



**Office of Education
Performance Audits**

RESA 8 REPORT

HAMPSHIRE COUNTY SCHOOLS

APRIL 2016

WEST VIRGINIA BOARD OF EDUCATION

HAMPSHIRE COUNTY

	Total Standard-Functions Reviewed	Distinguished	Accomplished	Emerging	Unsatisfactory
Standard-Functions Rated for All Schools	216	2	168	45	1
Percentage of Standard-Functions Rated for All Schools in Each Designation		1%	78%	21%	0%

Standard-Functions Ratings Raised	23	11%
Standard-Functions Ratings Lowered	9	4%
Standard-Functions Ratings Unchanged	184	85%
Standard-Functions Reviewed for All Schools	216	

Rating Scale:

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

1. Positive Climate and Cohesive Culture

	28-201 Augusta Elementary		28-204 John J. Cornwell		28-206 Romney Elementary		28-207 Slanesville Elementary		28-208 Springfield-Green Spring Elementary		28-209 Capon Bridge Elementary		28-401 Capon Bridge Middle	
	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	2	3	2	3	3	3	3	3	3	3	3	2	3	2
1B - High Expectations for All	3	3	2	3	3	3	3	3	4	3	3	3	2	3
1C - Safe, Orderly, Engaging Environment	3	3	2	3	3	3	3	3	3	3	3	3	2	3

2. School Leadership

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

3. Standards-Focused Curriculum, Instruction, Assessment

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

4. Student Support Services and Family/Community Connections

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

5. Educator Growth and Development

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

6. Efficient and Effective Management

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

7. Continuous Improvement

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

HAMPSHIRE COUNTY

Rating Scale:

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

	<i>28-402 Romney Middle</i>		<i>28-501 Hampshire Senior High</i>	
	School Rating	Team Rating	School Rating	Team Rating
<u>1. Positive Climate and Cohesive Culture</u>				
1A - Shared Beliefs and Values	4	4	2	2
1B - High Expectations for All	3	3	2	2
1C - Safe, Orderly, Engaging Environment	3	3	2	2
<u>2. School Leadership</u>				
2A - Principal Leadership	3	4	2	2
2B - School Teams and Councils	3	3	2	2
2C - Teacher Leadership	3	3	2	2
2D - Student Leadership	3	3	2	3
<u>3. Standards=Focused Curriculum, Instruction, Assessment</u>				
3A - Classroom Learning Environment	3	3	2	2
3B - Standards-Focused Curriculum	3	3	2	2
3C - Instructional Planning	3	3	2	2
3D - Instructional Delivery	3	3	2	2
<u>4. Student Support Services and Family/Community Connections</u>				
4A - Positive Relationships	3	3	2	2
4B - Student Personal Development	3	3	2	3
4C - Parent/Community Partnership	3	3	2	2
<u>5. Educator Growth and Development</u>				
5A - Professional Development	3	3	3	3
5B - Teacher Collaboration	3	3	3	2
5C - Evaluation, Feedback and Support	3	3	2	2
<u>6. Efficient and Effective Management</u>				
6A - Facilities	3	3	1	1
6B - Fiscal Resources	3	3	2	2
6C - Personnel	3	3	2	2
6D - Data, Information System, Tech Tools, Infrastructure	2	3	1	2
<u>7. Continuous Improvement</u>				
7A - Focused and Cohesive Plan	3	3	2	2
7B - Processes and Structures	3	3	1	2
7C - Monitoring for Results	3	3	2	2

HAMPSHIRE COUNTY

<u>Policy and Code Compliance</u>	28-201 Augusta Elementary		28-204 John J. Cornwell		28-206 Romney Elementary		28-207 Slanesville Elementary		28-208 Springfield-Green Spring Elem.		28-209 Capon Bridge Elementary		28-401 Capon Bridge Middle	
Policy 2320 - A Process for Improving Education	F	F	F	F	F	F	F	F	F	F	F	F	F	F
Policy 2340 - WV Measures of Academic Progress	F	F	F	F	F	F	F	F	F	F	F	F	F	F
Policy 2510 - Assuring the Quality of Education	F	F	F	F	F	F	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	F	F	F	F	F	F
Code: 18-2-7a - Physical Education	F	F	F	F	F	F	F	F	F	F	F	F	F	F
Code: 18-5-18b - Counseling Services	F	F	F	F	F	F	F	F	F	F	F	F	F	N

Full	6	6	6	6	6	6	6	5
Partial	0	0	0	0	0	0	0	0
Noncompliance	0	0	0	0	0	0	0	1

Verification of Monitoring Reports

Rating Scale: Y=Yes; N=No; NA=Not Apply

Policy 1224.1: Accounting Procedures	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fire Marshal Report	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Health Department Compliance Report	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School Building Authority Report	NA	NA	NA	NA	NA	NA	Y	NA	NA	NA	Y	Y	Y	Y
Federal Programs Monitoring Reports.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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

HAMPSHIRE COUNTY

Policy and Code Compliance

Rating Scale: F=Full; P=Partial; N=Non Compliance

	28-402 Romney Middle		28-501 Hampshire Senior High	
Policy 2320 - A Process for Improving Education	F	F	P	F
Policy 2340 - WV Measures of Academic Progress	F	F	F	F
Policy 2510 - Assuring the Quality of Education	F	F	P	P
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	F	F	F
Code: 18-2-7a - Physical Education	F	F	F	F
Code: 18-5-18b - Counseling Services	F	F	F	F

Full	6	5
Partial	0	1
Noncompliance	0	0

Verification of Monitoring Reports

Rating Scale: Y=Yes; N=No; NA=Not Apply

Policy 1224.1: Accounting Procedures	Y	Y	Y	N
Policy 2419: Education of Students with Exceptionalities	Y	Y	Y	N
Fire Marshal Report	Y	Y	Y	N
Health Department Compliance Report	Y	Y	Y	N
School Building Authority Report	Y	Y	NA	NA
Federal Programs Monitoring Reports.	Y	Y	Y	Y

Yes	6	1
No	0	4
Not Applicable	0	1

TOTAL

Full	52	Yes	44
Partial	1	No	4
Noncompliance	1	Not Applicable	6

SCHOOL PROFILE

28-201 AUGUSTA ELEMENTARY SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	298.0	318.0	310.0	299.0	288.0
Average Class Size	20.9	23.5	22.4	22.6	21.3
Attendance Rate	99.1	99.0	98.9	92.6	not available
Pupil Admin Ratio	298.0	318.0	310.0	299.0	288.0
Pupil Teacher Ratio	16.6	17.7	16.8	15.3	14.8
Participation Rate-Math	100.00	98.64	100.00	99.26	not available
Participation Rate-Reading	100.00	99.32	100.00	98.53	not available
HQT Percentage - Total	92.2	86.1	85.8	97.2	not available
HQT Percentage - Self Contained Classroom	85.1	88.0	83.3	95.2	not available
HQT Percentage - English	100.0	not available	77.8	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	not available	100.0	not available
HQT Percentage - Mathematics	100.0	0.0	77.8	100.0	not available
HQT Percentage - Science	100.0	not available	100.0	not available	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	100.0	not available	100.0	subject not present	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	1.0	0.0	1.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

AUGUSTA ELEMENTARY SCHOOL in HAMPSHIRE 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
<p>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.</p>	<p>EMERGING</p>	<p>Sharing common beliefs and values concerning the school's climate and culture has enabled Augusta Elementary to work together to focus on student learning by creating a safe and supportive school and positive classroom environments. Our mission statement and beliefs reflect our attitude that everyone is a learner, all students can learn, and good teaching makes a difference. Our school wide expectations are taught and modeled at the beginning of the year for all students. The expectations are posted throughout the school and conveyed to students and parents in our student handbook. Staff members are meeting weekly as grade-level teams in Professional Learning Communities to collaborate about</p>	<p>ACCOMPLISHED</p>	<p>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.</p> <p>Rationale: The OEPA Team found, through teacher and principal interviews, the vision and core beliefs were clearly demonstrated. The staff stated they had input into the development of the beliefs and values, and the Team observed teachers demonstrating behaviors consistent with the beliefs and values.</p> <p>Commendation: The OEPA Team commended the school for all students using American Sign Language during the Eagle Pledge.</p>

		specific grade-level standards. 100% of the staff has participated in the Day 1 & 2 and 46% of the staff completed the Day 3-5 Kagan Cooperative Learning Structures enabling all staff members to intentionally shape the learning environment in the classroom with a common focus.		
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	Our staff follows the vision, mission, and goals outlined in the strategic plan. Communication of high expectations are achieved via our school handbook, teaching and modeling school expectations, staff meetings, Faculty Senate, 504/IEP/SAT meetings and weekly grade-level meetings. All stakeholders are involved to ensure student success. All staff members, including the principal, participated in the Kagan Cooperative Learning Professional Development. We begin each morning with students sharing Words of Wisdoms, leading the Pledge of Allegiance and leading our school pledge. Expected student behaviors are posted throughout the school. Faculty monitors and reflects on student data and maintains data notebooks to drive instruction and enable students to master grade level standards. Opportunities are provided daily for students to be leaders. Students assume leadership both in the classroom and school 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: Safe, Orderly and Engaging Environment. The	ACCOMPLISHED	We feel students need to feel safe in order to learn and succeed, and part of our vision is to provide a high-quality	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>		<p>education in a safe, child-centered environment. We monitor visitors by having them sign in/out of the office. Students are taught safety practices through codes and fire drills. We have a Safety committee who meets throughout the year to maintain a safe, orderly, and clean environment. The Head Custodian completes a monthly safety inspection that is to the County Maintenance Director. We have created procedures that are consistent for our arrival and dismissal times. This enables students to begin their learning on time. The custodial staff is provided a daily schedule to ensure a clean environment. The principal conducts custodial walk-throughs and provides feedback to the custodial staff. IPI classroom visits are completed three times per year and the data is presented to staff to inform and enable our school to set goals to increase student engagement.</p>		<p>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>	<p>ACCOMPLISHED</p>	<p>The administrator is the instructional leader in the school, guiding instruction, teacher collaboration, student learning, parent participation, and school change. An Open Door policy encourages all stakeholders to communicate their ideas and questions. He is visible daily in the hallway and frequently visits classrooms. He works with teachers on</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: The OEPA Team found the principal to be well-respected as an instructional leader. Teachers spoke very highly of his abilities as principal and of his support and guidance. Through observations and a review of administrative documentation, the Team found the principal to be very knowledgeable of the</p>

		the evaluation process to assist teachers in increasing student achievement. The principal has developed a master schedule to ensure time on task and common planning times. He strives to team build by attending grade level and PLC meetings and encourages staff input on decision making topics. He makes effective and timely decisions that are data-driven based to serve the short and long term interests of all students. He attends staff development sessions with staff and is knowledgeable of the Next Generation Standards. He completes classroom walk-throughs, sends e-mails and updates on a regular basis, and interacts with students.		needs of the school and that he possessed the ability to guide the school in the proper direction, while encouraging teacher leadership.
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	Augusta Elementary has many committees that meet and plan regularly to advance student achievement, such as the Technology Committee, Safety Committee, LSIC Committee, Curriculum Committee, and the School Leadership Team. There are also grade level teams that meet weekly that guide instruction and decision making within the school. The administrator attends meetings of all committees and groups.	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: The OEPA Team determined, through teacher interviews and a review of team and council materials, the school had high-functioning teams and councils. Teachers could discuss the role of the various teams and councils and the product developed by each.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic	ACCOMPLISHED	Teachers and staff work collaboratively in PLC's and grade level meetings to assess student learning, plan instruction, address student concerns, and support each other as professional colleagues. Teacher leadership is present with teachers preparing and setting agendas for grade level meetings and chairing the	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.

<p>opportunities and resources to lead and influence professional practice.</p>		<p>various school teams and committees. Teachers have the opportunity to choose the committees they want to participate in and the opportunity to provide professional development to colleagues at the school and county level. Teachers also provide leadership and a voice in the hiring process through Faculty Senate. Teachers have built a community of trust, where they can go to each other for assistance. From this cooperation comes teacher leadership from new and seasoned professionals.</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>Augusta Elementary School has a school-wide PBS program and nine-week student celebration where students are recognized for leadership, positive behavior, and character. Students lead the morning announcements with a morning message, the Pledge of Allegiance, and our school pledge. School leaders serve as hall monitors, raise and lower the American and State flags, office helpers, and cafeteria helpers. Each classroom provides an opportunity for students to be leaders through classroom jobs and assignments. Mrs. Troutman has developed a school leadership team of third, fourth, and fifth graders to problem-solve and provide input into student concerns. A student survey was completed by students to identify concerns. Students participate in food drives, recycling, Box Tops for Education, Iron Eagle, Operation Christmas Child, and Relay for Life.</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>

Students also participate in the Great Pumpkin Race, Math Field Day, Social Studies Fair, and Young Writers.

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>Teachers create and manage an inviting classroom environment that is student centered and fosters student reflection, intellectual inquiry and self-direction by differentiating instruction in core content areas. Student learning at AE incorporates meaningful hands-on inquiry based learning. Instruction includes whole group, small group, and individual, and Kagan structures and strategies, FOSS science, technology, Engage NY lessons, manipulatives, Moby Max, Accelerated Reader, and Reflex Math. Student learning is monitored by regular formative and summative assessments. Teachers held an Open House in August to make students and parents feel welcome by meeting teachers and visiting classrooms. Each year, a Bump-up Day in June is held to allow students to visit their teacher and classroom for the upcoming year. Some classrooms share “I Can Statements” that reflect the Next Generation Standards.</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: The OEPA Team found a high level of student-centered collaboration and engagement buildingwide. The classrooms were organized, interactive, and educationally stimulating.</p>
<p>Function B: Standards-Focused Curriculum. Teachers implement a</p>	<p>ACCOMPLISHED</p>	<p>The WV Next Generation Standards drive our curriculum. Teachers plan lessons that meet grade level goals and standards. Technology is used to support</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>Commendation: The OEPA Team commended the</p>

standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		and enhance the curriculum. Bi-Weekly grade level meetings enable teachers to collaborate and conduct continuous in depth review of learning standards. Teachers maintain data notebooks to ensure mastery of standards at each grade level. Kagan structures and strategies, FOSS hands-on science, Engage NY lessons , Reflex Math, Number Talks, Project based learning, and technology are all used to support and enhance the curriculum. Our Kindergarten is implementing a Standards based report card. Title I, Kindergarten, and First Grade are working in collaboration to ensure students a successful academic beginning.		school on their 1:1 iPad initiative. Students were fluent in use of the iPads based on their educational level. Teachers reinforced proper student usage of the technology and ensured all students produced high quality work.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Lesson plans are centered on Next Generation Standards. Teachers use benchmark tests, pre and posttests, progress monitor student learning, and maintain data notebooks. The master schedule supports common planning time for teachers to work together in PLC's to plan, conduct in depth review of standards, analyze data, and determine areas of need to differentiate, enhance, and support learning for all students. Teachers also discuss instructional strategies and short and long term goals. Data drives flexible small group instruction in collaboration with Special Education, Title I, and Professional Support 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. Comments: The OEPA Team found evidence of both long and short-term planning by teachers. Most lesson plans were complete, thorough, and could be followed by a substitute teacher to the greatest extent possible. The principal had provided high quality feedback for teachers in the area of planning.
Function D:	ACCOMPLISHED	Successful instructional strategies to	ACCOMPLISHED	The evidence provided by the school and the additional

<p>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>enhance student achievement include modeling, cooperative learning, Kagan engagement strategies, number talks, Engage NY Reading/LA and Math lessons, FOSS hands-on science, use of technology, and project based learning. Primary teachers working in collaboration with the Title I teacher are participating in a book study and beginning the implementation of the Daily 5 within their classrooms. Through common and collaborative planning, teachers develop standard-based lessons using highly effective strategies and various modes of delivery to attain student mastery of the curriculum and grade level standards. These strategies are evidenced through lesson plan checks, classroom walk-throughs, IPI trends, Kagan structures and coaching, technology integration, and implementation of Next Generation Standards. The academic coaches collaborates, models, and assists teachers in preparing and delivering high quality lessons.</p>		<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team found teachers were utilizing a wide-array of instructional practices, including technology, which was integrated throughout the curriculum school wide.</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
<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>School-community partnerships provide resources to support our students and families. This is evidenced through: the backpack snack program, active PTO, Partners in Education, Parent Involvement Nights, Back-to-School</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>Night, Live Grades, LSIC, and Parent Volunteers. Programs, trainings, newsletters, and the county website are available to involve parents in their child’s education. AE participates in the WV School Climate Survey for Parent, Staff, and Student to gather information about the school culture, learning and working conditions, and to help guide school improvements efforts. Title I Parent workshops are held twice a year to address ways to help parents work with their students to improve achievement. Volunteers are observed in the building helping in various ways. AE is implementing the Watch D.O.G.S. Program into our school this year to increase the involvement of dads, grandfathers, and men from our community into our school environment.</p>		
<p>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>	<p>ACCOMPLISHED</p>	<p>Student support services help students attain full educational potential by providing skills, social support, and positive reinforcement. Teachers are aware of student needs and seek assistance as needed. Student needs are met by way of: School Counselors, Small Groups, Developmental Guidance, Weekly Backpack Program, Gifted and Special Education Services, SAT, Identifying Homeless (McKinney-Vento Act), Fluoride Rinse Program, Cardiac Project – grades 2 and 5, PBS, Fire Safety, and Bus Safety. During the first week of each month at PLC’s, students’ concerns are shared 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: The OEPA Team found the guidance program to be a strong, integral part of the school culture. Teachers and students could discuss the positive impact of the program, individually, in small groups, and in whole group instruction.</p>

		<p>addressed. AE also has a professional counselor that visits our school weekly working with students and parents that is funded through Title I. Local churches and banks provide Christmas presents and school supplies. Our 5th grade students change classes and we conduct a Bump-UP day each May to allow students to visit their classroom and teacher for the following year. Our 5th grade students also make the transi</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>	<p>ACCOMPLISHED</p>	<p>There are numerous parent and community partnerships that support our students. They include: local churches and banks that support the Backpack meals, Christmas presents, families in need, and school supplies. The Rotary Club provides dictionaries to third graders. We have an active and supportive PTO. Our School Business Partners support our students with Math Field Day and Great Pumpkin Race t-shirts. Hampshire Gas supports our PBS Program by sponsoring our swimming trip to the Wellness Center each year. The WVU Extension Office provides a Nutrition Program each year. Veterans from the America Legion present and conduct a flag program each year and members of the local Ruritan Club provide fifth grade students with trees and a program each spring. The Lions Club present flags to our first graders each year. Community support includes: Smokey the Bear, Deputy Phil Program, Fire Safety, Dental Programs, 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>

Health Awareness by the local Rescue Squad. County school programs i

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 is offered and take advantages of a variety of Professional Development offered at the state, RESA, county, and school level. Staff participates in weekly PLC's and vertical grade level meetings to discuss instructional improvements, collaboration, instructional practices, curriculum, Next Generation Standards, and the needs of students. Staff members have participated in the following Professional Development opportunities: Kagan, IPI, iPad training, and vocabulary – Word Nerds, Fractions, attend the Infusion Technology Conference, WVCTM, and county grade level training on Next Generation Standards, Number Talks, Daily 5, FOSS science, and APL instructional strategies. Staff receives continuous support from the academic coaches.</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>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</p>	<p>ACCOMPLISHED</p>	<p>At Augusta Elementary, the staff engages in continuous learning opportunities through PLC's and staff development. The master schedule has been designed to assure each team has common planning. Teachers analyze data, determine groups, unpack math standards, and collaborate with colleagues during weekly PLC meetings.</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: The OEPA Team found the personalized data notebooks to drive instruction and goal-setting for staff and students positively impacting student achievement. The data notebooks were customized per grade-level to meet students' needs.</p>

relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		Teachers review STAR assessment data to determine academic weaknesses and strengths. The School Leadership teams meets monthly to discuss and plan strategies to improve instructional practices. The SAT process at AE has been revised to include an intervention team of Title I, Special Education, the Principal, and School Psychologist.		
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 are observed and evaluated using the WV Educator Evaluation process. Teachers also get feedback from lesson plan checks, classroom visits, and classroom walk-throughs. The IPI data collection also serves as a tool to observe classroom instruction, classroom engagement, and provides a platform for discussion for solutions and setting school goals for continuous improvement. Kagan coaching has been provided with each participant receiving immediate feedback and support.	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.	EMERGING	Augusta Elementary needs attention in the area of cleanliness and several identified areas of maintenance. The school is safe and entrances are locked with the only entry point being through the main front doors. Staff uses the keypad at the front door for entrance into the building or through a staff designated door in the rear. All visitors are screened prior to having access to 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. Rationale: The OEPA Team found the facility was utilized to maximum potential. The school was well-maintained and educationally stimulating, with student work and thought-provoking materials posted. While the facility was clean the day of the Education Performance Audit, during interviews, students

		building and wear visitors badges. All staff is trained and knows the Emergency plan and Code drills. Staff members wear ID badges. Staff members of AE has participated and received the ALICE Safety Training.		expressed concern about cleanliness of restrooms.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The staff utilizes Step 7 funds, Faculty Senate money, and school fundraising money to ensure all student needs are met. Each process includes using standard accounting procedures mandated by federal, state, and local laws and practices. Each staff member uses cash summary sheets to record funds collected within the classroom. Title I funds provide staff development opportunities, parent involvement activities, and student resources. The office participates in an outside audit of all school financial records each year.	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	Augusta Elementary Faculty Senate chosen representatives are involved in the interview process and hiring recommendations in accordance with Policy 5000. Beginning teachers participate in the Mentor Program and attend a new staff orientation with the central office 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 D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and	ACCOMPLISHED	Each teacher has an interactive Smart Board, Elmo, classroom computers and iPads. All students in Kindergarten through fifth grade have one-to-one access to iPads. Each additional classroom has a set of six iPads. We also	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.

