

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

DANIELS ELEMENTARY in RALEIGH 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.	DISTINGUISHED	Daniels Elementary staff works collaboratively around a set of school-wide educational beliefs with a shared mission in mind. Our annual school-wide meetings are held each year prior to the start of school. Our Strategic Plan is reviewed and re-discussed at this time. These meetings set the tone for the school year. DES also holds regular LSIC meetings with representation from staff, students, parents and community members. Cultural surveys are also used to help make accommodations for all students. Other practices used at DES; common planning periods to encourage collaboration among grade level teachers; monthly PLC meetings to allow school-wide collaboration; Leadership Team meetings. All of these		

		allow our staff time to share educational beliefs and collaborate information to enhance the schools climate.		
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 at Daniels Elementary establishes high expectations for themselves as well as students. These expectations are clearly communicated through student and staff handbooks. Staff expectations are observed in educational practices through the use of lesson plan checklists, classroom observations and evaluations. Student expectations are observed through classroom work as well as end of quarter benchmark tests. Students are encouraged to do their best with the reward of various incentives throughout the year for meeting and/or exceeding expectations.		
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	Daniels Elementary strives for a safe school environment that is well-managed and contributes to a positive learning environment for all students. IPI practices are used to identify student engagement. Behavior plans as well as developmental guidance lessons are used with students to add to the safe school environment we strive for. Lockdown and fire drills are practiced regularly throughout the year in an effort to help students as well as staff in the event of a true emergency. A school-wide crisis plan and secured campus are also in place to help ensure student safety.		

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>	<p>ACCOMPLISHED</p>	<p>The principal at Daniels Elementary exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management. The principal does regular classroom walk – thrus to observe teaching and student engagement. When (the principal) does classroom observations he uses a lesson plan checklist format. The results are left and he is always available for any questions, concerns or suggestions about the observation. Additionally any news, event or concerns he places them on the blackboard message system. This way parents and teachers are made aware of the upcoming events or news. Also staff memos are sent out to all staff members as often as needed via email and or written notice. The Daniels Elementary student council involves all students in leadership opportunities. The council meets monthly to share ideas and provide input to the school leadership team.</p>		
<p>Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership,</p>	<p>ACCOMPLISHED</p>	<p>At Daniels Elementary the schools Leadership Team function effectively to advance the mission and goals of the school through leadership, planning, and problem- solving. Teams such as the Safe School Committee, Wellness Committee, Faculty Senate, Incentive</p>		

<p>planning, and problem-solving.</p>		<p>Committee and Grade level teams work in conjunction with teachers, staff, parents and the community to enhance the learning and the mission and goals of Daniels Elementary. The schools wellness team has successfully worked with students, parents, staff and community to improve the health of our students. Mr. James participates on the wellness committee and has written grants to improve the playground and the overall health of students at Daniels Elementary.</p>		
<p>Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>Daniels Elementary teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice at the school. This is evidenced by common planning by grade level meetings; professional development led by teachers, and the leadership team meetings.</p>		
<p>Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	<p>ACCOMPLISHED</p>	<p>Daniels Elementary Students are engaged in age appropriate leadership opportunities that develop self – directed and sense of responsibility for improving self, school and community. Students at Daniels are involved and this evidenced by the work of the student council. The student council involves all students in leadership opportunities. The council meets monthly to share ideas and provides</p>		

		input to the school leadership team. The Green Team is responsible for collecting all recycling bins as needed. Each morning at Daniels Elementary the day begins with a student making the morning announcements. Also each classroom has either a student of the week, student of the month or classroom helper.		
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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
<p>Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>	<p>ACCOMPLISHED</p>	<p>The teachers at Daniels Elementary create and manage an inviting classroom environment that is student-centered and fosters intellectual inquiry and a positive classroom environment. The classrooms at Daniels Elementary are engaging and learning is taking place. This is evidenced by principal observations and walk-throughs, observations, teacher exchanges and collaboration among teachers in all grade levels. IPI data and classroom observations are shared on an individual and group basis as needed. The students have all been taught routines and procedures. These practices are used throughout the school to keep students engaged and on task. Teachers of various grade levels manage their class with focus on higher level thinking skills by using individual and group strategies. For instance, the teachers work together and plan lessons and</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: Through observations and interviews (including 48 student interviews), the OEPA Team determined classroom environments were inviting and student-centered. Teachers were facilitating instruction, and students were working collaboratively and independently.</p> <p>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended attention be given to engaging students in activities that require reflection, questioning, and intellectual inquiry. Additionally, the Team recommended the Instructional Practices Inventory (IPI) process be revisited to assist the school with developing strategies to incorporate higher level questioning to improve intellectual inquiry.</p>

