fountain. (May adversely impact students' health and safety.)

11. Custodial and Storage Areas

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

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

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Team Member – Carla Lambert, Assistant Principal, Elkins High School, Randolph County Schools

Team Member – Dr. Greg Moore, Principal South Harrison High School, Harrison County Schools

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Date of School Visit – 09/29/2015