<p>utilizes data information systems and technology tools to support management, instructional delivery, and student learning.</p>		<p>have two mobile computer carts, a laptop lab, and a virtual computer lab. All computers are connected to the copier for printing. We have increased wireless access with a new system for stronger classroom signals. The county technology director has increased our school's bandwidth. Integration of technology in the classrooms prepares students for the real world environment, assist teacher and students in meeting diverse learning styles, and allows for student collaboration at all grade levels. Administration uses WVEIS on a daily basis to update, document, and retrieve information. All staff and students are expected to read, sign, and adhere to the county acceptable use policy. The county website provides information regarding educational resources, parent</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>The school's Strategic Plan was created by the Leadership Team targeting emerging functions using the team reflection rubrics for each of the 7 High Quality Standards, supported by the staff, to guide our efforts at improving classroom instruction and student performance in all core academic areas. The staff is aware of the school's mission statement and core beliefs. The mission statement and beliefs are posted in the hallway and classrooms. During</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team found communication of the strategic plan was evidenced through it being displayed at various points in the building and through teacher communication with co-workers and students.</p>

		PLC's meetings, staff analyze data, unpack math standards, monitor needs of students, and collaborate with special educators, Title I, and interventionists. All staff members attended the Kagan training and are implementing the structures within their classrooms.		
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	Each grade has common planning and meets weekly in PLC's. During PLC's, teachers plan, conduct in depth review of standards, and collaborate with special educators, Title I, and interventionists. Agendas focus on school and individual grade level needs and concerns. Professional relationships are fostered in PLC's, Faculty Senate Meetings, Leadership Meetings, and the committees that work to support our school. Our LSIC has team members consisting of parents, community members, administration, teachers, and staff to develop and work toward a common goal. Our PTO works closely with all stakeholders to increase student learning and meet the needs of our building.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
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	The staff at Augusta Elementary monitors and adjusts changes in practices after evaluating the results of student learning and assessment data. STAR benchmark testing and progress monitoring are conducted throughout the year to gather data and to guide instruction and best practices. Progress reports are sent home midway through each 9 weeks grading period, and Live	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team found the school culture to be pervasively data-driven. All curricular decisions were based solidly in student and school data.

		<p>Grades is used so parents can check their child's grades at any time. Teachers do formal and informal assessments in their rooms. Parent/teacher conferences are conducted as needed. Parents are encouraged to attend IEP meetings, attend PTO meetings, and all school functions. IPI walk-throughs are conducted 3-4 times a year and data results are shared with staff members to plan and develop goals for improvement. Student planners are used daily as a tool to enhance school/home communication and connections.</p>		
--	--	---	--	--

**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>Augusta Elementary has identified needs necessary to support continued growth and success. These include: addressing identified building maintenance and repairs, improving our playground area, increasing our parent involvement, continuing to build knowledge of Next Generation Content Standards, full implementation of Kagan Cooperative Learning structures in all classrooms, hiring a full time academic coach, and developing behavioral supports for at-risk students.</p>	<p>Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>In order to improve student performance at Augusta Elementary the following professional development has been identified as a need: Technology training, Project Based Learning, APL Instructional Strategies, County Wide Grade Level Collaboration, Next Generation Standards, and Kagan Cooperative Learning Structures.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs: All – The OEPA Team found professional development listed to be implemented throughout the school culture.</p>

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

<p>Please identify outstanding best practices that have been</p>	<p>Augusta Elementary has identified the following as best</p>	<p>The OEPA Team commended these practices:</p>
--	--	---

implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.

practices: Kagan Structures, Reflex Math, Number Talks, flexible grouping, IPI, PLC's weekly meetings, Technology Integration, FOSS science, and Project Based Learning. Augusta Elementary with the assistance of a local Pastor spearheaded a "Prayed for School" event prior to the opening of school. Nearly 200 students, parents, and community members assembled at the school to pray for students, staff, and the safety of our school.

- Kagan Structures;
- Reflex Math;
- Flexible Grouping; and
- Technology Integration.

However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

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

Administrator attended the August 21, 2014 WVBE On-Site Review

		Process PD as an OEPA Team Member. Staff informed of the process at faculty meeting on August 22, 2014, September 10, 2014, and October 7, 2014.
YES	Complete the School Monitoring Report	The School Leadership Team met and worked weekly on each standard from September 22, 2014 through October 27, 2014 to 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 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>	Staff will be informed of the on-site process at staff meetings until the actual on-site occurs in 2016.63

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)	The School Leadership Team, staff members, LSIC, and all school committees work to create a process of improvement.
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 data is analyzed during PLC's , grade level meetings, and by individual teachers.
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.)	The Strategic Plan is developed by the School Leadership Team with input from all stakeholders.

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)	All testing is competed by trained examiners and all test materials are secure.
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)	All students participate in the state assessment. Only students with accommodations listed on IEP's receive accommodations on state assessment.
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)

Developmentally appropriate instruction is provided daily with the whole child in mind.

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

Staff members are provided a 40 minute planning period daily.

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

Time Requirements (S3,FB)

Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate

All students receive four
thirty minutes of physical

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

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

<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>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)</p>

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	No non-compliances were found.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	No non-compliances were found. Hampshire County School are scheduled for monitoring in February of 2016.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	No non-compliances were found.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	No non-compliances were found.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	No non-compliances were found. Hampshire County School are scheduled for monitoring in February of 2015.	YES

Facility Resource Needs

4. Teacher Workroom(s)

- A. Teachers' work areas were not adequate. (150-250 ft.²) (Did not adversely impact program delivery and student performance.)
- B. Teachers' work areas did not provide access to communication technology. (Did not adversely impact program delivery and student performance.)

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.)
- B. Library/resource/media center was not well equipped with the following:
 - B-1. Tables and chairs. (May adversely impact program delivery and student performance.)
 - B-2. Computer work stations with printers. (May adversely impact program delivery and student performance.)
 - B-3. Capacity for on-line research. (May adversely impact program delivery and student performance.)
 - 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.)
 - B-6. Reading and reference materials. (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-3. Work counter with sink. (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.)

9. Gymnasiums/Physical Fitness Facilities

- A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
 - A-1. Elementary Schools - 65 ft.²/student. (May adversely impact program delivery and student performance.)
- E. Physical fitness facilities did not include at least the following items:
 - E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

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 students' health and safety.)

15. Art

- A. A separate Art facility area was not provided. Art was taught in the classrooms. (May adversely impact program delivery and student performance.)

16. Band/Music

- D. Equipment and materials were not adequate and did not include at least the following:
 - D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)

D-4 Podium. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Tammy Dill, OEPA Consultant

Team Member – Tricia Feldmeier, Principal, Arthur I. Boreman Elementary School, Tyler County Schools

Team Member – Ian Hillman, Principal, C.W. Shipley Elementary School, Jefferson County Schools

Team Member – Danielle Veltri, Principal, North View Elementary School, Harrison County Schools

Date of School Visit – 03/02/2016

SCHOOL PROFILE

28-204 JOHN J. CORNWELL SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	105.0	111.0	95.0	101.0	115.0
Average Class Size	15.4	14.4	14.8	15.0	16.0
Attendance Rate	98.5	97.4	98.0	95.5	not available
Pupil Admin Ratio	210.0	222.0	190.0	202.0	230.0
Pupil Teacher Ratio	11.5	12.2	10.9	11.3	11.7
Participation Rate-Math	100.00	97.87	100.00	100.00	not available
Participation Rate-Reading	100.00	97.87	100.00	97.96	not available
HQT Percentage - Total	87.0	100.0	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	83.3	100.0	100.0	subject not present	not available
HQT Percentage - English	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Science	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

JOHN J. CORNWELL in HAMPSHIRE 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
<p>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.</p>	<p>EMERGING</p>	<p>The school believes that all children can show academic growth. The schools mission is to facilitate the environment in which growth can take place. JJC is a small school. The staff is small and transient. The school continues to work toward a set of beliefs and a mission that can withstand the fluctuation in staff and students. Children are the priority. The school rates itself as emergent in this area due to its history of low achievement and continuous change in staff. JJC works toward making stake holders aware of changes in order to shift the climate of the school to achieve the academic success that the schools beliefs can obtain (leadership team meetings, staff meetings, PTO,</p>	<p>ACCOMPLISHED</p>	<p>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.</p> <p>Rationale: The OEPA Team found, through interviews and observations, the staff was implementing the school's beliefs and values buildingwide. Teachers stated they had ownership in the development and implementation of the beliefs and values, and the Team observed most teachers conducting their classes consistently with these beliefs and values.</p>

		planned parental involvement, LSIC, newsletters). The school awards academic success in ways that build traditions with a strong emphasis on academics (nine weeks awards assemblies, Accelerated reader and Reflex Math goals and awards, student data goals and awards, PBS)		
<p>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.</p>	EMERGING	Intervention opportunities are implemented to target skill deficiencies and enrich student growth of higher performing students. The school is blending collaboration and a systematic reading program for both Title I and Special Education to focus on skills gaps in learning. An interventionist has been hired. The teachers along with the students are setting higher goals for achievement. The school is using Kagan strategies to increase student engagement and IPI (Instructional Practices Inventory) to measure engagement. Behavioral expectations are posted throughout the school, are taught and retaught to familiarity. The students are on a reward system where they earn a reward for appropriate behaviors. Information is shared through the student handbook, letters home, PTO meetings. The 2015-16 focus for the school is engagement and fostering student's internal motivation to increase student learning and success. Teachers are assisting students in goal setting for Reading and Math.	ACCOMPLISHED	<p>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.</p> <p>Rationale: The OEPA Team found, through teacher and student interviews and classroom observations, most teachers had high expectations for students and self. Students were expected to do their best on work, and all students were challenged with a strenuous curriculum.</p>
<p>Function C: Safe,</p>	EMERGING	JJC is a small elementary school that	ACCOMPLISHED	The evidence provided by the school and the additional

<p>Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>	<p>works together for the common good of the students, school, and community. Visitors are welcomed and encouraged. Staff are friendly and nurturing. JJC is clean, many classrooms are newly painted, Monthly safety checks are completed. The school practices fire drills and code drills. Staff, LSIC, and PTO discuss safety. Classrooms are organized and create a positive learning environment. Outside of the building is neat and attractive. All outside doors are locked at all times. Visitors gain entry to the building through a second set of locked doors once identified and approved by the secretary. Collaboration, planning, and networking are evident in the school through data days, SAT, and collaboration between special ed, title I, and intervention teachers. Students are recognized for excellence in academics as well as student growth. Students are expected to display good behavior and are rewarded for doing so through the PBS program.</p>	<p>evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team found, through observations and interviews, the school was safe, orderly, and conducive to learning. Students and staff reportedly were safe and secure, and the school environment was clean, well-managed, and conducive to the learning process. The Team also noted the school to be well-organized and student-centered.</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>	<p>ACCOMPLISHED</p>	<p>The principal is effective in management, communication, collaboration, and delegation skills. The principal is the only administrator between two schools. She uses email as a means of communication. She is</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: The OEPA Team recognized the hard work and leadership skills exhibited by the principal in her ability to maintain and manage two schools. The</p>

		<p>available and designs her schedule to best meet the needs of the schools and the students. The principal holds two staff meetings per month. The first meeting of the month focuses on information from the county office and data. The second meeting of the month focuses on PLC- book studies, instructional strategies, and improvement. The principal uses collaboration to make instructional decisions during leadership team meetings, faculty meetings, and planning/data meetings. The principal rewards students for behavior, academic success/growth, character, and leadership. The principal leads and/or attends all meetings: LSIC, Leadership, planning, data, PTO, faculty meetings, SAT, eligibility, and IEP meetings.</p>		<p>principal was highly organized, knowledgeable, and student-centered. The principal was the curricular leader of the school, while providing genuine leadership opportunities for teachers and students.</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, planning, and problem-solving.</p>	<p>ACCOMPLISHED</p>	<p>The staff attends required meetings including Leadership, Data, Planning, SAT, Eligibility, IEP, PTO, LSIC and faculty meetings. The principal often leads the meetings however, sometimes the lead role is delegated to another to increase ownership and teacher leadership. The school consists of only one class of each grade, one special education teacher, and one Title I teacher. Curriculum and safety team meetings during faculty senate or monthly faculty meetings. Teachers hold many discussions during faculty senate and faculty meetings where</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>

		decisions are made to promote a positive school environment which includes PBS rewards, school events, and trips, safety needs, purchases with group accounts, and decisions that would effect more than one group.		
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Staff work together to plan informally, during planning meetings, and SAT/ intervention meetings which are both lead by teachers. Teachers attend professional development opportunities and return to share with the others (DI, state math conference, state reading conference, Number talks, 7 Principles of Engagement for students who live in poverty). Teachers are given the opportunity to represent the school on Staff Development Council, Reading Council, and Faculty Senate Advisory. Teachers are also given the opportunity to Coordinate Fairs and Contests. The principal nominates and the faculty senate vote on the school teacher of the year and they are recognized at the end of the year county ceremony. Teachers are taking turns leading books studies during PLC meetings. More teachers are trained to observe and code for IPI. A teacher has stepped up to assume discipline and emergency responsibility in the absence 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. Comment: Through teacher interviews, the OEPA Team was told the school had a large number of teacher turnovers, and that made it difficult to maintain consistent teacher leadership in the building.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that	EMERGING	Students have been given leadership opportunities in individual classrooms. These activities include Breakfast and Cafeteria helpers, classroom jobs, older	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.

develop self-direction and a sense of responsibility for improving self, school, and community.		students work with younger students, classroom character and behavior rewards, Student choice in assignments and learning methods. Kagan Structure groups have a leader. Students are becoming more accountable to self through the use of data notebooks. The school is beginning to implement more school wide opportunities.		Comments: Through student and teacher interviews, the OEPA Team noted the staff and students were working together to bring leadership roles into the school. There were plans in place as to the kinds of student leadership roles that would be available, and the staff was expecting to begin this process in the near future.
---	--	---	--	---

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 teachers differentiate Instruction to meet the needs of the students. Classroom teachers complete student interest inventories. Students receive intervention based upon data in flexible grouping. Classroom grouping also occurs. The students are provided with an environment that rewards positive behaviors. Student behavior responsibility is taught through the PBS program and re-teaching of desired behaviors. Student's behavior is monitored and behavior interventions and reteach occur. Students are provided with developmental guidance once per week. The staff meets to monitor student learning during data meetings. Behavior concerns are discussed during SAT meetings and conferences. Classroom teachers are assisting students in all grade levels to set goals and monitor the goals that they have	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: The OEPA Team noted teachers were using the standards and had ample technology to implement standards-focused instruction. The OEPA Team observed student use of technology in creating projects, projected-based learning, and high quality questioning. Student engagement was functioning at a high level buildingwide.

		set. Accelerated reader goals are set with the students. The school environment is conducive to learning. Early identification and intervention is being monitored through Star Early Literacy.		
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	Teachers implement curriculum by following the WV Next Gen Standards. Many teachers use the Engage NY model as well as integration of subject areas. Teachers use Number talks to initiate conversations within the classroom about mathematical concepts. Teachers are using the FOSS hands on science program. Teachers collaborate with instructional support staff to plan lessons to best meet the needs of students. Teachers differentiate instruction through lesson modification, use of Kagan Instructional strategies, grouping, classroom intervention for both Reading and Math, and project based learning. Standards and practices are monitored through lesson plan review, walk through data, IPI (Instructional Practices Inventory), and observations. Intervention through the a systematic phonics and fluency based program is being used to fill gaps in reading development. Step Up to writing is used. Interim assessments are being given to prepare the students for the Smarter Balanced Assessment.	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 observations, review of lesson plans, and interviews, the OEPA Team confirmed most teachers were participating in long term planning, differentiated instruction, and varied teaching strategies. It was evident most teachers were fully utilizing standards-based instruction.
Function C: Instructional	EMERGING	Teachers develop clearly designed lesson plans. The lesson plans are to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

<p>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.</p>		<p>include what the student needs to know, understand, and do. Teachers use data and WV Next Gen standards to drive planning, instruction, and grouping for differentiation. Teachers both bench mark and progress monitor student achievement through the use of the STAR Reading and Math assessments, phonics screener, early mathematics screener, and Early Learning Standards, and Star Early Literacy. Teachers collect, analyze, reference, and use data for instructional planning. Teachers use varied instructional strategies in order to deliver instruction. This is monitored by the administrator. Special Education, Title I, and Instructional Coaching collaboration and team teaching is evident. Student choice is beginning to be evident in classroom instruction. Student data drives instructional shifts and is monitored to best utilize Title I assistance including the Title I teacher and intervention teachers.</p>		<p>higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team observed long and short term lesson plans which were used to guide classroom instruction. The plans in most classrooms were clear, concise, and could be easily followed by a substitute teacher to the greatest extent possible.</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</p>	<p>EMERGING</p>	<p>Teachers use a variety of methods to assess and build background knowledge and relevance to real life (Kagan, APL, graphic organizers, pretests, STAR Reading and Math, phonics screeners, early math assessments, and discussions). Teachers are making effort to state or write the objective or outcome this year. Instructional targets are based on</p>	<p>ACCOMPLISHED</p>	<p>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.</p> <p>Rationale: The OEPA Team observed the use of data notebooks, with students and teachers sharing information about the use of the data in the notebook. Teachers were utilizing a full array of instructional strategies, including individual work, small group, whole group, and technology usage.</p>

resources, digital tools, and processes aligned with instructional targets.		assessment and delivered through various strategies. Kagan Structures which include cooperative learning, partner learning, peer tutoring, movement, team building, class building, social skills, communication, decision-making, and thinking skills and APL skills which include cooperative learning, on the clock, wait time, and checking for understanding are observed on a regular basis. Other strategies include graphic organizers, whole group, small group, individual DI and reteach, modeling, hands on activities, projects, and technology.		
---	--	---	--	--

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 has many activities which foster parental involvement. The PTO has regularly scheduled meetings and is very active in the building. The school in conjunction with the PTO offer after school activities for the whole family both academic and non-academic in nature. Title I has planned parent involvement activities, Pre K in conjunction with Head Start offers activities. Individual classrooms utilize parent volunteers and the school participates in a program where senior citizens work in the school on both a paid and volunteer basis. The community is active through LSIC, Business Partners, and visits/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.

		throughout the year which promote character, fire safety, etc. A climate survey was completed last Spring.		
<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>The school provides physical education for 45 minutes 3 times per week and an additional 30 minutes of physical activity at recess daily. The school provides 45 minutes of developmental guidance once a week. Student behavior is monitored with the PBS program. The students are rewarded every nine weeks for academic excellence, growth, character, attendance, and PE, Music, and Art achievement. Student concerns both academically and behaviorally are referred to the SAT team. The schools wellness plan includes strategies such as newsletters, bulletin boards and programs that increase awareness. Programs include dental health, cardiac, and Nutrition classes offered through the WV Extension office. Special Education and Title I work collaboratively with the classroom teacher. Community Sponsored Samaritan Backpack program provides 50 with food to take home for the weekend. During Christmas and Thanksgiving time the community provides food and gifts for 30+ families.</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>Commendation: The OEPA commended the school nurse for her great care and concern for the students. She visited the doctor appointments of one of her diabetic students to better understand how to treat him at school, and she communicated with the teachers and parents to ascertain the proper medical care for students.</p>
<p>Function C: Parent and Community Partnerships. The school staff forms partnerships with</p>	DISTINGUISHED	<p>The school utilizes business partners to fund activities, recognize student achievement, and provide locations for outside of school activities. The school</p>	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</p>

<p>various community agencies and organizations to enhance the ability to meet the needs of all students.</p>		<p>recognizes business partners on the school website, newspaper, and through small tokens of appreciation at various times throughout the year. Communication between the school and local agencies is a must. The school has an open communication between CPS, DHHR, local food banks, Family Preservation Services, and Local charities. LSIC is made up of staff and community. Local churches and Community clubs (Ruritian) assist families with Thanksgiving and Christmas dinners and Christmas gifts. The LSIC is comprised of various members including local businesses.</p>		<p>rating for this function.</p> <p>Rationale: Through observation and interviews, the OEPA Team noted some evidence of strong community support; however, the OEPA Team could not determine that it was pervasive throughout the building.</p> <p>Recommendation: The OEPA Team recommended the principal and staff investigate additional ways the school can work with the community members to improve the school life for students.</p>
---	--	--	--	--

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>EMERGING</p>	<p>All staff complete required staff development. Many of the staff have attended RESA and state professional development. The staff that attended these sessions/ conferences return to the school and/or county and present the information that they have learned. Examples of the types of Professional development attended are Kagan Strategies, WV Title I conference, State Math Conference, Number Talks graduate classes, Greg Tang Math Strategies, IPI (Instructional Practices Inventory), and APL. A majority of the staff have attended at least part of</p>	<p>EMERGING</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>Kagan Structures training. The staff works together to seek professional development that is needed on a school level including writing strategies, reflex, AR, student engagement, data analysis, and state standards, and book studies. Staff rated Function A as emerging because various teachers are at various levels on specific programs such as Kagan. This makes it difficult to fully implement the strategies school wide.</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 improve instructional practice.</p>	<p>ACCOMPLISHED</p>	<p>The teachers participate in faculty meetings, data analysis, and collaborative planning, The school participates in IPI (Instructional Practices Inventory). The teachers hold meaningful conversations in order to improve classroom practices and develop goals to increase higher level thinking and learning in instruction. The combination of IPI and Kagan Strategies allows the staff to develop instruction to maximize student engagement and to increase student achievement. The staff complete the Self Reflection segment of the Evaluation system. The staff participate in the evaluation process by meeting collaboratively to develop goals. Staff that are in the initial and intermediate phase of the evaluation system participate in observation, evaluation, and conferencing. New staff participate in the mentoring program.</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>Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	<p>ACCOMPLISHED</p>	<p>All staff complete the self-reflection segment of the evaluation system. The staff analyze incoming student data to develop goals. Staff that are in the initial and intermediate phases of the system participate in the observation, evaluation, and conferencing process. New staff participate in the mentoring program. The school participates in IPI (Instructional Practices Inventory) which measures student engagement and provides opportunity to reflect as a school and set goals for student engagement. Staff teams meet to analyze student and classroom data. During these meetings grouping, intervention planning, and networking of ideas occur. Academic coaches are available for Kagan Strategies and Math where feedback among professional staff occur. At the conclusion of the school year all staff revisit the evaluation system to update goal information. The principal completes an evaluation for all staff.</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>
--	---------------------	--	---------------------	---