		activities that allow the students to work collaboratively while encouraging learning and student engagement.		
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	Daniels Elementary teachers implement a standards – focused curriculum aligned with 21st Century Content Standards and Objectives for West Virginia Schools and 21st Century and Objectives Learning Skills and Technology Tools. Lesson plans, common planning agendas, class schedules, as well as walk-throughs, standards checklists, and the performance descriptor evidence this. The principal checks lesson plans every nine weeks. The teachers are also given opportunity to sign up and complete staff development through My Learning Plan and various train the trainer staff development sessions. Also teachers in K-4 utilize the computer program Lexia Core 5, Star Math and Reading. Fifth grade students also use Reading Plus. Daniels is piloting eSpark Learning in grades K-5. These programs are aligned with the Next Generation Standards and 21st Century Content Standards and Objectives for West Virginia Schools.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and	ACCOMPLISHED	Daniels Elementary teachers use their instructional planning time very effectively. They 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. They facilitate		

<p>Objectives based on the needs, interests and performance levels of their students.</p>		<p>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. The teachers plan in individual and cooperative levels to meet the needs of the students as well as the rigorous standards required for instruction. For instance, teachers use regular progress monitoring through Star Math and Star Reading in grades 1st – 5th and Kindergarten keep data notebooks to aid in long and short term instructional planning.</p>		
<p>Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.</p>	<p>ACCOMPLISHED</p>	<p>Instructional delivery and planning are a priority at Daniels Elementary. The teachers utilize their common planning time to prepare lessons and engage in collaboration to prepare and teach lessons to their students. Time management is important to the teachers at Daniels Elementary. They are on time and prepared to teach their students. This is evidenced by lesson plans, the use of APL strategies, IPI data and the county employee scanning system. Additionally, staff members also facilitate engaging in instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools and processes aligned with instructional targets.</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function.</p> <p>Comment: The OEPA Team observed several small group activities and student use of digital tools.</p> <p>Rationale: Through interviews and observations, the OEPA Team determined some staff were lacking understanding in terms of focus and alignment of the State standards and instructional delivery. Some staff did not demonstrate instruction was skill-based or aligned to instructional targets. Most staff did not elaborate, nor was it found in most grade level team documentation or lesson plans specific skills they were teaching. Some staff could not elaborate on how instructional decisions were made to best meet students’ needs. With further investigation by the Team, concerning specific skills, responses from teachers consisted of skills groups, eSpark, and Excel Math;</p>

therefore, instructional outcomes were not clear.

Recommendations: The OEPA Team recommended the staff create alignment among the State standards, classroom instruction, assessments, and intervention. Subsequent alignment will provide focus for the delivery of instruction. The Team determined teachers knew the content and recommended they rely on their own expertise and develop common formative assessments, in addition to the digital assessment tools, to inform instruction and provide specific intervention or enrichment to all students.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.</p>	<p>ACCOMPLISHED</p>	<p>Daniels Elementary works to foster and develop positive relationships between the school, students, families, and the community. From our August Open House to scheduled parent-teacher conferences and Santa’s Workshop, Daniels Elementary staff strive to make a connection with families. With the help of our LSIC, parent coordinators, and Leadership Team these relationships continue to grow. This standard is evidenced by documentation that is on file for the following programs and events: LSIC, school website, flyers, blackboard messages, classroom postcards. “Everyone’s An Author,” Technology Informational Opportunity for families, Family Fitness Day (Bike Ride) and Blessings in a Backpack. These programs and events along with others that come our way are just a few of the ways that Daniels</p>		

