

**SCHOOL MONITORING REPORT**  
**Office of Educational Performance Audits**  
**“Promoting Excellence in Each WV School”**

**GENERAL DIRECTIONS:** *The areas included in this Report represent the five areas required for monitoring by WVBE Policy 2320 and WV Code §18-2E-5. Each Section provides your school with a method for self-assessing significant areas related to school quality. The information submitted on this report is to be obtained through input from the staff and the Local School Improvement Council, as led and managed by the principal. Once completed, the results may be considered as a data source for school improvement and for compiling the school strategic plan. The Office of Education Performance Audits will verify the school’s responses to each section of the School Monitoring Report during the cyclical or special circumstance reviews.*

**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.

<b>STANDARDS AND FUNCTIONS</b>	<b>SELF-RATING</b>	<b>SCHOOL EVIDENCE</b> Please site key examples of processes or practices.
<b>Standard 1: Positive Climate and Cohesive Culture</b>		
<b>Function A: Shared Beliefs and Values:</b> 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.	<b>4 3 2 1</b>	
<b>Function B: High Expectations for All</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	<b>4 3 2 1</b>	
<b>Function C: Safe, Orderly and Engaging Environment</b> The school environment is safe, well-managed, clean and contributes to an engaging and inclusive atmosphere for learning.	<b>4 3 2 1</b>	
<b>Standard 2: School Leadership</b>		
<b>Function A: Principal Leadership:</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	<b>4 3 2 1</b>	
<b>Function B: School Teams and Councils:</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning and problem-solving.	<b>4 3 2 1</b>	
<b>Function C: Teacher Leadership:</b> Teachers assume responsibility for school and classroom improvement, are provided authentic opportunities, and resources to lead and influence professional practice.	<b>4 3 2 1</b>	
<b>Function D: Student Leadership:</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	<b>4 3 2 1</b>	
<b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b>		
<b>Function A: Classroom Learning Environment</b> Teachers create and manage an inviting classroom environment that is student- centered and fosters student reflection, intellectual inquiry, and self-direction.	<b>4 3 2 1</b>	
<b>Function B: Standards-Focused Curriculum</b> 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.	<b>4 3 2 1</b>	

<b>Function C: Instructional Planning</b> 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.	4 3 2 1	
<b>Function D: Instructional Delivery</b> 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.	4 3 2 1	
<b>Standard 4: Student Support Services and Family/Community Connections</b>		
<b>Function A: Positive Relationships</b> - Positive relationships exist between the school staff, students, families and the larger community.	4 3 2 1	
<b>Function B: Student Personal Development</b> - 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 second language.	4 3 2 1	
<b>Function C: Parent and Community Partnerships</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	4 3 2 1	
<b>Standard 5: Educator Growth and Development</b>		
<b>Function A: Professional Development</b> -The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	4 3 2 1	
<b>Function B: Teacher Collaboration</b> - 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.	4 3 2 1	
<b>Function C: Evaluation, Feedback and Support</b> - The staff participates in processes of evaluation that facilitate self-reflection and inform the process of professional growth.	4 3 2 1	
<b>Standard 6: Efficient and Effective Management</b>		
<b>Function A: Facilities</b> - Facilities are clean, well maintained, safe, secure, aesthetically pleasing, and configured to meet the learning needs of students.	4 3 2 1	
<b>Function B: Fiscal Resources</b> - Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	4 3 2 1	
<b>Function C: Personnel</b> - High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	4 3 2 1	
<b>Function D: Data, Information Systems, Technology Tools and Infrastructure</b> - The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery and student learning.	4 3 2 1	
<b>Standard 7: Continuous Improvement</b>		
<b>Function A: Focused and Coherent Plan</b> - The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	4 3 2 1	
<b>Function B: Processes and Structures</b> - The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	4 3 2 1	
<b>Function C: Monitoring for Results</b> - The staff monitors changes in practice, implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	4 3 2 1	
<b>What Support do you need for improvement?</b>		
<b>SECTION 2: Needs Analysis, Capacity Building and Efficiencies</b>		
<b>Area</b>	<b>Agreed Upon Needs</b>	
Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.		

Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.

### 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?

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

**DIRECTIONS:** Key WVBE policies and areas of W. Va. Code 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

#### Compliance

A. Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	__ Full __ Partial __ Non
B. Policy 2340: WV Measures of Academic Progress Program (See Checklist)	__ Full __ Partial __ Non
C. Policy 2510: Assuring the Quality of Education: Regulations for Education Programs (See Checklist) <i>For content standards and objectives refer to Policy 2520 (Series .1 through .126).</i>	__ Full __ Partial __ Non
D. Policy 4373: Expected Behavior in Safe and Supportive Schools (See Checklist)	__ Full __ Partial __ Non
E. Physical Education §18-2-7a (See Checklist)	__ Full __ Partial __ Non
F. Counseling Services §18-5-18b (See Checklist)	__ Full __ Partial __ Non
Verification of Other Monitoring Reports: Please confirm if your school has addressed findings from other monitoring entities.	
G. Policy 1224.1: Accounting Procedures Manual for Schools. <i>Has the school addressed all non-compliances identified during the district accounting audit?</i>	__ Full __ Partial __ Non
H. Policy 2419: Education of Students with Exceptionalities. <i>Has the school addressed all non-compliances identified during WVDE monitoring processes?</i>	__ Full __ Partial __ Non
I. Fire Marshal Report. <i>Has the school addressed all non-compliances identified during the fire marshal review?</i>	__ Full __ Partial __ Non
J. Health Department Compliance Report. <i>Has the school addressed all non-compliances identified during the Health Department Inspection?</i>	__ Full __ Partial __ Non
K. School Building Authority Report (if applicable). <i>Has the school addressed all non-compliances identified during the SBA review?</i>	__ Full __ Partial __ Non
L. Federal Programs Monitoring Reports (Title I, etc.) <i>Has the school addressed all non-compliances identified during the WVDE federal monitoring?</i>	__ Full __ Partial __ Non

### SECTION 5: Submission Verification

#### 1. Principal Verification:

\_\_\_\_ I approve the information conveyed in this report and verify that it is an accurate representation of my school's quality and compliance with WVBE Policy and W.Va. Code.

\_\_\_\_ I verify that the LSIC and school staff have reviewed this report and have been involved in the determination of ratings, compliance and evidence. \_\_\_\_\_, Principal

#### 2. Superintendent Verification:

\_\_\_\_ I approve the information conveyed in this report and verify that it is an accurate representation of this school's quality and compliance with WVBE Policy and W.Va. Code. \_\_\_\_\_, Superintendent