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
<p>Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.</p>	<p>ACCOMPLISHED</p>	<p>John J Cornwell is a safe and maintained building. All interior and exterior doors are locked at all times. Visitors enter through the front of the building and are allowed further into the building, past another set of locked doors, after signing in and declaring</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: Given the age of the building, the facility was very clean, secure, and well-managed. The classrooms were well decorated and conducive to the</p>

		<p>the purpose of the visit upon approval of the school secretary. All staff are trained and knowledgeable of the school emergency plan. All staff and students practice code drills throughout the school year. A work order process is in place for maintenance needs completed by the county maintenance staff. School safety and school climate are discussed at faculty, PTO, and LSIC meetings. The school holds regular safety meetings during Faculty Senate meetings.</p>		<p>learning process.</p>
<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>John J Cornwell receives funding through local, state, and federal resources. The school has administrator input on the county level as well as in developing the school Step VII budget. Title I funding provides additional staff, student resources, professional development, and parental involvement opportunities. The staff utilize faculty senate and Step VII funds to purchase classroom materials to meet student needs. The purchase of materials is regulated through either a purchase order process or using a purchasing card which is tracked with documentation of purchases (log and receipt). The PTO holds fundraisers for the school which provide both supplies and events for the students. The PTO funds are under the schools financial system and are monitored by the same processes as other school funds. The school receives an annual audit as per</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>

		county code 6830.		
<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>The principal with support from the central office ensures that all personnel are appropriately licensed and identified as highly qualified. The hiring of new professional staff is in accordance with WV Policy 5000 and county policy 3120 which sets forth the process that is followed by the school administrator and faculty senate. The faculty senate has elected a single designee with the option of having other trained members assist in the process with the principal in attendance for the 2015-16 school term. All personnel are observed and evaluated based upon timelines established by county and state policy. The school follows policy of mentoring of new professionals.</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>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>ACCOMPLISHED</p>	<p>Technology is used daily for management, instructional delivery, and student learning. Office staff work to keep information as up to date as possible. Administration used WVEIS WOW for data collection, report input, and monitoring. Each classroom has a laptop, smart board, and a document camera. The school has a computer lab with a smart board as well as a mobile mini laptop lab. There are three carts with 20 IPADs that are used together or distributed throughout the classrooms. Each classroom also has various number of Nooks (e reader) for student use and is beginning to collect</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>

		a digital staff development library for staff. The TIS, Technology Integration Specialist, schedules time to train and co-teach with staff. Students are given Cyber Safety Lessons and teachers monitor students acceptable use.		
--	--	---	--	--

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>	EMERGING	<p>The staff and the principal meet in the summer to hold the Leadership team meeting. During this time the staff review the beliefs, mission, vision, and goals (all based upon assessment and performance data both formative and summative, demographic data, and shared input) of the school and make changes to the strategic plan. Throughout the year the team meets to review data and progress towards meeting goals, as well as this report to make changes if necessary. The county conducts a Staff Development needs survey and the staff itself discusses staff development needs that are not covered by the county. The principal then works to cover these needs on the school level or through outside sources. The principal presents the strategic plan to stakeholders at both PTO and LSIC meetings. The plan is also available for anyone to review in the office.</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>
<p>Function B: Processes and Structures. The staff</p>	EMERGING	<p>The school Leadership Team meets before the school year begins in order</p>	EMERGING	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the</p>

<p>has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</p>		<p>to review past data and develop an outline to present the remainder of the staff for the strategic plan. The entire staff is then given the outline and the goals are determined for the school year during the opening days of school. The staff meet to review data and to plan for interventions. The staff provide opportunities for parents to be involved in the success of their student through individual classroom activities, volunteering, Title I parent involvement, and PTO. The school has regular staff meetings, LSIC meetings, PTO meetings, and Team meetings. Professional development is ongoing. The majority of staff have been trained and are participating in the IPI process and Kagan Instructional strategies. Other professional development is offered through the county or RESA 8.</p>		<p>school's self-rating for this function.</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>EMERGING</p>	<p>Progress is monitored in a variety of ways. Teachers have classroom goals. The students are monitored through STAR assessment or Early Learning Standards on a set timeline. The staff meet with the Title I, Special Ed teacher, and principal to analyze data. Adjustments are made to schedules if needed. Progress reports and report cards are sent home. Teachers enter grades in the Live Grades system. Parents have access to Live Grades. Title I provides Parent learning/involvement activities. Strategic Plan is presented at PTO and</p>	<p>ACCOMPLISHED</p>	<p>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.</p> <p>Rationale: The OEPA Team found, through teacher and administrator interviews, evidence the staff made efforts to monitor changes in classroom curriculum, evaluated student learning, and communicated the results to all stakeholders.</p>

		<p>LSIC. Principal monitors progress through STAR Reading and Math and attendance of data talk days, IPI meeting, walkthrough data, lesson plans, observations and evaluations. Student's behavior is monitored through the PBS program. Attendance is monitored. Student's set and monitor personal learning goals, using various methods in each classroom. The students manage their own data notebooks with assistance.</p>		
--	--	---	--	--

**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>Building needs- two extra classrooms. The school is limited in space. The staff continues to feel that a full time administrator is necessary.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>New teachers continue to need support with standards. IPAD training and use in the classroom for teaching and learning. Continuation of Kagan Strategies. Teachers are at various levels of training. IPI training for the remainder of teachers.</p>	<p>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.</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>JJC feels that the community aspect of the school is our greatest strength. JJC works with the community to provide for the needs of the students and families. Community organizations provide food and clothing for a large portion of the school. The school nurse is active in ensuring that our students are getting needs met by arranging appointments and transportation. Title I provides parent involvement sessions that are highly attended. PTO provides funding and</p>	<p>The OEPA Team commended these practices. 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>
---	--	--

activities for families.

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	Principal attended training for policy 2320 on 8/28/2014.
YES	Complete the School Monitoring Report	
YES	Participate in the on-site review process	Staff have been directly involved in the writing of the school monitoring report.
	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	Staff met to review the rubric and designate school rating. Staff have had an overview of the oepa auditing process. The school is scheduled for audit in February/March 2016.

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
Share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

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

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

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

toward achieving high levels of student performance as specified below:

YES	<p>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)</p>	<p>Leadership team meets to plan for improvement. This includes the review and writing of the strategic plan, OEPA monitoring report, goal setting for both the strategic plan and teacher/student goals, identification of resource needs, staff development needs, and changes that effect the school schedule. Professional development needs are met through school, county, or outside venues. Needs are based on school/county initiatives or individual teacher needs.</p>
YES	<p>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)</p>	<p>Classroom teachers, principal, special ed, and title I meet to discuss data (STAR reading and math) on an ongoing basis. Review of State data as well as school accountability, rating, and growth progress are reviewed once available.</p>
YES	<p>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)</p>	<p>Staff met to complete the monitoring report. The report is shared with LSIC and PTO and includes input from all stakeholders.</p>
YES	<p>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.)</p>	<p>The Leadership team met in August to begin the development of the strategic plan (beliefs, mission, vision, goals, and action steps). The Leadership team is open to the entire staff however, the few who could not attend were involved during October review before submitting the plan and report. The plan is presented/discussed with the PTO and LSIC. The leadership team meets periodically to monitor the plan.</p>

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)	Administrator, building level coordinator, and teachers complete all required training to administer the test.
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)	All students participate. Accommodations are listed on the students individual IEP.
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)	All students are tested. Students that have a 504 are tested with accommodations that are listed on the students individual 504 Plan.

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	Programmatic levels of instruction are provided daily as per policy.
-----	--	--

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)

Curriculum and Instruction of content area follows policy and is verified by classroom schedule, walk through, observations, evaluations, and review of lesson plans.

YES

Note: Please review only the areas appropriate to the programmatic level of your school (S3)

Programs and processes are in place to meet student needs in all areas.

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)

Curriculum and Instruction of content area follows policy and is verified by classroom schedule, walk through, observations, evaluations, and review of lesson plans. Planning periods of 45 minutes daily with one extra planning every week. Assessment is through the use of the STAR Reading and Math program, Renaissance Early Assessment and PK and K Early Learning Standards. As well as individual classroom assessment. Parental involvement activities occur throughout the year.

- 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

All staff are involved with all teams due to the size of the school. At each faculty senate meeting the staff also conducts a technology, curriculum, and safety team meeting. The LSIC meets for the required times per year. The LSIC team consists of all required members. The SAT team meets as needed and is comprised of the administrator, classroom teacher, parent, interventionist, special educator, school psychologist, and any related services representatives.

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

<p>YES</p>	<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 administrator attended training on Policy 4373. The staff attended an overview and were provided with the behavior standards expected in each grade level. The school has a PBS plan which includes reteach of behaviors, documentation, and rewards and consequences.</p>
<p>YES</p>	<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>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.</p>	<p>There is no alternative ed in the elementary school. However, if a student is displaying beyond normal limits the school addresses in the following manner: * classroom behavior interventions *pre SAT with parent, teacher, principal, and support staff *SAT referral (which involves county psychologist *FBA/ behavior plan *seek assistance from outside agencies (Potomac highlands Guild, Family Preservation Services) *Home Based</p>
<p>E . Physical Education W. Va. Code §18-2-7a</p>	<p>FULL COMPLIANCE</p>	<p>FULL COMPLIANCE</p>

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

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.</p>	Students receive PE for 45 minutes 3 times per week.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Students complete the fitness gram.
YES	Results are shared with students and parents. (S7, FC)	Report is sent home with students.

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)	Developmental guidance is offered for 45 minutes per week. In addition the counselor is free to conduct individual and group counseling.
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	Annual audits occur and the school addresses any non compliance issues at that time.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Monitoring occurred Dec 2015.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Minor infractions were addressed and are now compliant.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	In compliance with Health Department.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE

F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?

YES

YES

Facility Resource Needs

3. Administrative Office Area

- A. Administrative office area did not include adequate reception/waiting area. (200-800 ft.²) (Did not adversely impact program delivery and student performance.)

4. Teacher Workroom(s)

- A. Teachers' work areas were not adequate. (150-250 ft.²) (Did not adversely impact program delivery and student performance.)
- B. Teachers' work areas did not provide access to communication technology. (Did not adversely impact program delivery and student performance.)

5. Counselor Office(s)

- A. Counselors' offices were not adequate (100-125 ft.²) per counselor. (Did not adversely impact program delivery and student performance.)
- B. Counselor's office did not insure privacy. (May adversely impact confidentiality.)
- C. Counselor's office did not have access to student records. (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.)

7. Cafeteria/Food Service Area

- C. Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (May adversely impact program delivery and student performance.)
- F. Kitchen fire suppression system was not in good working order and was not currently on the Fire Marshal's noncompliance report. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

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

- 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.)

9. Gymnasiums/Physical Fitness Facilities

- A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
 - A-1. Elementary Schools - 65 ft.²/student. (May adversely impact program delivery and student performance.)
 - E. Physical fitness facilities did not include at least the following items:
 - E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (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.)

15. Art

- A. Art facility area was not adequate in size (45-50 ft.²/student). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
 - D-1. Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)
 - D-2. Counter space. (May adversely impact program delivery and student performance.)
 - D-3. Instructional boards. (May adversely impact program delivery and student performance.)
 - D-4. Display boards and equipment. (May adversely impact program delivery and student performance.)

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.)
 - D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)
 - D-4. Podium. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader - Della Houck, OEPA Consultant

Team Member – Greg Cummings, Principal, Fellowsville Elementary School, Preston County Schools

Team Member- Richard Jenkins, Principal, South Jefferson Elementary School, Jefferson County Schools

Date of School Visit – 03/03/2016

SCHOOL PROFILE

28-206 ROMNEY ELEMENTARY SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	474.0	431.0	436.0	429.0	421.0
Average Class Size	21.6	19.1	20.8	20.1	19.7
Attendance Rate	98.9	98.6	98.7	94.3	not available
Pupil Admin Ratio	435.0	431.0	436.0	429.0	421.0
Pupil Teacher Ratio	14.7	14.1	14.8	14.7	14.5
Participation Rate-Math	99.00	99.47	98.90	99.45	not available
Participation Rate-Reading	99.00	98.94	98.90	99.45	not available
HQT Percentage - Total	100.0	95.6	100.0	96.8	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	not available	not available
HQT Percentage - English	subject not present	not available	not available	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	75.0	not available	not available	not available
HQT Percentage - Mathematics	subject not present	not available	not available	88.9	not available
HQT Percentage - Science	subject not present	subject not present	not available	93.3	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	not available	93.3	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	2.0	3.0	0.0	1.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

ROMNEY ELEMENTARY SCHOOL in HAMPSHIRE 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
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>RES leadership team met in the summer to review the shared beliefs and values as well as the mission statement and core beliefs. These were presented to staff at the beginning of year meetings to gain all staff input and update as needed. The mission, vision, and goals are posted in each classroom. The mission is announced each morning during announcements and printed in newsletter for parents. The school cultural typology has been completed in the past to determine the type of culture of the school and the climate survey completed by students, parents and teachers each year. Teachers have common planning times (classroom and resource teachers). The Strategic Plan includes the shared beliefs and values and is shared at open</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: The OEPA Team found the mission statement being communicated daily through announcements. Most staff articulated these beliefs and values and ensured they were assisting in guiding classroom management and curriculum.</p>

		house for parents and at the Local School Improvement Council and PTO meetings. The leadership team and staff have really worked hard for everyone to embrace the shared beliefs and values to foster a positive culture for children.		
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	Student/Teacher led data conferences are held at least 3 times per year. High expectations are prevalent at Romney Elementary School. Teachers and administrator have data conferences 1-2 times per year after benchmark assessments. All students have data folders in place in classrooms with easy access to them and students look at data after benchmark assessments to reflect on goals. There is a shared commitment by staff to discuss data with students. Romney Elementary has a positive behavior plan in place and expectations for students are posted. SMART goals are developed by each staff member each year. Accelerated Reader program is established for students 1st through 5th grades and there is an Accelerated Reader train for students who have earned points for AR and a Reflex Math bulletin board displayed for those who have mastered facts. Data charts displayed in hallways outside classrooms after benchmarks for students to see growth. Opportunity room available for 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: Safe, Orderly and Engaging Environment. The	ACCOMPLISHED	Romney Elementary is a safe place for students to learn with all exterior and classroom doors locked. Cameras are	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>		<p>installed at various places for safety purposes. Staff were trained in A.L.I.C.E. Fire drills and code red drills are practiced. There are two security coded doors at entrance way and hallway. Watch DOGS Program was implemented for dads to volunteer. IPI coding occurs 3 times per year with faculty conversations. Kagan and APL training was offered for student engagement. The safety committee meets 4 times per year. Policy 4373 reviewed with staff and is in handbook for parents and reviewed with LSIC and LSIC discusses safety issues. Staff wear ID badges to work and visitors must sign in with office area and gain visitors badge. There are 2 self-contained classrooms and students are included in activities with peers. There are two collaborative teachers to support special education students in classrooms for each grade level. Custodians clean the buildings daily.</p>		<p>school's self-rating for this function.</p> <p>Comment: The OEPA Team found the classrooms were clean, orderly, and physically arranged to encourage student collaboration.</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>	<p>ACCOMPLISHED</p>	<p>The principal at RES exhibits professional knowledge and skills. Staff are kept abreast of current events through daily emails. Leadership meetings are held at least one time monthly. The principal facilitates the schedule for teachers to meet and plan collaboratively. Principal helps to plan</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: The OEPA Team found the staff respected the principal's instructional leadership abilities and the support the principal gave the staff. The principal was knowledgeable, organized, and</p>

		<p>school-wide positive behavior support program. Principal works with staff to focus on data to drive decisions and curriculum and plans staff development sessions relevant to school needs, The principal attends SAT, IEP and parent meetings as chairperson. Principal has focused staff development needs on staff training on the Next Generation Standards. A monthly newsletter is distributed each month with parent information as well as student recognition. Parents are also kept informed by the principal through the school messenger call out system and notes home. Principal attends PTO and LSIC meetings. Principal has data conference meetings with teachers. Principal is an effective manager.</p>		<p>student-centered.</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, planning, and problem-solving.</p>	<p>ACCOMPLISHED</p>	<p>There is an established Leadership Team which meets at least one time per month and the team drives continuous school improvement. Staff members are part of the following teams/committees: safety, technology, curriculum, leadership, SAT, faculty senate, and positive behavior support. LSIC meetings are held 4 times per yea. Faculty Senate and safety committee meets 4 times per year with proper protocol. Technology committee meets as needed to discuss technology needs. The AR team meets and discusses AR rewards, goals, reading levels, etc. Romney Elementary has business partners in the community and a social committee for social events.</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>

		There are PTO meetings as well as the Diana Mayhew Committee. Instructional Focus Teams meet one time per week. A staff person is a member of the Professional Development Council and the hiring committee. Service Personnel Representatives are on staff for county committees such as calendar and staff development. Teams focus on school improvement.		
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 from all grade levels, resource, special education, Title I, and academic coaches are on the leadership team. Teachers are also given opportunities to attend professional development sessions. Coverage is made available for teachers to pursue staff development opportunities. Teacher leadership is displayed at faculty senate meetings where teachers give input and lead the meetings. Teachers can observe other master teachers in the building and coverage is provided. Teachers are part of all committees and they bring concerns to teams which are addressed by the principal. Teachers refer students to SAT meetings and attend the meetings. Teachers are a part of the hiring committee. Teachers have flexibility with their classroom schedules and resources used to master the common core standards. Teachers have a voice in the improvement efforts the school has made.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team found the staff utilized opportunities for leadership and collaboration to enhance student learning.
Function D: Student	EMERGING	Students help to establish the norms and procedures in the different classrooms in	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>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>the school. Students have input in the School Climate Survey. Student groups are held with principal and guidance counselor 1-2 times per month. This gives students a voice to discuss concerns and improvements in the school. Principal and counselor have met with all 5th grade students and are now meeting with 4th grade students. Several areas in which students have a voice: decided on playground equipment, input on recess with different grades, input on PBS and AR awards. Fifth grade students help with the kindergarten students and Pre-k students. Teachers have data talks with students and students set goals. Students have a voice during student group sessions. Students read the "Words of Wisdom" over the announcements each morning. Students engage in mediation activities with the counselor as needed.</p>		<p>school's self-rating for this function.</p>
---	--	---	--	--

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>	<p>ACCOMPLISHED</p>	<p>Instructional Focus Teams meet and discuss curriculum/assessments each week. Kagan structures are used in classrooms by teachers who are trained. The kindergarten environment fosters exploration of the environment. All classrooms foster an inviting classroom environment where teachers and students develop rules and procedures. Classrooms foster student centered</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>learning-pod or tables. Student work is displayed in classrooms. Each student has his/her own data folder. Each student strives to achieve an AR goal based on his/her reading level that changes each nine weeks. Lesson plans are completed on a weekly basis and include Next Generation Standards. Standards based curriculum maps were completed as a guideline for instruction. Technology is used in all classrooms (Smart boards, iPads, computers). Many classroom teacher utilize student centers/stations for math and reading. IPI is conducted 3 times per year to gauge student engagement.</p>		
<p>Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>	<p>ACCOMPLISHED</p>	<p>There has been extensive professional development with the standards. Next Generation Standards were discussed and analyzed during summer grade level meetings, Instructional Focus Meetings and county level meetings. Instructional Focus Meetings discuss curriculum and lesson plans reflect Next Generation Standards. Academic coaches work with staff on implementation of Next Generation Standards. All classrooms have several computers for student use if desired and there is 1:1 implementation of iPads (grades K-5th) with a variety of apps that deal with the curriculum and standards. All classrooms are equipped with Smart boards, Elmos, teacher computer and teacher iPad. There are four computer labs available for use for the Next Generation Standards. There is</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: The OEPA team verified a 1:1 ratio for iPad to student integration. Teachers and students were utilizing technology buildingwide.</p>

		a technology integration specialist at RES three-five days per week and insures equipment works properly. Textbooks are used only as a resource to supplement the mastery of the Next Generation Standards.		
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	Teachers work collaboratively within and across grade levels through planning. Lesson plans are based on the standards. Curriculum maps were developed for math and reading and integration of writing, science and social studies. Teachers have "I Can" statements for reading and math for Nxt Gen Standards. Team meetings are held on a weekly basis. Next Generation Standards meetings held summer 2015. Number Talks used in classrooms K-5th at least three times per week. Student interest surveys conducted at the beginning of school year and placed in student data folders. IPI data is collected and faculty conversations held at least 3 times per year. Writing is across the curriculum. Academic coach 5 days per week and math coach 2 days per week. Instructional Focus Team Meetings are held weekly and data is used to drive instruction. There are intervention groups for struggling students and academic intervention plans and progress reports. Differentiated instruction used in classrooms.	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	ACCOMPLISHED	Data posters and student data folders are easily accessed by students. RES has iPad implementation in grades K-5th. IPI	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>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>Coding completed 3 times per year. The SAT process held at least one time per month. Kagan Structures completed with many staff. Pods and tables in classrooms are used to facilitate student engagement/discussion. SPL groups (Tier 2 and Tier 3) are held weekly. There is use of formative and summative assessments to guide instruction. Instructional focus meetings focus on instruction, curriculum planning and instruction. Digital tools are used by students to enhance instruction and complete assessments. Classrooms are supported through Title I, special education staff and professional support personnel . Star Enterprise, Reflex Math and Accelerated Reader are used in each classroom. RES has intervention groups and small group instruction. Title I staff are in K-3rd grades and there is school wide SPL and Number Talks are conducted. Coaches help teachers as needed.</p>		<p>school's self-rating for this function.</p> <p>Comments: The OEPA Team found students tracking their own progress on assessments. Students were knowledgeable of their areas of strength and weakness. Teachers were utilizing many instructional strategies to ensure greater student engagement and interest.</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
<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>Title I Parent Involvement sessions are held. There are many programs: Watch Dog, open house, PTO, teacher/parent meetings, data talks with parents/students, parent work station in library, Christmas stockings through local church, Food Lion Math Night, Back Pack Program (food), Mobile</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>Dentist, Safe Routes to School, Romney Fire Department for fire safety, bus safety program, Deputy Phil, Retro Bill Program for bullying, Pizza Hut Book-It, Sergeant Carter and Local Sheriff Dept. Support, parent volunteers in school on daily basis, parent volunteers support PBS Program. Newsletters are sent home on a monthly basis. LSIC involves parents and community members. Parent Advisory Council and spaghetti dinner are held on yearly basis. Student and parent climate survey is conducted. FNB and Personalized Impressions are the school business partners. Hampshire County Library is involved. Walking field trips within the local community. Romney Rotary-dictionaries and grandparents activity.</p>		
<p>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>	<p>ACCOMPLISHED</p>	<p>School wide guidance offered as well as PBS program. PE (offered 3 times per week) and recess offered daily. Various other programs such as: Mobile Dentist, Cardiac Program, Back Pack Program, Vision and Hearing Screenings yearly, Jump Rope for Heart, Pumpkin Race, Nutrition and Outreach Services, Special Education Services, gifted program, OT, PT and Speech services offered. Principal and counselor meet with students. Conflict resolution, guidance counseling and character education offered .ESL students served. Second grade walking field trips to library and bank. TNT program offered. Support for Personalized Learning offered.</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: The OEPA Team found the guidance program to be a strong, integral part of the school culture. Teachers communicated the importance of the counseling programs, both in the classrooms and in small groups and/or individually with the counselor.</p>

		<p>Professional Support Personnel supports 3rd-5th grades. Grab and Go breakfast offered to all students and fluoride program. Bump Up Day held. Kindergarten and Pre-K have POPPS program. SAT meetings held bi-monthly. Student data talks held after benchmark data. Beth Jacobson available for individual counseling, There is school-wide star student recognition.</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>	<p>ACCOMPLISHED</p>	<p>Many services are offered to students and families: Eastern Psychological Services, FNB Mountaineer Savings Program, Cold Stone Creamery (honor roll), Personalized Impressions (business partner) provides t-shirts for pumpkin race and math field day, South Branch Cinema and Potomac Lane Bowling (incentive coupons), Social Studies Fair (local judges), McDonald's provides coupons, Hampshire Review publishes school news, Safe Routes to School Program (4 community walks), Watch Dogs Program (dads in school), parent volunteers in school, Romney Fire Department Fire Safety Program, Deputy Phil (yearly safety program), Calvert's Wood Working (yearly walking tours), Jump Rope for Heart, parent volunteers in charge of Bulldog Bazaar store, Pizza Hut Book-It Program, Women's Club (yearly art contest) and Back Pack program through community. Many organizations within the community has use of school gymnasium by various parks and recreation groups. Food Lion</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>

store held Math Night. PTO involved.