		Elementary works to develop positive relationships.		
<p>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>	ACCOMPLISHED	<p>Daniels Elementary school staff attends to students’ physical, social-emotional, and academic well-being through coordinated student support services for health, child nutrition, character education, guidance, and counseling, and special education. At Daniels Elementary, supporting student health and well-being is a priority. The staff members greet our students every morning as they arrive at school. We start their day with a warm smile and a good morning. Our school – assigned counselor is at Daniels Elementary all week to support students. The following services are other ways in which Daniels Elementary supports our students: Breakfast in the classroom, free breakfast and lunch, SAT, IEPs, ESL, developmental guidance and counseling, cyber-bullying prevention. These opportunities make Daniels Elementary a healthy place to learn.</p>		
<p>Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	ACCOMPLISHED	<p>The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students. Through these community partnerships our school offers the following events and services for our students: Blessings in a Backpack, Before and After School Programs with dinner and homework help, Good News Club, Girl Scouts, “A Night with the Stars”, and Jump Rope</p>		

for Heart.

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
<p>Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.</p>	<p>ACCOMPLISHED</p>	<p>The staff at Daniels Elementary engages in continuous learning opportunities for professional growth to improve school and classroom practices. Our staff utilizes “My Learning Plan” for notification of county training opportunities. Many of our professional developments are offered at our school and facilitated by staff members or county coordinators. Some of the recent professional developments include textbook training, strategic plan, Hiring policy 5000 and Teacher Evaluation Policy 5310. We find that the staff at Daniels Elementary is always ready to learn new skills or information.</p>		
<p>Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that</p>	<p>ACCOMPLISHED</p>	<p>Daniels Elementary teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through data analysis and the implementation of strategies that improve instructional practice. The teachers at Daniels Elementary have common planning once a week. They are encouraged to use this time to collaborate on the improvement of student learning through the study of relevant data, problem analysis and the</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function.</p> <p>Comments: The OEPA Team noted the grade level teams were meeting weekly. They were collegial and utilized an agenda developed by the principal. The agenda served as a valuable, general guide, but a more defined focus would be beneficial when planning for instruction.</p> <p>Rationale: Through observations and interviews, the OEPA Team determined collaboration was in place and</p>

<p>improve instructional practice.</p>		<p>implementation of strategies that improve instructional practice. Our school also has a Leadership Team, which is compromised of one representative per grade level, a resource teacher, the principal, assistant principal, and school counselor. The team meets to discuss ways to improve our school and student learning. These ideas are then taken back to the grade level common planning meetings so that staff members are informed and prepared for discussions at Faculty Senate meetings.</p>		<p>data were gathered by all and analyzed by some. The OEPA Team did not confirm data were consistently being used to inform instructional practices to meet most students' specific needs. There appeared to be an overreliance on technology-based programs, as opposed to study of teacher implementation of strategies. The programs appeared to be driving the instruction in most classrooms versus teachers leading instruction. Some of the reports provided an abundance of data, and teachers did not demonstrate having ownership of the data results.</p> <p>Recommendations: The OEPA Team recommended the staff revisit the collaborative planning process and include the use of collaborative conversations and goal setting. Furthermore, the Team recommended the principal begin to relinquish the job of creating the grade level team agendas to the team leaders. This will foster teacher leadership and encourage all staff to focus on specific students' needs. The development of this process should include practices to analyze data to establish consistent, reliable results which include, but are not limited to: types of data included in the analysis; findings of the analysis; recommended instructional strategies to improve student performance; skill level groupings; and follow-up to determine if the intervention/enrichment was successful. The Team also recommended the usage of technology-based programs be evaluated for impact on increasing student learning and achievement.</p>
<p>Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of</p>	<p>ACCOMPLISHED</p>	<p>Daniels Elementary staff participates in processes of evaluation that facilitates self-reflection and informs the process of professional growth. This is evidenced in a variety of ways. First, teachers participate in the West Virginia Teacher's Evaluation program, which begins with a self-evaluation for each</p>		