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>Staff engage in continuous professional development such as: Kagan (student engagement), APL, IPI coders and all staff trained in the process, Arts Integration Workshop attended by art teacher, vocabulary training, WV Reading and Math Conferences, National Reading Conference. Staff attend grade level team meetings and the leadership meeting is held 1-2 times per month. Many training sessions are offered such as: IEP, Number Talks Class for graduate credit, Early Learning Scale training for K Teachers, Pre-K teachers received training, school nurse attends conferences, annual guidance counselor conference, opening day professional development offered, Step-Up-To-Writing training. There is an academic coach at RES for 5 days per week and math coach for 2 days per week for professional development. Staff are able to attend professional development session in areas of weakness. Staff can observe other teachers in the building. Recently staff attended PD on differentiated instruction.</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: The OEPA Team found ample opportunities for professional development utilized by the staff. The teachers could discuss how the information received in the professional development sessions was being used in the classrooms.</p>
<p>Function B: Teacher Collaboration. The teachers participate</p>	<p>ACCOMPLISHED</p>	<p>Teachers at RES have many opportunities to collaborate and plan together. They have Instructional Focus</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>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.</p>		<p>Team meetings each week with an agenda and minutes. SPL planning is done with Title I and special education teachers. Professional support personnel meet with teachers to plan. Vertical planning held 2 times per year. IPI faculty conversations held to look at student engagement data. Data analysis completed with benchmark data after benchmark periods. Data meetings held with principal/teachers. Grade level teachers have common planning and meet weekly. County-wide grade level meetings have been held. Smarter Balanced data analysis completed. Leadership meetings held to analyze data and make school wide changes for improvement. Classroom management strategies implemented to improve instruction. Academic and math coaches available to assist with classroom strategies. LSIC meetings are held 4 times per year. Title I planning meetings are held with each grade level once monthly.</p>		
<p>Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	<p>ACCOMPLISHED</p>	<p>Professional staff at RES participate in the state approved evaluation process. Staff complete annual goals and self-reflection. Observations and evaluations completed for staff and end of the year conferences are held with staff in the evaluation process. Staff on 1-5 years have observations and conversations. IPI faculty conversations are held after each data collection. Climate survey completed on-line for past 3 years 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>

		the Cultural Typology held for 2 years to gain input about school culture. This feedback was given to staff. Instructional focus meetings are held weekly and principal often attends to give feedback and answer questions. Classroom walk through's conducted on a weekly basis and feedback given to staff. Faculty meetings conducted and information given out as needed. Principal emails staff information on a daily basis. Staff meet with principal to discuss data 2 times per year. Lesson plan feedback is provided by principal.		
--	--	--	--	--

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	Romney Elementary consists of two separate buildings and both of them are old and need work. There is paint chipping in many areas and flooring is old. Bushes out front need trimmed at times and shrubs needed tended to. Many windows and blinds need replaced. There are at times problems with the air conditioning system and some ceiling tiles need replaced. Cleanliness is a minor concern for staff. The tunnel which leads from one building to the next has a mural that looks nice and pleasing. Student work is displayed in hallways and classrooms are arranged to reflect student learning (pods/tables). There are inspirational quotes on th All employees have ID	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>Comments: The OEPA Team observed the following possible hazards:</p> <ul style="list-style-type: none"> • Ice skates with sharp edges accessible to students; • An air conditioning unit without a front cover; • Missing and damaged floor tiles in various parts of the building; • Stained ceiling tiles, which were indicative of water and/or mold; and • a sensory table upside down on the playground.

		badges to wear and classroom doors are locked to maintain safety. There are key codes on main door and hallway door to insure safety. Fire drills and other drills practiced for safety purposes. A.L.I.C.E. training held by local sheriff department sergeant. Barricade and evacuation drills practiced.		Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal, custodial staff, and central office maintenance staff address the above issues to ensure student and staff safety.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The school budget is monitored by the central office. Staff use declining balance cards to make purchases and receipts and statements are monitored. Step VII funds are allocated each school year to staff for classroom supplies and copy paper. Very little money is handled at the school level and the central office staff take care of finances for the school. Grants have been obtained for the school over the past several years. Six teachers received a Community Grant for \$250. Supplies for classrooms have been consistently ordered through the office. All academic materials (textbooks, workbooks, etc) secured for students as needed. There are additional supplies on hand for use as needed. Cash receipts summaries are completed on any money brought in by students. Funds are allocated for different line items (field trips, grades, PTO, etc). Title I budget is in place at the school and budget/funds monitored by central office 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 C: Personnel. High quality personnel are selected according to West	ACCOMPLISHED	At RES, 97% of staff are Highly Qualified. The gifted teacher left after the start of the school year and the new teacher hired is on permit. There is a	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.

<p>Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.</p>		<p>hiring committee in place which includes teachers and decisions are made regarding hiring any new staff. This is voted on by Faculty Senate. The hiring process in place promotes hiring highly qualified staff. All professional staff have up to date certification on file in principal's office. The state hiring rubric is followed when hiring staff. Academic coach secured for the school 5 days per week and a math coach for 2 days per week. Th number of teachers per grade level is determined by state formula. Title I personnel (3) are in place at the school. Professional support personnel (2) are in place at the school. There is fairly good retention of staff at RES (only 5 new staff this school year). There is a technology integration specialist based at the school.</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>ACCOMPLISHED</p>	<p>RES has a wide variety of technology for student use. There are Smart boards in all classrooms as well as data projectors. Wireless internet service is available in the school. There are classroom computers in each room and classroom sets of iPads in gradesK-5 Students have access to technology during the school day. There are four computer labs between two buildings that are used for students. Each staff person has a lap top and iPad for use. There is a Technology Integration Specialist at the school 5 days per week. Smart tables are in use in 1st grade and self-contained special education rooms. Several classrooms</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>

		have Nooks. Many computer programs used by students (Reflex Math, AR, Star Reading and Math and many other websites). Cyber Bullying tech step completed by all classroom teachers for students. School message system used for communication. Resa 8 staff available to assist with work orders for technology repair. Live Grades used by staff.		
--	--	--	--	--

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>The staff developed the mission statement and it is established and announced each day. Strategic plan goals are implemented and reviewed with staff, LSIC, parents, etc. Students establish data driven goals/objectives for the school year. Student data folders are in all classrooms for students to track own data and progress. Clear mission, vision and goals established at the beginning of the school year. Benchmark testing and progress monitoring completed. Data talks are held with students and staff. There are data charts displayed outside of classrooms. Instructional focus meetings are held to discuss data. Leadership meetings are held to discuss student data. Parent conferences are held. SAT meetings held and referrals made. Staff development sessions held for student engagement. SPL groups established and changed as</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>

		needed. Title I works extensively with students who struggle in reading. Title I in K-3 classrooms. Special education staff support students.		
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	Instructional focus meetings are held weekly with an agenda and minutes. SAT meetings are held bi-monthly. Data talks with students and staff are held. Vertical planning held two times per year. Title I planning meetings are held with all grade levels on a monthly basis and the school psychologist attends these as well as the academic coach. Support staff (Title I, PSP, Coaches) are based in the school. Leadership meetings are held. Team meetings are held as needed between special education, resource teachers, and Title I teachers. Faculty senate meetings are held as required. Parent meetings are held and often attended by the principal. Data results are shared with 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 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	Instructional focus meetings held and team monitors data and results and make changes as needed. Informal and formal assessments are completed with students. Star Reading and Star Math are used for benchmark assessment and progress monitoring. Report cards and progress reports are completed. Academic Intervention Plans are written for students who receive a D or F at midterm or end of nine weeks. IEP goals and progress monitored for students with IEP's. Small group instruction is held. There are SPL groups for all grade	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team found most teachers had an effective system of monitoring evidence of student achievement and changing instructional strategies to correct any weaknesses. Teachers also had a clear method of communicating data to all stakeholders.

	<p>levels. Data talks are conducted with students/staff. Communication to parents via newsletters, emails, meetings and phone calls. Star Reading and Math data reports sent home for parents to review. Smarter Balanced testing results are distributed and sent home. Fitness Gram results are sent home at the end of the year.</p>		
--	---	--	--

**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>1. More parent involvement in the education of students. 2. More time for planning and collaboration with support staff (Title I, special education, PSP, etc). 3. Additional resources for extended day program. 4. Full time academic coach to continue. 5. Physical building of the school is an area of concern (age of school, facility)</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>1. Continued professional development on implementation of common core standards. 2. Continued practices/professional development on student engagement strategies. 3. Additional staff development on the emotional/mental health issues students are dealing with as well as the additional behavioral issues students are having.</p>	<p>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.</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>1. WATCH Dogs program to invite dads of students to volunteer in the school. 2. PBS program with bulldog bucks and school store. 3. Awards assembly at the end of each nine weeks for student recognition. 4. Student groups with principal and guidance counselor. 5. Student mentor program by staff. 6. Accelerated Reader recognition luncheon for students. 7. Reflex Math school wide-recognition bulletin board for students for fluency.</p>	<p>The OEPA Team commended these practices. 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>
---	---	--

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 have been trained on Policy 2322.
YES	Complete the School Monitoring Report	Completed with input from School Leadership Team as well as with other staff and LSIC committee.
YES	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process	Romney Elementary will not have an on-site review until February 2016.

Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
Share and discuss the report with the school staff and LSIC and for using
the report in the development or revision of the school strategic plan

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

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

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

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES

Create a Structure and Process for Continuous Improvement including:
designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) School Leadership Team as well as LSIC discuss school improvement. This is discussed with staff at meetings. Staff review data to determine

	n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	what steps should be taken.
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)	Data analysis at the beginning of the school year as well as throughout the school year with benchmark assessments.
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)	Discussed at leadership team meetings throughout the school year.
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.)	Developed over the summer by staff and then discussed at beginning of school year with all staff and tweaked as needed throughout the school year. This is a document which can be fluid with staff development being added. Reviewed with LSIC and parents.

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)	All security measures are followed and staff are trained in the process. Documentation is kept to insure test taking procedures and test security are followed.
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)	All students participate with appropriate accommodations met as outlined through IEP's or participate in APTA. School met participation rate.
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)	All students who have a 504 plan participated in state wide assessments.

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)	Policy 2510 is adhered to through classroom instruction and lesson plans throughout the school environment.
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)	County curriculum is used. Next Generation Standards are used to guild learning.
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3)	Programs implemented are developmentally appropriate.

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)

Administrative practices are in full compliance. Each staff have a 45 minute planning period 5 days per week and 1 extra planning period to meet as a team. Student performance is monitored.

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)

The school does have all the necessary teams in place.

- 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	<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>Policy 4373 is implemented at RES. There is a school wide PBS program in place. Counselor and principal works with students to prevent bullying.</p>
YES	<p>Alternative Education. (S1,FC)</p> <p>A temporary authorized departure from the regular school program designed to provide educational and</p>	<p>Alternative education is not available in the county for elementary students.</p>

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</p>	<p>Each student receives physical education 3 times per week for 45 minutes.</p>
------------	---	--

physical activities, each school day of one semester of the school year.
 High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.
 Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Students in grades 4 and 5 participate in the Fitness Gram.
YES	Results are shared with students and parents. (S7, FC)	Results of Fitness Gram are shared with parents and students.

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)	Grades K-5th receive guidance 1 day per week for 45 minutes. The counselor is also available to meet with groups of students and individuals as needed.
-----	--	---

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 spends more than 75% of his time in counseling relationships with students as evidenced through counseling logs.
------------	---	--

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 audit findings for Romney Elementary have been corrected.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	All issues have been addressed at the county level.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	School has addressed any fire marshal issues reported.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	No compliance issues noted.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	No issues with federal programs. Monitoring was conducted in February 2015. There was only one issue that required follow-up and that was a personnel issue that has been resolved.	YES

Facility Resource Needs

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-3. Work counter with sink. (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.)

9. Gymnasiums/Physical Fitness Facilities

A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:

A-2. Middle Schools - 125 ft.²/student with 5,400 ft.² minimum. (May adversely impact program delivery and student performance.)

A-3. High Schools - 125 ft.²/student with 7,000 ft.² minimum. (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-3. Audio visual equipment. (May adversely impact program delivery and student performance.)

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.)

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.)

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, OEPA Coordinator

Team Leader – Tammy Dill, OEPA Consultant

Team Member – Keri Cunningham Chilcote, Principal, Pleasant View Elementary School, Morgan County Schools

Team Member – Tricia Feldmeier, Principal, Arthur I. Boreman Elementary School, Tyler County Schools

Team Member – Ian Hillman, Principal, C.W. Shipley Elementary School, Jefferson County Schools

Team Member – Danielle Veltri, Principal, North View Elementary School, Harrison County Schools

Date of School Visit – 03/03/2016

SCHOOL PROFILE

28-207 SLANESVILLE ELEMENTARY SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	218.0	209.0	207.0	210.0	226.0
Average Class Size	22.6	20.5	14.9	18.6	19.2
Attendance Rate	98.6	98.9	97.5	91.8	not available
Pupil Admin Ratio	201.0	209.0	207.0	210.0	226.0
Pupil Teacher Ratio	16.3	17.0	14.7	16.0	15.1
Participation Rate-Math	100.00	100.00	100.00	96.34	not available
Participation Rate-Reading	100.00	100.00	100.00	97.56	not available
HQT Percentage - Total	100.0	100.0	96.7	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	100.0	100.0	subject not present	not available
HQT Percentage - English	subject not present	100.0	50.0	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	100.0	100.0	100.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	2.0	1.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

SLANESVILLE ELEMENTARY SCHOOL in HAMPSHIRE 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 mission statement and core beliefs in Slanesville Elementary's strategic plan guide the educational beliefs and values of all stakeholders. All stakeholders can reference the mission statement that is posted in each classroom and on our school website. The mission statement for Slanesville Elementary is the following: All Slanesville Elementary students will achieve to their highest academic potential. A school wide character pledge is recited in the morning during student led announcements.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team found, during interviews, teachers could clearly articulate the shared beliefs and values, along with the strong emphasis on relationships. Data notebooks and documentation were well presented.
Function B: High Expectations for All. The staff establishes high	ACCOMPLISHED	Beginning of year procedures are in place to address school wide expectations and procedures. An Open House is held at the beginning of each school year to communicate our	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.

<p>expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.</p>		<p>school's expectations and information to parents. During this time, teachers communicate classroom expectations to each parent. Parent conferences are scheduled throughout the year to provide an opportunity to share expectations or discuss interventions if necessary to make sure all students meet those expectations. Students receive a daily planner and are expected to follow the student expectations that are listed. The planner is also used as another source of communication between school and home. We have a school wide Positive Behavior Support Program in place..All classrooms have a classroom management plan in place. School teams such as LSIC, Leadership, PBS, SAT/ Problem Solving Faculty Senate, and PLC's work collaboratively to effectively communicate our school expectations to all stakeholders.</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>	<p>ACCOMPLISHED</p>	<p>The LSIC committee meets five times a year to address safety concerns and needs to address at the county level. School Dude is our maintenance order program that we use frequently to communicate our maintenance needs to the county office. Maintenance work orders are placed to repair facilities as needed. We conduct regular safety drills throughout the year. We review safety information at faculty meetings, and LSIC as necessary. We have two way radios used by the PE department,</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: While the OEPA Team found the school to be safe, secure, and engaging for learning, the older wing of the building was unclean. Dust, dirt, and cobwebs were seen in this section.</p>

		Kindergarten building, Pre-K classroom, and recess teachers. We also have 10 cameras throughout the building and parking lot areas. We have panic buttons that selected faculty carry to instantly put the school in code red procedure. All staff were given "Go bags" to take on drills. The "Go bags" have student information, bus information, medical supplies, and activities to keep the students occupied in case of emergency. The Watchdogs, Active Shooter and Olweus programs help with supervision and bullying.		
--	--	--	--	--

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	The principal communicates with all stakeholders through letters, meetings, school messenger, and daily emails. The principal establishes an open door policy to address all stakeholder concerns at anytime. Committees are in place to ensure communication and collaborative decision making is being utilized and communicated to all stakeholders through faculty meetings, faculty senate, leadership, parent advisory and PLC's. The principal reviews student assessment data and determines the best instructional plan to put into place to address current academic deficiencies. The principal is visible and does walkthroughs daily to ensure quality instruction is taking	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. Commendation: Through interviews and observations, the OEPA Team recognized the positive attitude and energy level the principal displayed throughout the building. The principal was knowledgeable and made all decisions based on the needs of students.

		place. The principal reflects on data and best practices to ensure the school is provided meaningful staff development opportunities.		
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	Slanesville Elementary teachers serve on at least one committee. The work of our staff on these committees reflect our mission statement and core beliefs. The following committees are in place at Slanesville Elementary: Faculty Senate, PBS, LSIC, Leadership, Problem Solving/SAT, Technology, Accelerated Reader, Positive School Climate, Physical Education, Reflex Math, PLC's, and Attendance. Community based committees include the following: PTO, Business partners, LSIC, Parent Advisory, Watchdogs and Parent Involvement. Committees meet regularly to make sure effective communication of the school's mission and goals are being discussed collaboratively to ensure advancement of our goals.	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	ACCOMPLISHED	Teacher lesson plans reflect data driven instruction. During PLC's teachers are creating pre and post tests (formative) and summative assessments. PLC's also give teachers time to reflect on best practices and student data. Kagan Cooperative Learning strategies have been implemented school wide. School wide training in Step Up to Writing and Parent Involvement Strategies have been offered. Reflex Math training took place at the beginning of the year as	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.

<p>professional practice.</p>		<p>well. A professional library for staff is located in the Title 1 room. Leadership team meets monthly to discuss best practices and to work collaboratively on decisions regarding professional practice. Staff development opportunities are offered throughout the year at the school and county level. Teachers serve on committees and work collaboratively through all settings. APL training on classroom management was provided this summer. Staff have been offered Multi Sensory Training, Safety Care, CPR, and Active Shooter training as well</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>Every classroom offers students the opportunities to be a leader, whether it be through classroom jobs or academics. Fifth grade students do daily announcements, run the recycling program, raise and lower the flag. The Watchdog program encourages student leadership in the hallways. The Olweus Bullying Program encourages students in grades 3-5 to be an active leader in the school building. Student Council fosters the opportunity for students to be active leaders and to have ownership in their school. A mentor reading program encourages the older student to read to the younger students. Students in grades K-5 have data notebooks , however, 3-5 students are responsible for tracking data, setting goals, and reflection.</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: The OEPA Team found, through teacher and student interviews, students had a multitude of leadership opportunities, both inside and outside the classroom. Students were taking ownership of their behaviors and were encouraging their classmates to do the same.</p>

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>	<p>ACCOMPLISHED</p>	<p>Students start the day at Slanesville with the student character pledge and student led announcements. All teachers have classroom management plans within their classroom. This plan is shared with each student at Slanesville Elementary. Teachers greet students daily at the classroom door. Students participate in Kagan groups or APL strategies each day. These groups encourage cooperative grouping and a teamwork atmosphere in the classroom. Students engage in learning centers and stations daily within the classroom. Students in grades K-5 have data notebooks that will track their progress, help guide them toward their academic goals, and increase parent and school communication. Data notebooks include writing samples which are aligned with our standards. Students also have writing folders that they track their writing progress. Special Education and Title 1 collaborate to ensure all students are on target.</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>Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the</p>	<p>ACCOMPLISHED</p>	<p>Teachers create lesson plans that are aligned with the standards. Each grade level has PLC's once a week at Slanesville Elementary. Teachers work during this time to review standards and create a pre and post test to assess student understanding of content.</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>Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>		<p>During PLC's teachers analyze the data to determine best practices for intervention and enrichment. Students that are not mastery of content receive Title 1 intervention in small groups. The PLC's are used to unpack each standard and used to increase teacher/student knowledge of the common core standards through professional discussion.</p>		
<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 performance levels of their students.</p>	<p>ACCOMPLISHED</p>	<p>Teachers create lesson plans that are data driven based on the results from current Smarter Balanced data and PLC pre and post tests. Plans are driven by the student data gathered from common assessments, The common assessments were created during grade level PLCs. Kagan Cooperative Groups allow students to work in stations, groups and centers across all curriculum areas. Accelerated Reader, APL, and Reflex Math are programs that the teachers have integrated into their curriculum to encourage repetition and practice with Reading and Math. We also have a Data Day every nine weeks to analyze results and to determine what action plan we need to develop to address the weaknesses. Teachers also get the opportunity during continuing education days to participate in vertical planning. We have two professional support personnel staff members that assist students that are mastery of the standard while the teacher provides the intervention to the students that are</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>

		below mastery of the stand		
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	Teacher lesson plans correlate with the standards and the lessons are data driven. PLC's are used to guide the instruction and analyze student data. Title 1 pushes in and pulls out small groups. The Title 1 teacher also administers the QPS and PASI. We use this data as well to guide instruction in the classroom. STAR Reading/STAR Math are used throughout the year to progress monitor and for instructional planning purposes. Professional support personnel offer assistance to the classroom teacher to support in the process of getting all students to mastery. After school tutoring is available to students that demonstrate a weakness in any content area.	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. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	At Slanesville Elementary we know that positive learning will take place if positive relationships are in place. We have a positive school climate committee that meets to schedule events that support and acknowledge our faculty and staff accomplishments. Title 1 organizes Parent/Family Activities that provide students and families the opportunity to participate in educational activities that foster school and home relationships. 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.

		<p>family takes home educational materials and meals are provided. Farm Credit recognizes our students with attendance awards and FNB Bank recognizes our Fifth Grade Reflex Math winner and provides the parents an opportunity to match this scholarship. The Slanesville Ruritan provides us their facilities for Fifth grade recognition, fundraisers and PBS events. Our Positive Behavior Support team plans activities throughout the year to reward student behavior. Our PTO is very active as well.</p>		
<p>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>	<p>ACCOMPLISHED</p>	<p>The counselor provides developmental guidance weekly with our students. She schedules a Red Ribbon Week addressing positive behaviors. Students in grades K-5 are given a character award monthly. We recognize our honor roll students and B.U.G. Club (Bringing up grades). The counselor also has individual and group counseling. The groups are social, behavior, and leadership. Special Education Department holds social behavioral instruction and training classes. We have Olweus in grades 3-5, which addresses bullying, peer pressure, culture diversity, positive relationships, working together, and helping others. Because fitness is a priority in our building, qualifying students in the fourth and fifth grades participate in the annual Pumpkin Race. We participate in the Let's Move</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: The OEPA Team found the school to have a clear and well-defined process for identifying students with physical, social-emotional, and academic needs. Most teachers could discuss the process for determining student needs, identifying adequate treatment, and monitoring for results.</p>

		<p>initiative. Our 5th grade students participate in the Cardiac Kids Program. Our PE teacher analyzes the results from the Fitnessgram and uses that data to guide his physical education/health lesson</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>	<p>ACCOMPLISHED</p>	<p>Our active PTO has donated all of our security equipment and our new playground equipment on the K-1 playground. Farm Credit partners with our school and recognizes students that have good attendance. The Slanesville store donates to after school activities throughout the school year. The Slanesville Ruritan lets us use their facilities for PBS, fundraisers, and 5th grade recognition. We are implementing Watchdogs this year that encourages fathers to be involved in their children's education. Local church and organizations donate backpacks full of food for students in need to take home with them every Friday. The WVU Extension office has partnered with us on a USDA grant to ensure each grade level will have a raised garden bed to integrate into their curriculum. Zion Church has partnered with our Title 1 program to provide meals during Title 1 events. Augusta Church of Christ provides us the use of their facility for Math Field Day, Cup Stacking Competition, and off-site evacuation.</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>

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>Slanesville Elementary has participated in Kagan Cooperative Learning Strategies training as well as Reflex Math, and Vocabulary Surge training. School based opportunities for staff development have been offered frequently. The following are school based sessions: Step up to Writing, OEPA, Accelerated Reader, Smarter Balanced Data and Digital Library, PBS, APL, LSIC/Crisis, and Leadership. We assess our school weaknesses and work to develop staff development opportunities best for our school. Hampshire County Schools has a staff development website that staff can access at anytime. Staff development opportunities are available throughout the year along with E learning courses. Our school has a staff development representative that attends meetings to voice our school needs.</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>Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning</p>	<p>ACCOMPLISHED</p>	<p>We have implemented PLCs this year and are unpacking the standards in our PLC meetings. Teachers are developing a pre and post test for each standard in Math and Language Arts. Post test data targets students not mastering the standards and a plan of intervention is developed. We track student progress and weaknesses using data notebooks.</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: The OEPA Team found, through teacher interviews, teachers collaborated regularly. Teachers utilized the professional learning communities and horizontal planning time to evaluate student data, analyze problems, and discuss a variety of instructional strategies</p>

through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		Best practices and instructional strategies are discussed at these meetings. We also have data meetings every nine weeks to review data on our students.		to improve student achievement.
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	The staff completes a self reflection by the October 1 deadline. They participate in the training process of the evaluation and meet all deadlines concerning the evaluation process. They analyze results and have professional discussion about their students to make sure that they are writing meaningful goals that will result in educational progress. Feedback is given to ensure that staff are communicated with efficiently and effectively. Lesson plans are checked at the beginning of each month. Walk-through feedback is emailed weekly.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs	ACCOMPLISHED	Facilities are clean and well maintained. Areas are arranged to meet the learning needs of our students. School Dude is a county website that can be accessed by administrators and custodians to address major maintenance issues in the school. Our school has 10 security cameras in place and our leadership staff have access to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: While the school was safe, secure, and student-centered, the OEPA Team found several areas of the building to be unclean. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team

of students.		panic buttons that put the school in a code red immediately. All visitors have to check in and are given access by the school secretary. We practice safety drills a minimum of eight times per year. We take our safety drills very seriously and practice them consistently throughout the year. We also have "Go bags" for each teacher to take to recess and on all drills that contain first aide supplies, class roster, bus list, and little games to keep the children occupied in case of emergency.		recommended the principal develop a custodial cleaning schedule and monitor the progress daily.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Policies and procedures are in place to make sure that all staff know the policies and process to obtain, allocate, and efficiently manage our schools resources. We keep all teacher cash receipts at the school. P-Card log sheets and declining balance card log sheets are kept on file at the board office. .All applicable teacher forms are available in the teacher's lounge and on the county website.The school and Title 1 budget is monitored as well. Faculty Senate and PTO discuss their budget at each meeting.	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	ACCOMPLISHED	Our school follows all procedures regarding the high quality personnel. We review the policy and process at the beginning of each year. The faculty senate committee and the principal collaborate on this process to make sure that we have the best applicant to meet our students needs.	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.

retained to effectively meet the identified needs of students.				
<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>ACCOMPLISHED</p>	<p>Slanesville Elementary has wireless internet available throughout the building. All classrooms have Smartboards and computers available for educational practice. Teachers utilize three IPAD classroom carts along with a virtual lab. Special Education, Title 1, and Pre-K have Ipads available for small group instruction. Slanesville Elementary students participate in Accelerated Reader and Reflex Math, which are accessed through our county website. Progress monitoring is performed through STAR Reading and Math assessments. These assessments are offered online and are accessed through our county website. Our county website offers Educational Resources to ensure student access to assessments and websites that can enhance educational practice. These sites also offer support to teachers and parents as well. All staff members have access to WVEIS to work on self reflection, goals, and evaluation practices. The process of submitting technology and maintenance requests are on our county site.</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>

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>Our Leadership Team engages in collaborative discussion and analyzes data when updating the schools strategic plan. We look at our weak areas and make the best educational decisions of what to do to address those areas. All faculty members receive a copy of the strategic plan, and it is reviewed at Faculty meetings, Faculty Senate, and LSIC meetings. We review our mission statement and core beliefs and make sure that our plan correlates with those beliefs and goals.</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: The OEPA Team found, through teacher interviews, teachers could discuss the components of the plan. Teachers stated they had input into the revisions of the plan and were instrumental in implementing the various parts of the plan buildingwide.</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>All stakeholders effectively collaborate to increase student learning. Students have weekly planners to make sure that communication takes place from school to home. PLC's have been established to make sure weekly communication of progress is communicated and discussion of intervention takes place. Schedules allot 40 minutes per week for team planning. We have the following committees in place to make sure all stakeholders are informed of our mission and goals: PLC's, Leadership, Faculty Senate, LSIC/Crisis, PBS, and PTO. Frequent emails are sent as reminders of school functions to staff daily. . We encourage parents to participate in their students' education through Title 1 events, LSIC,</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: Through teacher interviews, the OEPA Team determined teachers held a variety of team meetings, participated in vertical planning during PLCs, and communicated information to all stakeholders.</p>

		Homework Assignments, LiveGrades (Online Gradebook), Watchdogs, and PTO. We send frequent School Messenger announcements to make sure that parents are well informed of what is going on at their child's school.		
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	Staff analyzes results and makes data driven decisions on instructional planning using test results. Grade level teams meet weekly during PLCs and team planning to create common assessments, review evidence of student learning and collaborate on the best way to meet the needs of our students. We target the students that have weaknesses and develop a plan to address those needs through re-teaching, tutoring, SPL, Title 1, and PSP's. We hold staff development sessions on test data and discuss changes we need to make to address student needs. School messengers are sent out to notify parents when we are sending test data home. Data notebooks are implemented in grades K-5 and will help with communication of progress to all 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.

**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.	The facility has two bathrooms for girls and two bathrooms for boys in the main building. Those bathrooms serve 175 students as well as Kindergarten students when they're in the main building. Pre-K students also use the main bathrooms due to no bathroom being in the Pre-K building. This takes	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
---	--	--

	us a significant amount for students to use the restroom. We would like to maximize our instructional time by increasing our restroom capacity at Slanesville Elementary.	
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	In two boys restrooms we have a total of 3 urinals and 4 stalls. In the girls' restroom we have 3 stalls in one restroom and 2 in the other. Pre-K has no restroom in the classroom. This severely impacts the process of students' being able to use the restroom and makes it very time consuming for the primary teachers to take classes.	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.	Professional Learning Communities Accelerated Reader Reflex Math STAR Assessments Watchdogs Olweus Title 1 Parent Involvement Sessions Handle with care list APL Tile 1 Family Involvement Sessions After School Tutoring	The OEPA Team commended these practices. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
--	---	---

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

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

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

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

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

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

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

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

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	<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	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

FULL COMPLIANCE

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NO	Room 15 has a light out which should light up in the case of a fire or drill.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs

1. School Site

B. Site did not have sufficient parking for staff, visitors, and individuals with disabilities. (Did not adversely impact program delivery and student performance.) (May impede access for individuals with limited mobility.)

3. Administrative Office Area

A. Administrative office area did not include adequate reception/waiting area. (200-800 ft.²) (Did not adversely impact program delivery and student performance.)

5. Counselor Office(s)

A. Counselors' offices were not adequate (100-125 ft.²) per counselor. (Did not adversely impact program delivery and student performance.)

- B. Counselor's office did not insure privacy. (May adversely impact confidentiality.)
- C. Counselor's office did not have access to student records. (Did not adversely impact program delivery and student performance.)

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.)
- B. Library/resource/media center was not well equipped with the following:
 - B-2. Computer work stations with printers. (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-3. Work counter with sink. (May adversely impact students' health and safety.)
 - A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
 - A-5. Desk and chair for health care provider, with telephone and communication line to the office. (May adversely impact students' health and safety.)
 - A-6. Lockable file cabinet, ancillary supplies, etc. (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.)

9. Gymnasiums/Physical Fitness Facilities

- A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
 - A-1. Elementary Schools - 65 ft.²/student. (May adversely impact program delivery and student performance.)
- C. Locations of physical fitness facilities were not away from quiet areas of the school building or are acoustically treated. (May adversely impact program delivery and student performance.)
- E. Physical fitness facilities did not include at least the following items:
 - E-1. Adequate ventilation equipment running that prevents a stale odor from physical activities. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)
 - E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)
 - E-3. Two or more teaching stations. (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.)

14. Remedial Instructional Areas

A. Size of remedial instructional area was not adequate (28-30 ft.²/student). (May adversely impact program delivery and student performance.)

15. Art

A. Art facility area was not adequate in size (45-50 ft.²/student). (May adversely impact program delivery and student performance.)

D. Equipment and materials were not adequate and did not include at least the following:

D-1. Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)

D-2. Counter space. (May adversely impact program delivery and student performance.)

16. Band/Music

A. Band/music facilities were not adequate (30-40 ft.²/student). (May adversely impact program delivery and student performance.)

B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)

C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Della Houck, OEPA Consultant

Team Member – Greg Cummings, Principal, Fellowsville Elementary School, Preston County Schools

Team Member – Richard Jenkins, Principal, South Jefferson Elementary School, Jefferson County Schools

Date of School Visit – 03/01/2016

SCHOOL PROFILE

28-208 SPRINGFIELD-GREEN SPRING ELEMENTARY SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	143.0	127.0	126.0	127.0	122.0
Average Class Size	22.0	21.2	19.4	17.6	18.2
Attendance Rate	99.1	98.8	98.3	92.6	not available
Pupil Admin Ratio	262.0	254.0	252.0	254.0	244.0
Pupil Teacher Ratio	14.6	14.1	14.7	14.4	13.7
Participation Rate-Math	100.00	100.00	100.00	100.00	not available
Participation Rate-Reading	100.00	100.00	100.00	100.00	not available
HQT Percentage - Total	100.0	87.1	100.0	100.0	not available
HQT Percentage - Self Contained Classroom	100.0	83.3	100.0	not available	not available
HQT Percentage - English	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Reading/Language Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - Mathematics	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Science	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	not available	100.0	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	0.0	0.0	0.0	0.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

SPRINGFIELD-GREEN SPRING ELEMENTARY SCH in HAMPSHIRE 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
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>The key to Springfield Green Spring Elementary is high expectations for every student and every staff member. The school has worked towards sharing this expectation with all stakeholders by expressing the schools beliefs with staff, PTO, the LSIC, and volunteers. Springfield Green Spring Elementary strives for excellence. Student growth is important to the school. The staff administer the STAR Reading and Math assessment through a benchmark exam as well as continuous progress monitoring in order to track student growth. The teacher evaluation goals are based upon student growth in these</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 teacher and principal interviews, the OEPA Team recognized most staff were working cohesively toward the same goals. The staff told the Team they had the opportunity to develop and revise the school's beliefs and values.</p>

		assessments. Students set growth goals for themselves and are monitored by use of the STAR assessment as well as other formative assessment tools used in various classes.		
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	SGSE recognizes student achievement and growth. The school recognizes student achievement in academics, behavior, and good citizenship in a school wide recognition program. Traditions and rituals that the school include 5th grade graduation, PBS rewards and assemblies, recognition of students with exceptional character, special education collaboration in the classroom, and Title I and PTO after school activities. The schools mission, vision, and goals are developed by staff and reviewed throughout various stakeholder meetings throughout the year. Teachers assist students in setting academic goals for themselves. Data is collected for individual students in data notebooks. Teachers develop similar goals to the student goals in order to measure growth in their individual classrooms. The schools strategic plan goals are similar as well. The academic growth of students from beginning to end of year, and from year to year is an embedded part of the beliefs of the school.	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: Through interviews, the OEPA Team determined some teachers could not clearly articulate how high expectations were conveyed and incorporated into the student population. They could clearly discuss the importance of rigor, relevance, and relationships but did not directly connect them to high expectations. Also, while most students could discuss how all teachers had high expectations of them, some students could not verify this.</p> <p>Recommendations: The OEPA Team recommended the principal work with the staff on ensuring that all staff exhibit high expectations for self and students. Additionally, the Team recommended all students be aware of staff expectations for all students to achieve to their highest levels and for all students to be responsible for themselves and their own behaviors.</p>
Function C: Safe, Orderly	ACCOMPLISHED	The school is clean and well maintained. Monthly safety checks are	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>		<p>completed. All outside doors are locked. Visitors enter through the main entrance where they must pass through security doors monitored by the secretary. The school practices fire drills and code drills. Staff, LSIC, and PTO discuss safety. A future goal of the LSIC is to improve safety through hallway cameras and panic buttons. Teachers, parents, students and community members have volunteered to improve the physical appearance of the outside of the building. Classroom are well organized and inviting. Classrooms are designed to allow for grouping as well as independent work.</p>		<p>school's self-rating for this function.</p> <p>Comment: Through classroom and hallway observations, the OEPA Team found the school to be clean, safe, and contributing to a learning atmosphere.</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>	<p>ACCOMPLISHED</p>	<p>The principal is effective in management, communication, collaboration, and delegation skills. The principal is the only administrator between two schools. She uses email as a means of communication. She is available and designs her schedule to best meet the needs of the schools and the students. The principal holds two staff meetings per month. The first meeting of the month focuses on information from the county office and data. The second meeting of the month focuses on PLC- book studies, instructional strategies, 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: The OEPA Team noted the principal delegated and encouraged others to take leadership roles. The principal communicated effectively and related well to teachers and students, and exhibited high expectations for staff, students, and self.</p>

		improvement. The principal uses collaboration to make instructional decisions during leadership team meetings, faculty meetings, and planning/data meetings. The principal rewards students for behavior, academic success/growth, character, and leadership. The principal leads and/or attends all meetings: LSIC, Leadership, planning, data, PTO, faculty meetings, SAT, eligibility, and IEP meetings.		
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	The staff attends all required meetings including Leadership, Data, Planning, SAT, Eligibility, IEP, PTO, LSIC and faculty meetings. The principal often leads the meetings however, sometimes the lead role is delegated to another to increase ownership and teacher leadership. The school consists of only one class of each grade, one special education teacher, and one Title I teacher. Curriculum and safety team meetings during faculty senate or monthly faculty meetings. Teachers hold many discussions during faculty senate and faculty meetings where decisions are made to promote a positive school environment which includes PBS rewards, school events, and trips, safety needs, purchases with group accounts, and decisions that would effect more than one group.	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	ACCOMPLISHED	Teachers attend professional development opportunities and return	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>		<p>to share with the others (DI, Word Nerds vocabulary, state math conference, state reading conference, Number Talks, Kagan) Teachers are given the opportunity to represent the school on Staff Development Council, Reading Council, and Faculty Senate Advisory. Teachers are also given the opportunity to Coordinate Fairs and Contests. The principal nominates and the faculty senate vote on the school teacher of the year and they are recognized at the end of the year county ceremony. Experienced teachers mentor new staff. Staff take turns leading the Fall book study on student engagement by Dave Burgess, Teach Like a Pirate. The staff collaborate and share ideas and strategies that worked in past grade levels and work together to plan for future grade levels informally, during planning meetings, and SAT/ intervention meetings. Staff represent the NEA on county and state level.</p>		<p>school's self-rating for this function.</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,</p>	<p>EMERGING</p>	<p>Students are given leadership opportunities in the individual classrooms. These activities include Breakfast and Cafeteria helpers, classroom jobs, upper grade students working with younger students, classroom character and behavior rewards, student choice in assignments and learning methods. Students are given different leadership opportunities in individual</p>	<p>EMERGING</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>

and community.		classrooms. Kagan learning groups have a built in leadership role. Peer helpers are utilized in most classrooms. Media Police are monitoring in second grade. Students are encouraged to have pride in the school and its grounds. They pick up trash and participate in school clean up days with their families. Data notebooks give students the opportunity to be responsible and accountable to themselves and their own goals with self monitoring. SGSE has a "Be a Friend" program which allows students to elect members of their class to "be a friend" to others and assist in conflicts that they see on the playground or in the lunch room.		
----------------	--	---	--	--

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	Springfield Green Spring is comprised of a veteran staff that creates an environment that is safe, nurturing, challenging, and student centered. Rooms are organized, colorful, and appealing. Individual classrooms Differentiate Instruction, use Kagan Learning Strategies, flexible grouping, and have knowledge of individual learning styles as well as student interests. Most classrooms have libraries available in addition to the school library. In addition to the school computer lab grades 2-5 have	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.