professional growth.		teacher. This gives teachers the opportunity to self-assess and set goals for the school year. In addition, walk-throughs are conducted by trained staff members. Also, classroom observations and lesson plan checks are conducted by the principal and/or assistant principal.		
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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	Daniels Elementary strives to have a facility that is clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of our students. Our staff completes work orders to arrange for specific building needs. Our custodians have schedules for checking various areas of the building and grounds to ensure our facilities are clean, safe, and aesthetically pleasing for our students. Fire drills, and lockdown practices are held throughout the year. These drills are practiced and completed as required or needed in an effort to teach our students and staff how to react in case of real emergency. Additionally, Daniels Elementary is a closed campus. All visitors are required to sign in at the office (with a picture ID) after being buzzed into the building to receive a pass before entering classrooms. School culture and climate survey is also available to the staff, parents, and students.		

<p>Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</p>	<p>ACCOMPLISHED</p>	<p>Policies and processes are established at Daniels Elementary and applied to obtain, allocate, and efficiently manage school fiscal resources. The secretary (bookkeeper) works closely with the principal and the central office to keep financial records balanced and purchases approved. Using purchase orders, staff can request supplies and materials. Once merchandise has been received an invoice for payment submitted to the central office. All invoices for payments are signed and dated by the school bookkeeper and principal prior to being sent for payment. Each year, the school undergoes an audit with an outside agency. The audit report is kept on file each year. Teachers do cash summary reports anytime money is collected. This is signed by the bookkeeper. Policies and processes are followed according to law.</p>		
<p>Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.</p>	<p>ACCOMPLISHED</p>	<p>At Daniels Elementary high quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students. The principal has been trained in using HQT data provided by the WVDE and utilizes the HQT website. He has been trained in the most updated high quality personnel selection data and are updated when policy and guidelines change. Also, teachers at Daniels Elementary collaboratively</p>		

		<p>meet at the beginning of the year to learn our policies and procedures as well as the current evaluation system and opportunities for the latest professional development opportunities. Each teacher at our school is given an updated Employee Handbook with policies and procedures outlined and updated when needed. All first year teachers are assigned a mentor teacher. These mentors train and support these teachers in their beginning year.</p>		
<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.</p>	<p>DISTINGUISHED</p>	<p>At Daniels Elementary all students in grades 3-5 have iPads and students in K-2 have access to classroom sets of iPads. Additionally, scheduling at Daniels Elementary allows classrooms to utilize the school’s computer labs and mobile labs when needed. This allows the teachers to use the labs for various projects involving the computer and other technology tools. This technology is kept updated and working. A TIS (Technology Integration Specialist) is available to aid teachers and students with technological needs. WVEIS is used by teachers, secretaries, and the principal to keep information current and up to date. The staff also uses Engrade for recording student absences and grading, SEMS for creating absences and requesting substitutes, and KRONOS for daily checking in and out. Blackboard messages are used to keep parents and staff informed of activities in the school and county.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function.</p> <p>Rationale: Through interviews and observations, the OEPA Team determined the school had an excellent framework for technology and appropriate digital tools as evidenced by the following:</p> <ul style="list-style-type: none"> • Network was dependable, was used throughout the building, and supported a 1:1 initiative. • All technology devices and software met the current industry standard. <p>However, data management systems were not utilized effectively to identify barriers to student success. Teachers were accessing data; yet, the data was not being used to its fullest potential.</p> <p>Recommendation: The OEPA Team recommended the school develop a focus that will assist teachers with internalizing and prioritizing the abundance of data that is available to contribute to developing a specific focus that will inform instruction to meet the needs of all students.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>All staff work collaboratively to ensure that the strategic plan meets the needs of students. STAR Reading and Math data, attendance data, and STAR Early Literacy are all reviewed periodically to monitor student performance and progress. Each classroom has a 30 minute skills block to address the lowest 25%.</p>		
<p>Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</p>	<p>ACCOMPLISHED</p>	<p>Daniels Elementary has many well-defined structures in place to encourage all stakeholders. Grade level teams meet weekly for common planning. The LSIC and Read Aloud program involve parents and community members. The school leadership team meets regularly to make decisions to enhance student learning.</p>		
<p>Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</p>	<p>ACCOMPLISHED</p>	<p>Daniels Elementary staff monitors changes in practice and implements adjustments, evaluates the results of students learning and communicates to stakeholders. Parents and teachers communicate progress through Engrade. The school IPI team provides feedback on how students are engaged cognitively in the classroom. Progress monitoring is performed through STAR Reading and Math. Lesson plans are checked weekly.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff monitor student progress and implement instructional changes for all students, as opposed to focusing only on the lowest performing students. Also, the Team recommended the staff transition from relying solely on self-paced technology programs to provide differentiation for on-level and higher performing students and begin utilizing other</p>