		<p>one to one IPADs. All classrooms have a smartboard. Student behavior is monitored with the PBS program. Expected behavior is rewarded and unacceptable behavior is retaught. The students are rewarded for academic excellence, growth, character, attendance, and PE, Music, and Art achievement. Student concerns both academically and behaviorally are referred to the SAT team. Students receive developmental guidance once per week and a Licensed Professional Counselor is available one day per week.</p>		
<p>Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>	<p>ACCOMPLISHED</p>	<p>Teachers follow the WV Next Gen Standards. Teachers use State Adopter text for Reading and Math. Many teachers use the Engage NY model for Math. Teachers use Number talks to initiate conversations within the classroom about mathematical concepts. Teachers are incorporating the FOSS hands on science program. Teachers collaborate with instructional support staff to plan lessons to best meet the needs of students. Teachers differentiate instruction through lesson modification, use of Kagan strategies, Instructional grouping, classroom intervention for both Reading and Math, and project based learning. Standards and practices are monitored through principal lesson plan review, principal walk through data, IPI</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>(Instructional Practices Inventory), and observations. Title I and Special Ed are filling in gaps in reading through the use of the SPIRE reading/phonics program. Interim Assessments test the standards as well as give students practice for the Smarter Balanced summative assessment.</p>		
<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 performance levels of their students.</p>	<p>ACCOMPLISHED</p>	<p>Teachers develop clearly designed lesson plans. The lesson plans are to include what the student needs to know, understand, and do. Teachers use data and WV Next Gen standards to drive planning, instruction, and grouping for differentiated instruction. Teachers both bench mark and progress monitor student achievement through the use of the STAR Reading and Math assessments, phonics screener, early mathematics screener, and Early Learning Standards. Teachers collect, analyze, reference, and use data for instructional planning. Teachers use varied instructional strategies in order to deliver instruction. This is monitored by the administrator. Special Education, Title I, and Instructional Coaching collaboration and team teaching is evident. Student choice is beginning to be evident in classroom instruction. Student data drives instructional shifts and is monitored to best utilize Title I assistance including the Title I teacher and intervention</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 observation and interviews, the OEPA Team determined the staff were utilizing a wide array of instructional strategies to engage students and keep interest levels high. Teachers had students working individually, in small groups, in large groups, and with technology.</p>

		teachers.		
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 use a variety of methods to assess and build background knowledge and relevance to real life (Kagan, APL, graphic organizers, pretests, STAR Reading and Math, phonics screeners, early math assessments, and discussions). Teachers are making an effort to state or write the objective. Instructional targets are based on assessment and delivered through multiple strategies which are observed by the administrator. The following are strategies that are observed on a regular basis: Kagan Structures which include cooperative learning, partner learning, peer tutoring, movement, team building, class building, social skills, communication, decision-making, and thinking skills. APL skills which include cooperative learning, on the clock, wait time, and checking for understanding. Other strategies including graphic organizers, whole group, small group, individual DI and reteach, modeling, hands on activities, projects, and technology.	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.	EMERGING	The school has many activities that are beginning to increase parent	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher

<p>Positive relations exist between the school staff and the students, families, and the larger community.</p>		<p>involvement. The PTO has regularly scheduled meetings and activities are planned. The staff and administration are making a conscious effort to provide more opportunities for the parents and the community to be involved at the school. Title I has two planned parent involvement nights. Individual classrooms have parents to visit for activities such as Grandparents day, Kite Day, etc. The school has developed a volunteer goal to increase volunteer participation. The school has a Parent Involvement Network Coordinator to schedule parent activities. The community is active through the LSIC, Business Partners, and visits/programs throughout the school day which promote Student Character, Fire Safety, Red Ribbon Week, and Arts and Cultural exposure. A climate survey was completed in the Spring.</p>		<p>rating than the school's self-rating for this function.</p> <p>Rationale: Through observation and interviews, the OEPA Team found strong evidence of community, business, and parent support which extended to the academic, social emotional, and physical well-being of students. Teachers could discuss the benefits of these relationships for student welfare and achievement.</p>
<p>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child</p>	<p>ACCOMPLISHED</p>	<p>The school provides physical education for 45 minutes 3 times per week and an additional 30 minutes of physical activity at recess daily. Pre K and Kindergarten find opportunities to fit in additional physical activity time. The school provides 45 minutes of developmental guidance once a week and a licensed professional counselor is available. Student behavior is monitored with the PBS program. The students are rewarded every nine weeks for academic excellence,</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>nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>		<p>growth, character, attendance, and PE, Music, and Art achievement. Student concerns both academically and behaviorally are referred to the SAT team. The schools wellness plan includes strategies such as newsletters, bulletin boards and programs that increase awareness. Programs include dental health, cardiac, and Nutrition classes offered through the WV Extension office. The school has breakfast in the classroom. The school receives funding for a fruit and/or vegetable snack once per week.</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>	<p>ACCOMPLISHED</p>	<p>Many partnerships are already developed between the local community agencies and the school. The school utilizes business partners to fund activities, recognize student achievement, and provide locations for outside of school activities. The school recognizes business partners on the school website, newspaper, and through small tokens of appreciation at various times throughout the year. Communication occurs between the school and local agencies such as CPS, DHHR, local food banks, Family Preservation Services, and Local charities. Local churches and Community clubs (Ruritian) assist families with Thanksgiving and Christmas dinners and Christmas gifts. The community has begun a backpack weekend feeding program of which about 25% of the students</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>

		receive. The LSIC is comprised of various members including local businesses. Churches supply gloves for recess. A community non profit organization, Community Action for Kids funds the annual 5th grade trip to D.C.		
--	--	---	--	--

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 attend the required staff development offered by the county. However, many of the staff have attended RESA, State sponsored, and national professional development. The staff that attend these sessions/conferences return to the school, and often to the county, to present the information that they have learned. Staff have attended in the past year Word Nerds, Differentiate Instruction with Carol Tomlinson, APL strategies, and Kagan Structures, IPI (Instructional Practices Inventory), Step Up to Writing, SPIRE, Read Aloud, State math conference, Autism Boot Camp, Co-Teaching, and 7 Principles of Engagement for Students of Poverty.	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	EMERGING	Teachers participate in faculty meetings, data analysis, collaborative planning meetings. The teachers are engaged in the IPI process to increase student active engagement and hold	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 observations and interviews of teachers and the principal, the OEPA Team discovered

<p>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.</p>		<p>meaningful conversations in order to improve classroom practices to show growth. The staff have developed goals during IPI discussions to maximize student engagement which in turn increases student growth and achievement. The professional staff attended Kagan Structures training. Kagan structures are used to increase student engagement. Staff plan and add structures to their lessons in order to maximize student learning. The county provided Kagan training as well as continued support through coaches to ensure implementation and progress toward student growth. The staff are participating in a book study on engagement titled Teach Like a Pirate by Dave Burgess. Teachers take turns leading the Book Study discussion each month.</p>		<p>evidence teachers participated in high-functioning professional learning communities (PLCs) to collaborate on the improvement of student learning. Teachers were articulate on the process for collaboration and how the results of the collaboration were used in curricular decisions.</p>
<p>Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	<p>ACCOMPLISHED</p>	<p>The staff complete the self-reflection segment of the Evaluation system as required by policy. The staff participate in the evaluation process by meeting collaboratively to discuss and develop student learning goals. Staff that are in the initial and intermediate phase of the evaluation system participate in the process which includes observation, evaluation, and conferencing. New staff participate in the mentoring program. All staff are included in the evaluation process. The school participates in the IPI (Instructional</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>

		Practices Inventory) process. This process uses teachers in the building to complete non evaluative walkthrough visits to measure student engagement. This culminates with a group reflection and goal to increase engagement school wide. Lesson plans are checked by the principal at a minimum of once per nine weeks.		
--	--	---	--	--

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	Springfield Green Spring Elementary is a safe and well-maintained building. All interior and exterior doors are locked at all times. Visitors enter through the front of the building and are allowed further into the building, past another set of locked doors, after signing in and declaring the purpose of the visit upon approval of the school secretary. All staff are trained and knowledgeable of the school emergency plan. All staff and students practice code drills throughout the school year. A work order process is in place for maintenance needs completed by the county maintenance staff. School safety and school climate are discussed at Faculty Senate, PTO, and LSIC meetings.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendations: While the OEPA Team substantiated the school's rating and acknowledged the principal served two different schools, to strengthen the function, the Team recommended the principal designate a person in a leadership role to be in charge when the principal was not present in the building. This person would be responsible for handling minor issues and for contacting the principal in the event of larger issues arising. The Team also recommended a form of communication be implemented from the playground to the main building in the event of an emergency. Communication devices such as walkie-talkies may be considered.
Function B: Fiscal Resources.	ACCOMPLISHED	Springfield Green Spring elementary school receives funding through local,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</p>		<p>state, and federal resources. The school has administrator input on the county level in developing the school Step VII budget. Title I funding provides additional staff, student resources, professional development, and parental involvement opportunities. The staff utilize faculty senate and Step VII funds to purchase classroom materials to meet student needs. The purchasing of materials is regulated through either a purchase order process or using a purchasing card which is tracked with documentation of purchases (log and receipt). The PTO holds fundraisers for the school which provide both supplies and events for the students. The PTO funds are under the schools financial system and are monitored by the same processes as other school funds. The school receives an annual audit as per county code 6830.</p>		<p>school's self-rating for this function.</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>The principal with support from the central office ensures that all personnel are appropriately licensed and identified as highly qualified. The hiring of new professional staff is in accordance with WV Policy 5000 and county policy 3120 which sets forth the process that is followed by the school administrator and faculty senate. The faculty senate has elected a single designee with the option of choosing trained faculty senate members for the interview process</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>with the principal in attendance. All contracted personnel are observed and evaluated based upon timelines established by county and state policy. Although there are no beginning teachers in the building this year, the school follows policy of mentoring when the need arises.</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>ACCOMPLISHED</p>	<p>Technology is used daily for management, instructional delivery, and student learning. Office staff work to keep information as up to date as possible. Administration used WVEIS WOW for data collection, report input, and monitoring. Each classroom has a laptop, smart board, Apple TV device, and a document camera. The school has a computer lab with a smart board, two mobile mini laptop labs. Second through fifth grade classrooms have one-to-one implementation of IPADs. First grade has access to second grade IPADs as well as 5-6 IPADs in the room. Kindergarten has eleven Nooks (e reader) for student use. The Technology Integration Specialist, is scheduled to be at the school as needed. The TIS provides staff development to the staff. Students are given Cyber Safety Lessons and teachers monitor students acceptable use.</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>Rationale: Through observations and student and teacher interviews, the OEPA Team noted the school had ample technology to support instruction; however, the school did not have ample bandwidth to have full time technology access. It was reported to the Team that frequent outages and interruptions were common.</p> <p>Recommendation: The OEPA Team recommended the principal elicit assistance from the Hampshire County central office, RESA 8, and/or the West Virginia Department of Education to find corrections to the bandwidth issues.</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>The staff and the principal meet in the summer to hold a Leadership team meeting. During this time the staff review the beliefs, mission, and goals (all based upon assessment and performance data both formative and summative, demographic data, and shared input). Initial changes are made to the strategic plan. Throughout the year the team meets, with all staff, to review data and progress towards meeting goals, and make changes to the plan if necessary. The county conducts a Staff Development needs survey and the staff itself discusses staff development needs that are not covered by the county. The principal then ensures that needs are covered on the school level or through outside sources. The Faculty Senate also report Staff Development needs to the central office. The principal presents the strategic plan to stakeholders at both PTO and LSIC meetings. The plan is also available for review in the office.</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>Function B: Processes and Structures. The staff has</p>	<p>ACCOMPLISHED</p>	<p>The school Leadership Team meets before the school year begins in order to review past data and develop an outline to present the remainder of the</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>well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</p>		<p>staff for the strategic plan. The entire staff is then given the outline and the goals are determined for the school year during the opening days of school. Staff use school goals to develop classroom goals. The staff meet to review data and to plan for interventions. The staff provide opportunities for parents to be involved in the success of their student through individual classroom activities, volunteering, Title I parent involvement, and PTO. The school has regular staff meetings, LSIC meetings, PTO meetings, and Team meetings. Professional development is ongoing. The staff have all been trained and are participating in the IPI process and Kagan Instructional strategies. Other professional development is offered through the county, local and regional LEA, as well as through the school as needed.</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>Progress is monitored in a variety of ways. The staff have classroom goals. Students collect data in notebooks and develop and monitor goals. The students individual goals are monitored through the STAR assessment, teacher created assessment, or other appropriate assessment on a six week timeline. The staff meets individually with the Title I, Special Ed teacher, and the principal to discuss data. Adjustments are made to both intervention 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>classroom schedules if needed. Progress reports and report cards are sent home. Teachers are required to enter current grades in the Live Grades system. Parents have access to Live Grades. Title I provides Parent learning/involvement activities. Strategic Plan is presented at PTO and LSIC. Principal monitors progress through STAR assessment and attendance of data days, IPI meeting, walkthrough data, lesson plans, observations and evaluations. Student behavior is monitored through the PBS program. Attendance is monitored.</p>	
--	---	--

**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>Springfield Green Spring Elementary needs more classrooms. At the current time the Title I and Special ed share a classroom. The computer lab and the library share a classroom as well. PE, Guidance, Art, and Music do not have their own room.</p>	<p>Based upon observations, interviews and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>The school has purchased sets of IPADS, the teachers need more Staff Development on implementation of this technology. IPI training for the remainder of staff.</p>	<p>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.</p> <p>The OEPA Team determined more bandwidth was a need to support the use of technology in the building.</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</p>	<p>High Expectations- Due to staff expectations both behaviorally and academically, SGS maintains academic</p>	<p>The OEPA Team commended these practices. However, the Team did not verify, through data, a positive impact on</p>
--	--	--

feel should be noted during the accreditation process and communicated to other schools.

standards despite the increased amount of low socio economic percentage status, changes in WV standards, and changes in staff. The teachers have high expectations for themselves as well as other staff members. The students have embraced the expectations of their teachers and hold themselves and their peers accountable to these shared high expectations.

student performance and well-being required for consideration as a best practice.

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	Principal attended training for policy 2320 on 8/28/2014.
YES	Complete the School Monitoring Report	
YES	Participate in the on-site review process	Staff have been directly involved in the writing of the school monitoring report.

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
Plan 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

Staff met to review the rubric and designate school rating. Staff have had a brief overview of the OEPA auditing process. The school is scheduled for audit in February/March 2016.

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:

<p>YES</p>	<p>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)</p>	<p>Leadership team meets to plan for improvement. This includes the review and writing of the strategic plan, OEPA monitoring report, goal setting for both the strategic plan and teacher/student goals, identification of resource needs, staff development needs, and changes that effect the school schedule. Professional development needs are met through school, county, or outside venues. Needs are based on school/county initiatives or individual teacher needs.</p>
<p>YES</p>	<p>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)</p>	<p>Classroom teachers, principal, special ed, and title I meet to discuss data (STAR reading and math) on an ongoing basis. Review of State data as well as school accountability, rating, and growth progress are reviewed once available.</p>
<p>YES</p>	<p>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)</p>	<p>Staff met to complete the monitoring report. The report is shared with LSIC and PTO and includes input from all stakeholders.</p>
<p>YES</p>	<p>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.)</p>	<p>The Leadership team met in August to begin the development of the strategic plan (beliefs, mission, vision, goals, and action steps). The Leadership team consists of the entire staff however, the few who could not attend were involved during October review before submitting the plan and report. The plan is presented and discussed with the PTO and LSIC. The leadership team meets periodically to monitor the plan.</p>

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)	Administrator, building level coordinator, and teachers complete all required training to administer the test.
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)	All students participate. Accommodations are listed on the students individual IEP.
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)	All students are tested. Students that have a 504 are tested with accommodations that are listed on the students individual 504 Plan.

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)	Programmatic levels of instruction are provided daily as per policy.
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)	Curriculum and Instruction of content area follows policy and is verified by classroom schedule, walk through data, observations, evaluations, and review of lesson plans.
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! WV</i> 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	Programs and processes are in place to meet student needs in all areas.

- 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.

Curriculum and Instruction of content area follows policy and is verified by classroom schedule, walk through data, observations, evaluations, and review of lesson plans. Planning periods of 45 minutes daily with one extra planning every two weeks. Assessment is through the use of the STAR Reading and Math program, PK and K Early Learning Standards, SPIRE and IPAP,

- 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)

PASI and PSI, as well as individual classroom assessment. Parental involvement activities occur throughout the year.

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

All staff are involved with all teams due to the size of the school. At each faculty senate meeting the staff also conducts a technology team and a curriculum team meeting. The LSIC meets for the required times per year. The LSIC team consists of all required members. The SAT team meets as needed and is comprised of the administrator, classroom teacher, parent, interventionist, special educator, school psychologist, and any related services representatives. Leadership team meets often.

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

<p>YES</p>	<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 administrator and guidance counselor attended training on Policy 4373. The staff attended an overview and were provided with the behavior standards expected in each grade level. The school has a PBS plan which includes reteach of behaviors, documentation, and rewards and consequences.</p>
<p>YES</p>	<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>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.</p>	<p>There is no alternative ed in the elementary school. However, if a student is displaying beyond normal limits the school addresses in the following manner: * classroom behavior interventions *pre SAT with parent, teacher, principal, and support staff *SAT referral (which involves county psychologist *FBA/ behavior plan *seek assistance from outside agencies (Potomac highlands Guild, Family Preservation Services) *Home Based</p>

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

<p>YES</p>	<p>Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.</p>	<p>Students receive PE for 45 minutes 3 times per week.</p>
<p>YES</p>	<p>Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)</p>	<p>Students complete the fitness gram.</p>
<p>YES</p>	<p>Results are shared with students and parents. (S7, FC)</p>	<p>Report is sent home with students.</p>

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)	Developmental guidance is offered for 45 minutes per week. In addition the school has a Licensed counselor for individual student, group, and parental counseling.
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	Annual audits occur and the school addresses any non compliance issues at that time.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Monitoring complete Dec 2015.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Minor infractions were adressed and are now compliant.	YES

D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	In compliance with Health Department inspection.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs

3. Administrative Office Area

- A. Administrative office area did not include adequate reception/waiting area. (200-800 ft.²) (Did not adversely impact program delivery and student performance.)

4. Teacher Workroom(s)

- A. Teachers' work areas were not adequate. (150-250 ft.²) (Did not adversely impact program delivery and student performance.)
 B. Teachers' work areas did not provide access to communication technology. (Did not adversely impact program delivery and student performance.)

5. Counselor Office(s)

- A. Counselors' offices were not adequate (100-125 ft.²) per counselor. (Did not adversely impact program delivery and student performance.)
 B. Counselor's office did not insure privacy. (May adversely impact confidentiality.)
 C. Counselor's office did not have access to student records. (Did not adversely impact program delivery and student performance.)

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.)
 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-3. Work counter with sink. (May adversely impact students' health and safety.)
 A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)

- A-5. Desk and chair for health care provider, with telephone and communication line to the office. (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.)

9. Gymnasiums/Physical Fitness Facilities

- A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
 - A-1. Elementary Schools - 65 ft.²/student. (May adversely impact program delivery and student performance.)
 - E. Physical fitness facilities did not include at least the following items:
 - E-3. Two or more teaching stations. (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.)

14. Remedial Instructional Areas

- A. Size of remedial instructional area was not adequate (28-30 ft.²/student). (May adversely impact program delivery and student performance.)

15. Art

- A. Art facility area was not adequate in size (45-50 ft.²/student). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
 - D-1. Deep sink with hot and cold water. (May adversely impact program delivery and student performance.)
 - D-2. Counter space. (May adversely impact program delivery and student performance.)
 - D-3. Instructional boards. (May adversely impact program delivery and student performance.)
 - D-4. Display boards and equipment. (May adversely impact program delivery and student performance.)

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.)
 - D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)
 - D-4. Podium. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Della Houck, OEPA Consultant

Team Member – Greg Cummings, Principal, Fellowsville Elementary School, Preston County Schools

Team Member – Richard Jenkins, Principal, South Jefferson Elementary School, Jefferson County Schools

Date of School Visit – 03/02/2016

SCHOOL PROFILE

28-209 CAPON BRIDGE ELEMENTARY SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	409.0	395.0	404.0	417.0	408.0
Average Class Size	22.0	19.9	21.4	22.3	22.5
Attendance Rate	98.5	98.5	98.4	93.1	not available
Pupil Admin Ratio	409.0	395.0	404.0	417.0	408.0
Pupil Teacher Ratio	16.1	14.9	15.6	16.7	16.2
Participation Rate-Math	100.00	100.00	98.44	98.88	not available
Participation Rate-Reading	100.00	100.00	98.44	98.31	not available
HQT Percentage - Total	90.2	100.0	95.5	86.9	not available
HQT Percentage - Self Contained Classroom	88.7	100.0	100.0	100.0	not available
HQT Percentage - English	subject not present	100.0	42.3	85.0	not available
HQT Percentage - Reading/Language Arts	100.0	subject not present	not available	not available	not available
HQT Percentage - Mathematics	subject not present	subject not present	60.0	90.0	not available
HQT Percentage - Science	subject not present	subject not present	100.0	44.4	not available
HQT Percentage - Foreign Languages	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	subject not present	subject not present	100.0	55.6	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	subject not present	not available
Educators on Permit/Authorization	7.0	5.0	7.0	1.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

CAPON BRIDGE ELEMENTARY SCHOOL in HAMPSHIRE 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
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>Mission/Vision statements and Positive Behavior Support (PBS) expectations are posted throughout the school and in the faculty handbook. The CBE Mission statement is put on parent newsletters and staff announcement bulletins throughout the school year. Teachers collaboratively have input on the PBS expectations and teachers help students give input in forming classroom rules. PBS Expectations are communicated to all students in grade level assemblies. Parents serving on the LSIC give input/review into the CBE Strategic Plan and Title I policies. Teachers have collaborative planning monthly to work on curriculum, instruction, and assessment goals and matters. We recognize students for good citizenship</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>Rationale: The OEPA Team found some aspects of the function present at the school; however it did not drive and influence the school climate and culture. When asked about shared beliefs and values, many teachers had difficulty discussing the development and implementation of these and their effect on the learning environment and student achievement.</p> <p>Recommendation: The OEPA Team recommended the school fully utilize collaboration among all teams to build the knowledge of core beliefs and values with all stakeholders.</p>

		through a monthly guidance program that focuses on character education. The school strongly emphasizes effective communications with parents through written notes in the assignment book or on notes sent home, emails, phone calls, school conferences, progress reports, etc..		
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	CBE beliefs and mission/vision statements are in the CBE Faculty Handbook. Curriculum and instructional objectives are listed on the monthly faculty meeting agendas and discussed at faculty meetings. All CBE teachers follow the WV Next Generation Curriculum Standards and Objectives (CSOs) and have copies of them in their DATA Notebooks. PBS Expectations are posted in every classroom and throughout the building and were reviewed in grade level assemblies with all students. Teachers in daily practice monitor, administer, and enforce the school PBS expectations and their classroom rules. All teachers participate in reviewing their teaching practices through the self-reflection section of the WV teacher evaluation system. All teachers have their lesson plans assessed each month by the principal. Students are encouraged to achieve academically in the classroom and are recognized through the quarterly honor roll, progress on the Accelerated Reader program, the Hawk Card program, etc.	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: Safe,	ACCOMPLISHED	CBE has a monthly safety inspection	ACCOMPLISHED	The evidence provided by the school and the additional

<p>Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>		<p>report completed by the principal or custodian and submitted to the county Director of Maintenance. A CBE Safety Committee meets periodically to review any safety or maintenance concerns in the CBE building or on the grounds. CBE staff have been instructed by the principal to immediately report to him any safety, custodial or maintenance concerns so a referral can be made to the proper authority. All maintenance problems are reported to the county through the School Dude website. CBE has monthly PBS meetings where discipline referrals and PBS rules are reviewed. CBE plans and implements practice crisis drills during the year and we notify parents when we have had a practice drill. Often we involve law enforcement when we have Code Red drills. The school has a locked entry and all visitors must sign in and have an identification badge. Staff are required to wear their ID badges daily. All volunteers are board approved.</p>		<p>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</p>	<p>ACCOMPLISHED</p>	<p>The principal has kept the CBE staff informed about best practices in curriculum, instruction, and assessment through handouts, emails, and discussions at committee and faculty meetings. He has set high expectations for all students and staff through</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: During interviews, teachers expressed respect for the leadership style of the principal, who they reported values their input in the school functions and operation. The principal was organized</p>

management.		conferences, meetings, and school honor role assemblies. Principal provides leadership by being available and seen throughout the building during the day through classroom walk-throughs, supervision duties, student interactions, and parent contacts. The principal monitors academic progress by reviewing STAR test results in math/reading, progress reports, report cards, Smarter Balanced test results, Academic Intervention Plans, etc. and collaborating with teachers on how to improve academic progress for all students. Principal consults with all teachers on specific problems and needs to help them with their students. He also assists teachers with solving student discipline problems so students can improve their behavior.		and knowledgeable of the school and students.
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	Faculty Senate meets 5 or more times per year to support student instruction needs and school focus areas. The PTO is highly active in offering educational programs for students and parents and financially supporting school programs. The LSIC meets 4 times per year and sets major goals to meet. The Student Assistance Team meets 10 times per year to help solve student academic and social concerns. Curriculum Team deals with goals and issues related to school wide curriculum, instruction, staff development, and assessment. Positive Behavior Support Team plans student incentive programs, reviews student	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: While the OEPA Team confirmed the presence and adequate functioning level of various teams and committees, there was not a coherent approach to address mission and goals with all stakeholders. The OEPA Team believed this was an important aspect of the teams and councils that needed to be in place.

		discipline data, and sets positive expectations for student behavior and citizenship. Safety Committee reviews any safety concerns in school or on the grounds. Leadership/Strategic Plan Committee develops Strategic Plan after reviewing testing data and climate survey. Other committees meet as needed during the school year. c		
<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>Teachers have attended specific training on Kagan cooperative learning, Step-Up-To-Writing, and APL classroom management to help improve instruction and classroom environment. Teachers have participated in grade level planning to plan lessons based on the CSOs and best practices with the assistance of the math and ELA coaches. Teachers have analyzed STAR test data in reading and math and Reflex math data to assess student learning and chart progress. Needed resources are obtained by the principal and academic coaches to assist our teachers to accomplish their classroom goals. Teacher opinions are sought and valued by the principal as staff members work with struggling students to participate in afterschool tutoring, SPL reading groups, and small group work with PSP teachers. Teachers provide leadership in challenging students with Accelerated Reading and Reflex Math. Teachers serve in leadership roles on Fac. Senate, PBS, Curriculum, Crisis, Technology, Safety Committees all year.</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: The OEPA Team found teachers greatly valued the collaboration opportunities provided with academic coaches on a monthly basis. They stated these meetings were informative and allowed them to make more informed decisions on student achievement and classroom management issues.</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>CBE for many years has selected, recognized and supported financially outstanding 5th grade students who have served as pages in the WV House of Delegates. CBE has recognized and awarded students certificates in awards assemblies for character and citizenship, making the honor roll, and having perfect attendance. Based on information needs from our climate survey, CBE has established a Student Council for 2015-2016. The Student Council representatives from each homeroom will collaborate with teachers and the principal on supporting important school matters, make suggestions on ways to improve CBE, and make recommendations on PBS activities or school assemblies. CBE has had a well functioning Recycling Team for many years. Student leaders have excelled in academic competitions such as Social Studies Fair and Math Day and athletic competitions such as local cross country and cup stacking contests. Students have won at the state level at the Social Studies Fair.</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: The OEPA Team found students and staff valued the newly implemented Student Council program. Teachers believed the program would give students more ownership in the school.</p>
---	---------------------	--	---------------------	--

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom</p>	<p>ACCOMPLISHED</p>	<p>CBE teachers set academic goals and objectives through effective lesson plans that challenge their students. Teachers differentiate instruction through the use of small groups in process, product, 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>environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>		<p>content. Teachers help struggling learners through the use of Title I reading assistance, use of the PSP teachers in math and reading, SPL reading, and some afterschool tutoring. Teachers provide student self-directed academic challenges through use of the Accelerated Reader program and the Reflex Math software program. Teachers have implemented instructional strategies that they have learned from Kagan Cooperative Learning staff development that help students become more self-directed. Learning audits for preschool and the Instructional Practices Inventory for K-5 give teachers learning feedback. Teachers use PBS expectations and APL classroom management strategies to assist students learning in an inviting classroom atmosphere. Students help set classroom rules in August.</p>		
<p>Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>	<p>ACCOMPLISHED</p>	<p>All CBE teachers use the CSOs as the basis for writing objectives for their lesson plans which are checked by the principal on a schedule given to teachers at the start of the year. Plans are to state learning objective(s), strategies/activities, materials, and assessment/evaluation. Teachers use Live Grades! to record assessments and parents have access to the online grade record program. Teachers enhance curriculum and instruction through the use of computer software programs in math and Eng./LA. Students have access to computers in all rooms, 4 mobile labs, 2 computer lab</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>Rationale: During teacher interviews, the OEPA Team asked teachers how they were implementing standards-based instruction and fully utilizing the standards. While some teachers could clearly articulate this practice, most had difficulty in describing the procedures.</p> <p>Recommendation: The OEPA Team recommended all teachers fully utilize standards-based instruction and have a more clearly defined approach to communicating the standards to all stakeholders.</p>

		<p>classrooms; 5th grade students all have iPads to use and 3rd grade students have a special set of 30 computers to share within the grade. Technology initiatives are ongoing in staff development, hardware, and software. Teachers continue to enhance their knowledge and skills in implementing the WV CSO's through ongoing staff development at the school, county, and state levels especially in math and ELA.</p>		
<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 performance levels of their students.</p>	<p>ACCOMPLISHED</p>	<p>CBE teachers set goals in math and reading as part of their evaluation at the start of the school year using STAR math and reading testing in setting these goals. Special education teachers set annual academic goals in their students' IEPs each year. Teachers create and implement effective lesson plans for the week based on the WV CSOs and these plans are checked by the principal. Teachers use pre/post tests in math and ELA where appropriate to measure student learning achievement. They also use pacing guides in math to help establish a reasonable math implementation sequence. Teachers monitor student progress in reading and math using STAR assessments periodically for struggling learners. Teachers differentiate curriculum and instruction often using small groups or student pairs. Grade level planning monthly provides opportunities for teachers to work on lessons that promote problem-solving, review assessment</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>Rationale: Through a review of teacher lesson plans, long-term and short-term plans were not evident in most classrooms. All teachers had lesson plans, but only some teachers had both long-term and short-term lesson plans that were complete and could be followed by a substitute teacher to the greatest extent possible.</p> <p>Recommendation: The OEPA Team recommended the principal continue to review all lesson plans and provide more thorough feedback to teachers to improve instructional planning, thereby improving student performance.</p>

		data, and create curriculum units that promote student thinking.		
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 use a wide variety of effective instructional strategies listed in their lesson plans to implement the CSOs including large and small groups (Kagan groups/pairs), explanation/elaboration, modeling, guided and independent practice, review, re-teaching, individualization, writing process, computer based instruction, etc. Assessments used to measure student achievement include Smarter Balanced practice tests, STAR math/reading tests, PASI/PSI phonics screeners, pre/post objectives screeners, teacher assessments, Reflex math assessments, and student writing portfolios. Extra student assistance for struggling learners include the use of the Title I, SPL, and PSP teachers. Teachers often use student background knowledge to help guide instructional delivery and use student interests to plan curriculum and instruction especially if it is related to a theme, cultural unit or event, or planned field trip. Computer software programs and Discovery Ed. are integrated where needed.	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. Positive relations	ACCOMPLISHED	The CBE PTO has highly effective programs during the year to promote student learning activities and support	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.

<p>exist between the school staff and the students, families, and the larger community.</p>		<p>school programs financially. We are implementing a new program this year called WATCH D.O.G.S. (Dads of Great Students) to enhance fathers participating in school affairs. CBE promotes student success in Awards Ceremonies inviting parents to come. We host a Girl Scout Troop. We have a student Jump Rope for Heart program to support American Heart Association and a staff Relay for Life Team to support the American Cancer Society. We plan programs for Title I math and reading nights for students and parents, recognize and have activities for American Ed. Week and Teacher Appreciation Week. We hold parent conferences, publish monthly parent newsletters, have Red Ribbon Week activities, host two Book Fairs, use School Messenger to keep parents informed, and have over 100 approved parent volunteers to work at CBE. We have 4 Business Partners who actively support CBE.</p>		<p>Comments: The OEPA Team found there was a strong sense of connection to the community. Teachers could discuss the various programs in which the community was involved and the benefits to students that each produced.</p>
<p>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a</p>	<p>ACCOMPLISHED</p>	<p>CBE publishes its Health/Wellness Plan on the school website. CBE holds monthly SAT meetings to promote assistance and solutions for students struggling academically or behaviorally and maintain a SAT log. CBE holds student assemblies at the start of school to review PBS expectations and sends home this information for parent review. CBE has supported a student Backpack Ministry for several years with the help of area churches to support needy</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: Teachers and students were very complimentary of the school counselor. Teachers saw the counselor as an essential team member and reported excellent success in dealing with student issues.</p>

Second Language.		students with food. We currently have a Student Fruits and Vegetable Grant to provide healthy snacks for all students. WVU Extension Service teaches a 7 week nutrition program to all 3-5 students. CBE offers a weekly Swish dental program. A dentist who is a Business Partner offers a dental education program to K-2 students each year. The county sheriff hosts the Officer Phil Safety Program for K-3. Student character education is recognized in an assembly program. Struggling students are assigned a mentor or referred for counseling.		
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	CBE works with local churches who finance and furnish the food for our weekly Backpack Ministry for needy students. We have over 80 students who receive this help. Family Preservation Services weekly provides counseling for some CBE students based on a parent or staff referral. CBE works closely with the WVU Extension Service in offering a 7 week nutrition program for 3-5 students. The American Heart Association participates with our PE teacher to promote Jump Rope for Heart for 4th-5th grade students. PEIA works with our students on the Cardiac Project. Business partner FNB Bank provides financial assistance for special school projects and they offer a student savings program monthly at school for students. Two business partners that are local restaurants offer special discounts to	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.

		support school sponsored programs. A local dentist who is a business partner teaches K-2 students about dental health. We have a highly effective PTO and extensive approved volunteers who support us.		
--	--	---	--	--

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>CBE staff members all complete the required 18 hours of staff development, but many go beyond this training by taking staff development offered by the county such as the following: 1) APL classroom management workshop, 2) Kagan Cooperative Learning training taken by CBE teachers from summer 2014, school year 2014-2015, summer 2015, and Oct. 2015. 3) Step-Up-To-Writing training offered during 2015-2016 for K-5 teachers. 4) Teachers taking online courses through the WVDE 5) teachers working on advanced degrees through local colleges 6) math and ELA coaches working with CBE teachers in grade level groups on CSO curriculum matters 7) CBE staff members participating in technology training offered by the county technology dept. 8) Some specific staff development is offered as needed on some topics such as Reflex Math, Accelerated Reader, STAR math/reading assessments, Smarter Balanced assessments, etc. CBE gets input from teachers on what staff</p>	<p>ACCOMPLISHED</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team found the teachers reflected upon and adjusted instructional practice after attending professional development to better meet student needs.</p>

		development is needed.		
<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 improve instructional practice.</p>	ACCOMPLISHED	<p>CBE teachers collaborate at the beginning of the school year to review Smarter Balanced Test data. In grade level planning at the school level teachers have been able to work with the math and ELA coaches to discuss and review important topics in curriculum, instruction and assessment. Our teachers attend collaborative grade level training at the county level to become trained on timely topics in curriculum related to the CSOs. After STAR math and reading assessments have been completed, teachers collaborate to identify which students need to be served in reading SPL. CBE has not had a professional learning community this year on one specific topic or book study, but important PLC topics are often shared at faculty meetings. Grade level teachers collaborate often about concerns related to standardized testing, curriculum, instruction, and assessment.</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>Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	ACCOMPLISHED	<p>CBE teachers rate themselves using the self-reflection section of the WV Professional Evaluation system website by Sept. 30 as required as part of the current teacher evaluation system. Teachers then set goals in reading and math using the STAR assessment system as a benchmark by Nov. 1. The STAR assessment program measures student growth in reading and math over time. The self-reflection process helps teachers decide what staff development they may</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>pursue to help students become better learners and achieve their goals in math and reading. The self-reflection process also helps teachers become more aware of their teaching abilities - both their strengths and weaknesses. CBE staff participated in the WV Climate Survey in Spring 2015 giving them an opportunity to express their opinion about the school and its programs. CBE staff members reviewed this Climate Survey information during the start of school in August 2015 and these results were considered for the Strategic Plan.</p>		
--	--	--	--	--

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
<p>Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.</p>	<p>ACCOMPLISHED</p>	<p>CBE is a locked facility for school safety. Visitors sign in and are let into the building with a locked door release system. Teachers and students enter/exit the rear of the school through an exit door with a number code locking system. CBE has hallways with extensive decorations and wall paintings and the cafeteria has numerous colorful hanging banners. CBE is an SBA school and we have inspections from SBA, BRIM, Fire Marshal, Health Dept., etc. We conduct a monthly safety/facility inspection of the building and grounds. Maintenance requests are entered into the online maintenance website to be reported to the county as soon as needed. Principal Dr. Carter has requested that CBE staff</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>Rationale: While the OEPA Team found the building overall to be safe and secure, the following needed attention:</p> <ul style="list-style-type: none"> • Multiple stained ceiling tiles, which were indicative of water leaks, and possible mold; • Exterior doors propped open during recess, causing possible security issues; • Custodial closet open with cleaning chemicals accessible to students; and • Faculty work room doors propped open with 2 paper cutters and a laminator accessible to

		report to him any safety, maintenance, or custodial needs or concerns to him as soon as possible so the problem can be solved. Currently we have use of the old CBMS gym for PE classes as our students have PE 3 times per week.		children, causing possible safety concerns. Recommendation: The OEPA Team recommended the principal work with the safety committee to address the above concerns.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	School secretary has competent knowledge of the state financial manual and the school financial records are audited annually by an outside independent accounting firm. Secretary is annually trained by County finance director on important new financial topics. Faculty Senate treasurer works with the school secretary on Faculty Senate funds paperwork and all FS record keeping is done by the school secretary in a school sub account. Secretary runs all funds through the school books. Principal approves all POs prior to ordering and processing. Both principal and secretary must sign all checks issued by the school. Funding sources for CBE include Title I, special education, STEP 7, Faculty Senate, federal grants for nutrition, local funding, Freas Foundation, etc.	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 principal and the Faculty Senate Hiring Committee interview prospective new teachers and make recommendations to the Personnel Director and the Supt. as to the best qualified candidate. The FS Hiring Committee has a checklist of important characteristics to follow in interviewing all candidates. Teachers' certification each year is reviewed so	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.

		<p>they can be classified as Highly Qualified. If a teacher is not HQ in a certain area, a plan is developed to get them highly qualified as soon as possible. Mentor teachers kept mentor logs for the new teachers with whom they work. All teachers are evaluated annually according to the WVDE teacher evaluation system. Teacher retention is supported through the teacher mentor system and teachers constantly upgrade their skills to be effective through professional staff development, both required and optional training that teachers select.</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>ACCOMPLISHED</p>	<p>All CBE teachers have Smartboards and Elmos in their classrooms to use with students. All homeroom teachers have computers in their classrooms for student use as there are four floating computer labs available and two computer labs. Fifth grade students each have an iPad for daily school use. Third grade students have a set of 30 computers that are rotated among the 3rd grade classes. Teachers use a variety of software to enhance instruction such as Reflex Math, Accelerated Reader, and other appropriate websites. Teachers use the Discovery Ed. video clips website to integrate into their curriculum and instruction. Assessment programs include STAR tests for math and reading, Accelerated Reader, and Smarter Balanced practice tests. STAR assessments are done 3 times per year to</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>

		chart student progress in reading and math and STAR is used to progress monitor student academic growth in SPL and special education classes. Technology specialist is part-time for teacher help.		
--	--	--	--	--

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 CBE Strategic Plan is reviewed and updated by the CBE Leadership/Strategic Plan Committee in August-September 2015. Strategic Plan goals are shared with the teachers at the Sept. faculty mtg. A draft of the 2015-2016 Strategic plan was shared with the CBE LSIC at its Sept. 24, 2015 mtg. Leadership/Strategic Plan Committee reviewed Smarter Balanced Test scores and Climate Survey data to help write the Strategic Plan. Teacher evaluation goals in math and ELA support and integrate into the school's mission and the goals of the Strategic Plan. Teachers keep a copy of the CBE Strategic Plan in their Data Notebooks. Goals in math and ELA in the Strategic Plan are based on achievement improvement on the Smarter Balanced test scores.	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	ACCOMPLISHED	CBE teachers work collaboratively very effectively to promote student learning and they are interested in what is best for their students. New teachers are mentored. Our two instructional coaches work with all K-5 teachers in helping	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.

<p>processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</p>		<p>them get current curriculum materials and in providing needed staff development for best practices. Teachers and parents use the Student Assistance Team to help find ways to help struggling students. Teachers use numerous ways to communicate with parents such as conferences, emails, notes, phone calls, etc. about academic and social concerns. The Academic Intervention Plan is used by teachers to help failing students improve their grades. CBE has a guidance program that is focused on student social needs to help them be more successful and parents work collaboratively with the counselor. An active volunteer program supports and enhances teacher and student programs weekly.</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>CBE teachers are using STAR assessments in reading and math to help assess student academic levels and to measure student academic growth over time. STAR assessment data provides a wealth of information and is reviewed by teachers to help plan instruction. Teachers in grades 3-5 use practice Smarter Balanced test materials to measure how students are doing in math and ELA and 3-5 teachers have pre/post math assessments to help gauge student skill levels before and after a unit is taught. 3-5 teachers use ELA spiral review materials to assess how students are progressing. STAR assessments are shared with parents in conferences.</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>Teachers review the STAR SGP reports at the end of the year for individual students and for the whole class in reading and math. Smarter Balanced Test information was shared with parents in Sept. 2015 based on reports provided by the WVDE, but few parents asked for any detailed test description or analysis.</p>		
--	--	---	--	--

**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>1. CBE needs new ELA textbooks and materials which are aligned to the WV CSOs, which are the Common Core Standards. 2. CBE needs new Math textbooks and materials which are aligned to the WV CSOs, which are the Common Core Standards. 3. CBE needs a full time librarian/media specialist. 4. CBE needs a full time fourth special education teacher to handle unique special ed. needs. 5. CBE needs an assistant principal or administrative assistant to help principal with all duties.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>1. Extensive training on all aspects of the new assessment program, Smarter Balanced. 2. Additional training on strategies to implement new WV CSOs which are based on Common Core Standards. 3. Continued training on Kagan Cooperative Learning as less than half the CBE teachers have been trained on all five days of this program. 4. An online writing program to replace the WV Writes program to work with 3-5 students. 5. A keyboarding software program for K-5 schools.</p>	<p>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.</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</p>	<p>1. Positive Behavior Support (PBS) program 2. Multicultural Plan 3. Support for Personalized Learning (SPL) groups 4.</p>	<p>The OEPA Team commended these practices. However, the Team did not verify, through data, a positive impact on</p>
--	--	--

accreditation process and communicated to other schools.	Community Involvement with volunteers and Business Partners 5. Reflex Math computer software program 6. Title I program with Title I teacher and SPL Teachers. 7. New program called WATCH D.O.G.S. (Dads Of Great Students)	student performance and well-being required for consideration as a best practice.
--	--	---

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	Reviewed at staff development on August 14, 2015 and at monthly faculty meetings before the onsite review. Teachers want the best for their students and set high expectations for them. Teachers use a variety of effective strategies to help students become successful learners. All CBE teachers base their curriculum on the WV Next Gen CSOs.
YES	Complete the School Monitoring Report	Review process used with Strategic Plan/Leadership Committee, CBE LSIC, and

	<p>CBE teachers at meeting from the start of school until the OEPA review in Feb. 2016. Teachers worked in grade level small groups to complete SMR and principal compiled the ratings and information for the first draft of the report. School Monitoring Report will be updated, reviewed and revised as necessary until final submission 30 days before OEPA visit.</p>
<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>To be done during scheduled OEPA visit in the winter of 2015-2016 school year, starting Feb. 29, 2015 in Hampshire C.. CBE teachers will prepare by discussing the report during the fall-winter and being prepared to know what to expect the day of the audit review.</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	<p>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)</p>	<p>Monitoring/assessment process led by Strategic Plan/Leadership Committee for continuous improvement at meetings during year. Faculty meetings, grade level planning meetings, Curriculum Team mtgs. - all are part of monitoring and assessing academic achievement improvement. Staff development is focused on academic needs related to math and ELA learning and improvement. Data analysis on Smarter Balanced Tests and STAR tests in Aug. showed strengths and weaknesses.</p>
YES	<p>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)</p>	<p>Test data reviewed by principal at faculty meetings and analyzed by teachers at grade level data analysis mtgs in Aug. 2015 for Smarter Balanced Tests for grades 3-5 and teachers in grades 1-5 monitor student progress on the STAR tests taken during three assessment windows. 3-5 teachers are using pre/post tests for formative assessments in math. Some students are progress monitored with STAR who are in special ed. or SPL.</p>
YES	<p>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)</p>	<p>School Monitoring Report prepared and reviewed by CBE teachers and principal. Evaluation summary data on WVEIS and professional development needs set and implemented on county and school levels. Teachers reviewed the School Monitoring Report, Smarter Balanced Test data, and professional development - both required and optional.</p>
YES	<p>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.</p>	<p>Strategic Plan developed by CBE Strategic Plan/Leadership Committee with input from the CBE teachers and CBE LSIC. Plan submitted on due date of Sept. 30 and it will be revised as needed during the school year.</p>

irection 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.
 rincipal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

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

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

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

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	Teachers and appropriate staff are trained on all requirements for test taking procedures and test security measures at required trainings for all state assessments with the Smarter Balanced Tests being the main focus. Each CBE staff members has signed that they have received the appropriate training and they have signed that they understand and will follow the test security agreement. Principal keeps all passwords in secure setting.
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)	CBE teachers ensure that students with disabilities receive the appropriate accommodations for all state assessments.
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	All students with a 504 plan receive appropriate accommodations for state tests as defined in students' 504 plans. This implementation is

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)

done by CBE special education teachers where necessary.