methods of differentiation that include teacher conversation and instructional interaction with all students.

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

<p>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</p>	<p>At the present time, the staff and community at Daniels Elementary feel that our greatest need is to have a road around the building to give access during morning and afternoon arrivals and dismissals. Our county is very quick to take care of our facility needs and provide us with resources as needed or requested (within reason).</p>	
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>At the present time, the staff at Daniels Elementary feel that our needs in this area are being met and are working to continue to increase our students' performance with continued professional development.</p>	

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

<p>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.</p>	<p>Concord University Professional Development Partnership. We have teachers that have participated as students that are now employed by the Board of Education and by Daniels Elementary. Basketball Intramurals Jump Rope for Heart (American Heart Association) 1st place in the state for 7 years "A Night With The Stars" (Math Art Exhibit) "Everyone's an Author" (WV authors teach the writing process to every class for three days) Reading Fair Playground grants from Raleigh County BO</p>	
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

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 development at the beginning of the school year, and strategic planning is discussed by LSIC, Leadership Teams, and during Faculty Senate Meetings.
YES	Complete the School Monitoring Report	Grade level teams were given the report to discuss and provide feedback to administration in an effort to complete the report. The report was then discussed in Leadership Team meetings and Faculty Senate.
YES	<p>Participate in the on-site review process</p> <p>Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school’s overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</p> <p>Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan</p> <p>work with staff to determine how the deficiencies are to be corrected according</p>	We have not participated in the on-site review process, however, we are in the process of preparing our staff.

to the timelines established by the WVBE

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

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

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

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	Leadership Team in place Staff participates in staff development as provided by the county.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	WESTEST 2 STAR Reading and Math Benchmarks Lexia Data Headsprout Data V-Port Data

YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	All stakeholders have the school monitoring report. Employees self-reflect and develop personal and student goals according to stat policy.
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.)	Plan developed with feedback from entire staff. Plan discussed in Faculty Senate, Leadership Team, Common Planning, and in LSIC meetings.

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

**COMPLIANCE CHECKLIST: POLICY 2340
West Virginia Measures of Academic Progress**

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

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

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

Compliance Core Areas of Policy/Code

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

Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

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

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)

YES The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)

YES Note: Please review only the areas appropriate to the programmatic level of your school (S3)
Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

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

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

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

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

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

YES

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

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

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

YES

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

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

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

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

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

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

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

YES

Alternative Education. (S1,FC)

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

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

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

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

FULL COMPLIANCE

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

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

**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)
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YES The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

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

Education Performance Audit Appeal Team

- Team Chair – Charlene Coburn, OEPA Coordinator
- Team Leader – Jim Strader, OEPA Consultant
- Team Member – Susan Barrett, School Improvement Specialist, Nicholas County
- Team Member – Suzette Cook, OEPA Consultant
- Team Member – Danielle Vetri, Principal, Northview Elementary School, Harrison County
- Team Member – Ed Toman, Superintendent, Ritchie County
- Team Member – Catherine Thompson, Assistant Superintendent, Greenbrier County

Date of School Appeal Visit – 03/22/2016