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)	CBE follows the appropriate programs of study defined for grades PreK/K-5 as defined in state education policy to provide educational opportunities for all students to achieve successful levels of learning.
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! WV</i> 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	<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). Develop and implement a comprehensive crisis response plan (Pages 25-27).</p>	<p>CBE teachers orient students on PBS expectations at start of year and provide reteaching as needed. PBS Committee and SAT review students with behavior problems, discuss ways to help students, and come up with viable solutions. CBE has a Crisis Plan in place.</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>As a regular Pre/K-5 school, we do not qualify for an alternative education program. CBE students who are struggling academically or socially are referred to SAT for possible solutions and alternatives. Home-based instruction is provided as needed. Guidance counselor is available to help students. Some</p>

students can have a shortened day if needed..

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	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.	All CBE K-5 students have PE classes 3 times per week for 40 min. each class.
------------	---	---

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)	CBE PE teachers have all 4th-5th grade students complete the required state fitness testing.
YES	Results are shared with students and parents. (S7, FC)	Mrs. Davis shares fitness testing results with 4th-5th grade students. Results have been sent home in previous years and will be sent home in May 2016 for fitness tests for 2015-2016 school 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	CBE counselor teaches developmental guidance to all K-5 students once a week for 40 minutes and works with students individually on
-----	--	---

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)

as needed basis based on referrals from parents, teachers, principal, and/or students' self referrals. Counselor is new this year and she will offer some small group counseling based on needs and interests as suggested by teachers and the counselor.

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)

CBE counselor teaches 16 homerooms of guidance classes once per week and has twelve 40 minute blocks to counsel students.

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	CBE is audited annually and any findings are reviewed with principal and secretary by auditors and finance director. Any findings are corrected based on the financial audit.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Each year CBE teachers review all necessary IEP paperwork to make sure it is in order and make any necessary revisions. Any audit findings are corrected ASAP.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	County Maintenance Director and principal review fire inspection report to make sure that all non-compliances are corrected. Maintenance Director is in charge of most corrections.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Any non-compliance issues are reviewed and corrected	

		as soon as possible. County Health Dept. periodically inspects CBE school facilities.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Any known problems identified by Title I inspection or other federal program inspections are corrected as soon as possible once a report is received.	YES

Facility Resource Needs

3. Administrative Office Area

- A. Administrative office area did not include adequate reception/waiting area. (200-800 ft.²) (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.)

7. Cafeteria/Food Service Area

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

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
 - A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
 - A-3. Work counter with sink. (May adversely impact students' health and safety.)
 - A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
- B. Clinic/health service area was not adequate in size (250-400 ft.²). (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.)

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.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Tammy Dill, OEPA Consultant

Team Member – Kerri Cunningham-Chilcote, Principal, Pleasant View Elementary School, Morgan County Schools

Team Member – Tricia Feldmeier, Principal, Arthur I. Boreman, Tyler County Schools

Team Member – Ian Hillman, Principal, C.W. Shipley Elementary School, Jefferson County Schools

Team Member – Danielle Veltri, Principal North View Elementary School, Harrison County Schools

Date of School Visit – 03/01/2016

SCHOOL PROFILE

28- 401 CAPON BRIDGE MIDDLE SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	368.0	363.0	343.0	326.0	298.0
Average Class Size	23.3	22.9	23.2	22.4	23.9
Attendance Rate	97.0	96.5	97.8	93.3	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	203.3	200.6	189.5	163.0	149.0
Pupil Teacher Ratio	14.2	13.5	12.7	13.7	14.0
Participation Rate-Math	98.91	98.32	98.55	95.94	not available
Participation Rate-Reading	98.91	98.60	98.26	97.81	not available
HQT Percentage - Total	81.2	91.1	93.0	89.8	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	72.4	88.5	94.1	95.0	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Mathematics	88.1	91.3	90.9	76.5	not available
HQT Percentage - Science	87.3	89.5	88.2	88.9	not available
HQT Percentage - Foreign Languages	57.1	100.0	100.0	100.0	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	93.8	100.0	100.0	95.5	not available
HQT Percentage - History	87.7	91.7	90.9	100.0	not available
HQT Percentage - Geography	not available	87.5	100.0	83.3	not available
Educators on Permit/Authorization	0.0	0.0	0.0	3.0	0.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

CAPON BRIDGE MIDDLE SCHOOL in HAMPSHIRE 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
<p>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.</p>	<p>ACCOMPLISHED</p>	<p>We have students deliver the morning announcements with pledge and school wide academic information. We have PLC's on Tuesdays and on Thursdays. The special education team meets every other Wednesday. We collaborate with SPLs on Mondays, Wednesdays, and Fridays. The advisory program offers instruction in the handbook, Olweus anti-bullying program and career exploration. Advisory is also extra support for any skill reinforcement the students might need. We have extended advisory for the days that we need extra time for an assembly or other activity. We have a representative from all stakeholders on LSIC, PTO, business partners, and athletic teams to communicate our beliefs and values. The school leadership team reviewed and updated our vision and mission to align with the county and state.</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>Rationale: During teacher interviews, the OEPA Team found shared beliefs and values were observed in only some areas in the school and classrooms. Most teachers had difficulty articulating the shared beliefs and values.</p> <p>Recommendation: The OEPA Team recommended the principal work with the staff in ensuring all teachers were knowledgeable of the school's beliefs and values, and they are communicated to all stakeholders.</p>

		One of our students helped create "Creating Bright Minded Students" which is our vision statement that is on the school entrance sign, and school letterhead.		
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	.The PBS team creates a well-designed procedure introduction for every student for the first day of school. We revisit these procedures and adjust as needed throughout the entire school year. The staff communicates these expectations in their classroom management plans and through the open house with parents on Aug. 17. The parents are informed of the individual classroom expectations ,as well as, school wide expectations. These are also posted on the website and throughout the year in monthly newsletters. Parents may set up a conference with the teams. The teachers also use live grades and the student planners for any daily communication. School messenger is also used frequently. We also have regular meetings with PBS teams, SAT teams, LSIC, PTO, and school leadership team. We meet with parents regularly throughout the school year to review expectations or make needed changes in a student's schedule. This year the team established club day.	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. Comments: Through teacher and student interviews, the OEPA Team found most staff had high expectations for students and self. The principal stated she observed high expectations during classroom walkthroughs and teacher observations. The Team observed high expectations in the way teachers interacted with students. Students stated in interviews they believed teachers expected them to do their best on all work and to have high expectations for themselves.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and	EMERGING	The discipline report is a reflection of our successful intervention rate. The daily attendance report and the school climate index will support our engaging atmosphere. The PTO worked diligently two years ago to earn money for school	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: The OEPA Team found most parts of the school environment to be appropriate, orderly, and contributing to a safe environment conducive to

inclusive atmosphere for learning.	wide security cameras. We have frequent crisis drills. We utilize radios to communicate with one another and a buzzer system where the teachers can communicate with the office. We have a school dude system for reporting maintenance issues. We use the school messenger system to communicate quickly with parents. We evaluate data weekly to determine if we need to adjust our plans. The LSIC meets and works with us to examine data and suggest improvements. We have afterschool activities at least twice a month which is an incentive for students to participate. We have a recycling club created and organized by students. We have daily meetings with our custodians to update them on the events. Afterschool tutoring is offered in two sessions.		learning.
------------------------------------	--	--	-----------

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 communicates daily with staff through email. Also, the principal has an open door policy for students, staff, and parents. A monthly newsletter is sent and at least two school messengers reminding parents of important information are sent weekly. Faculty meetings are held every other week with school leadership team meetings every other week as well. PTO meets monthly and has bimonthly activities which the principal always attends and supports. There are parent meetings for all athletic	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.

		<p>teams. Assessment data and walkthrough data is examined to determine necessary improvements. Team notes are submitted to the principal. With the SLT as a catalyst school, we are focusing on building professional learning communities and using data to design our own professional development. The recent focus for our catalyst team has been developing distributive leadership throughout the school. We have worked to create a more efficient faculty senate through our president.</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, planning, and problem-solving.</p>	<p>ACCOMPLISHED</p>	<p>All committees reflect the basic components of the mission statement and core beliefs and values. The School leadership team, LSIC, PTO, data and professional learning communities, Curriculum content teams, business partners, athletic teams, wellness committee, all reflect the beliefs and values of the school. All team meeting agendas and notes advance the mission and goals of the school. The principal examines each note sheet and provides leadership and support when it is needed. The school leadership team has worked to problem solve and facilitate a viable solution. The scheduling committee is a team that begins meeting in January to problem solve and develop a plan for the next school year. The student government team works with the school leadership team to ensure student voice is heard throughout all planning stages. The academic coach and technology</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>

		integration specialist work with the professional learning committees to examine data and create viable solutions.		
<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>	EMERGING	<p>Teachers design their lesson plans and pre and post assessments in order to provide the students with high quality instruction. They provide input to school planning through the data teams and professional learning communities. We have a professional library with resources to provide support. They meet as curriculum teams weekly to disaggregate data and design curriculum We became a catalyst school this summer and the leadership team attended training. As a catalyst school we have become responsible for our own professional development plan. The star reading and math assessments are utilized to provide interventions. We have an afterschool tutoring program that the supports personalized learning with an emphasis on providing instruction. Our academic coach and TIS facilitates. Teachers have been trained in Kagan and IPI. As curriculum teams, they have worked on the standards and designing instruction to support the standards with the integration of technology.</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> <p>Comment: The OEPA Team found there were opportunities available for teacher leadership; however, most teachers were not taking full advantage of the opportunities given.</p>
<p>Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for</p>	EMERGING	<p>Students announce the pledge of self-control which sets the tone. The student government representative is selected in the advisory class. Each class is represented. The student body elects officers. The council meets as a group with principal and school leadership team to plan activities and make</p>	ACCOMPLISHED	<p>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.</p> <p>Rationale: The OEPA Team found students had the opportunity to lead in many ways, both inside and outside the classroom. The Local School Improvement Council (LSIC), Student Council, athletics, announcements, clubs, and classroom roles gave most</p>

improving self, school, and community.	improvements. Students from each grade level are representatives for the LSIC and PTO. We incorporate student voice throughout our committee meetings. The German class goes to the elementary school each Friday and teaches the first grade class German. The S.W.A.T (students with assigned tasks) supports all our extracurricular activities after school. Students are provided job responsibilities in each area of an event to oversee and work. Each month PTO recognizes two students from each grade level who have demonstrated outstanding character. We have a guest presenter who speaks about good character and awards the students	students opportunity to develop leadership skills and a sense of responsibility.
--	---	---

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 teachers work to develop their classroom procedures and management plans with input from the students. They inform parents. The students provide continual input in selection of projects, literature, music, presentations, and other projects that are undertaken throughout the environment. With the Kagan structure implementation, We have over 80% of our staff trained and utilizing the structures for increased student engagement. Also, the teachers have been trained in APL strategies that also support a student centered classroom. We are developing student learning goals which will encourage a climate of student reflection and inquiry. The curriculum	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: The OEPA Team found most teachers created inviting classroom environments that were student centered. Many Team Members observed examples of lessons that focused on student-directed topics of high level inquiry and interest.

		teams meet weekly to review plans and make sure support for personalized learning goals are met for each student. When students need a review of their individual goals a team meeting is called to review each student's plan and make adjustments. The PBS plan involves reward activities each nine weeks. The AR plan also involves rewards		
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	The integration of technology has facilitated the growth of our standards focused curriculum. We progress monitor with star assessments in reading and math. We support reading instruction with AR program. We use SPL with Reflex math. Continual examination and review of the curriculum is the subject of data team meetings and professional learning communities. The use of the Kagan instructional structures serves to facilitate the curriculum. Our technology integration specialist trains the teachers regularly at data team meetings on tools that will support integration. This year our focus will be SPL and writing tools. Many of the teachers are utilizing a variety of web based programs. We have school wide student emails which support our one to one device implementation with the 6th grade. We have utilized support from RESA VIII where we have a focus school specialist work with us on Common Core Ready materials and Catalyst school growth.	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	EMERGING	English language arts teachers have been engaged in continual planning for the	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

<p>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.</p>		<p>content standards. The data teams have examined data and used that data to guide their planning. We disaggregate data weekly in our data team meetings and weekly in our curriculum team meetings. We review the results of surveys, assessments and student work to revise our plans to meet the individual student needs. We have worked to create a media center that is a focal point for our research for all content areas. We held a book fair to raise funds to purchase more media for the focus on nonfiction. Our school wide student goals are focused on math and reading meeting the mastery level. We have researched websites and worked with mapping to create plans that will enhance the performance level of our students. The individual classroom student goals coordinate and support this long term plan. As content team PLC's we have dissected the standards with each meeting focusing on one standard.</p>		<p>school's self-rating for this function.</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>EMERGING</p>	<p>With most of our teachers trained in Kagan structures, we are facilitating engaging instructional experiences that enhance student progress. We use Kagan as one of the tools to engage all students. We also were trained in APL strategies so we are utilizing those as well. Our technology integration specialist and academic coach are working with the staff to integrate strategies and technology to daily enrich instruction. We use AR to support the continual progress with our reading goals. We are working</p>	<p>EMERGING</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>

		as a professional learning community to study best practices to implement throughout our school. An afterschool tutoring program with support from our funded activity bus helps to enrich or reteach students skills they need for success. We have every student create a goal sheet with individual learning goals targeted for their success. This year we added the goal sheet to the student planner.		
--	--	---	--	--

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	Community involvement is a key to our success. We have an active volunteer program with over a hundred approved volunteers who work actively with all school wide activities. we have an active PTO organization that has raised several thousand dollars to support our security concerns, field trips, art programs, student reward programs and character programs. The athletic complex is very supported with volunteers and monetary contributions from the community. Our student led organizations support our local founder's day, and other community activities. We use the old middle school facility as a hub of activity. We are scheduled for usage almost nightly and often on the weekends for basketball programs. The administrative staff organizes and supports the programs and provides the maintenance and upkeep for the building. We have a backpack	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.

		ministry that provides snacks for weekend consumption for about twenty of our students. We hold an annual food drive. We have guest speakers.		
<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>Our school's wellness program incorporates our health, pe, child nutrition program and all our classroom activities. This program places an emphasis on our student's health. We have an athletic program that involves about 30% or our student body in one or more athletic team and a well- designed community program that supports our school with soccer and basketball involvement. We include our student government and student SWAT team with all extra-curricular activities that promote movement and health. Our school nurse and cafeteria manager work to provide support with nutritional needs. Our guidance counselor works closely with staff to develop student support for any student with individual needs. Our special education team works with the counselor and psychologist to create behavior management plans that coordinate and develop individual student growth. We have worked to develop a good working relationship with Family Preservation which provides a certified counselor.</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>Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to</p>	ACCOMPLISHED	<p>The parent partnerships are extremely vital to enhance each student's growth and development at the middle school level. Our PTO, LSIC, SLT, athletic, music, and foreign language organizations work together to promote</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: Though the school had partnerships, some faculty were not involved or informed.</p>

meet the needs of all students.		academic success. We develop activities and fundraisers to support and enhance the student's entire experience at the middle school. We are a significant part of the Capon Bridge community and vital to its success. Our student led organizations and teams all volunteer services in the community to promote citizenship. We have several grants that incorporate local organizations, such as, the Cacapon Institute to provide academic enrichment and trees and shrubbery on our campus. They work with one science teacher to teach the environmental science with the connection to the growing process. Abba is an organization that provides instruction in relationship building and other teen issues. Our community utilizes the Old Capon Bridge Middle School gym for Bidy Buddy.		
---------------------------------	--	--	--	--

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.	EMERGING	Half of the staff is trained in Kagan structures and will continue training this summer. Over half the staff is trained in APL strategies. The special education team is well trained with IEP's and behavior management plans. The administrative staff and faculty has been trained for the OEPA onsite visits. The staff meets every other Monday as a team and reviews any instructional strategies that are currently implemented. The support staff is involved in training to meet the needs of the school in	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: Although the faculty acknowledged they had opportunity for professional development, there was not a clear focus on specific goals, such as those in the strategic plan. Professional development opportunities must be based on student need, as defined by data results.

		<p>maintenance and nutrition. As a school leadership team we trained as a catalyst school this summer and have implemented professional learning communities school wide with our focus being academic professionals learning communities and the standards. Resa VIII is offering support with staff and training that we need. We are visiting other schools PLC's. As a learning school, we have truly changed our focus to continual reflection.</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 improve instructional practice.</p>	EMERGING	<p>The learning communities have viewed numerous webinars that focus on next gen standards and student engagement. The school leadership team meets every other Monday after school to problem solve and arrive at suggestions for school wide improvement. They worked on the school monitoring report and strategic plan emphasizing the student goals that we would be focusing upon throughout the year. The PLC's analyze testing data to determine a course of action. The scheduling committee worked closely with the PLC's to design a schedule that would enhance our student's individual needs. We created a plan for advisory to work with career development and character development. We work with the special education teachers to collaborate with the students during advisory and remediate and enrich. The academic teams have collaborated as a group every week and often on ISE days.</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>
<p>Function C: Evaluation,</p>	EMERGING	<p>All staff participated in their own self</p>	EMERGING	<p>The evidence provided by the school and the additional</p>

<p>Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p>	<p>reflections. They created their student learning goals and as a school we created our school wide learning goals. The new staff have been trained in evaluation is trained in the evaluation/observation process. The administration additional training at the county/resa level for focus and support plans and incident plans. We use our walkthroughs and observations for continuous feedback and support of the daily classroom instruction. We recently had a coach from Kagan visit and provide feedback on classroom observations and implementation of Kagan. Our academic coach and technology specialist regularly provide feedback and support in the classroom.</p>	<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p>
--	--	--

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
<p>Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.</p>	<p>ACCOMPLISHED</p>	<p>The school is relatively new. It was designed to meet our needs and be pleasing and conducive to a safe educational environment. We have sixteen security cameras, radios for most staff members, call buttons in each room for emergencies. We have two golf carts to assist with any issues with football field and the old middle school campus that we use for athletic practices and after school activities. We have smart boards in most classrooms and computer labs. We have a beautiful library to hold meetings and conferences. The old middle school campus provides an extra center for activities and community</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>

		engagement. Our facility is used almost every evening of the week. We have a system for monitoring and scheduling for both campuses that is effective and allows for maximum usage. The administrative staff and maintenance staff continually supports our facility usage.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	We have been audited yearly and have made suggested improvements. We have guidelines for our p-cards and declining balance cards. Our administrative staff facilitates all our organizations with fundraising and budgeting concerns. We have a step VII budget to support our instructional programs and faculty senate that works to create a budget to enhance the instructional plan. Our PTO and other organizations that support our school work with the administrative staff to develop well-planned budgets. Each group creates a plan for optimal usage for its fiscal resources. The PTO has supported our security concerns. Our athletic program has funded its own activity bus for the year. We support our athletics and our afterschool tutoring program with this bus. We have raised money to create and sustain our own football field. We are in the process of trying to raise funds for more enhancement of the football field complex. The organizations support the activities.	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>Comments: The OEPA Team found the financial resources were in order and appropriate for the school; however, teachers expressed a lack of knowledge of allocation availability. This appeared to be an area of frustration with the staff.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal share financial reports regularly with staff.</p>
Function C: Personnel. High quality personnel are selected according to West Virginia Code	ACCOMPLISHED	We have the majority of teachers as highly qualified. We have a highly qualified special education staff. We have	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.

<p>and are purposefully assigned and retained to effectively meet the identified needs of students.</p>		<p>served as the autism center for this end of the county. We work to select teachers and staff that work well with the middle school students. The administrative staff has worked closely with neighboring universities to provide opportunities for preservice teachers. The mentor teachers work with the beginning teachers and develop plans for successful teaching experiences. The professional learning communities meeting on Mondays also work with the initial teachers to provide insight and training. It is difficult to retain new teachers because of competition of neighboring states and reductions in force. We work as a scheduling committee to design a schedule that is utilizing the staff in the maximum manner and best delivery of instruction.</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>EMERGING</p>	<p>The infrastructure in the school supports three computer labs, mobile lab, a mobile ipod lab. Each classroom has a smart board, laptops, and document projectors. The wireless connectivity has been upgraded and does a sufficient job of supporting. As we move to smarter balanced and more one on one implementation, we will have to continue to upgrade. The academic coaches and technology integration specialist are continuing to develop teacher's capacity for problem solving and troubleshooting. Every teacher has a laptop and is trained with implementing a variety of technology tools in the classroom. We are supposed to implement one to one</p>	<p>EMERGING</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>

		devices with our 6th grade students this year. This will facilitate more technological integration in each classroom. We have obtained student email addresses in order to allow the students access to Office 365. We are continuing to train our staff in the usage of O365. We took a technology team to be trained in more strategies.		
--	--	--	--	--

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.	EMERGING	The administrative team and the school leadership team work unitedly to develop the strategic plan based upon significant analysis and reflection of the school monitoring report, any assessment data, classroom observations, walkthroughs, coaching input, the PTO officers and team, the LSIC, business partners, climate survey data, community input, parent calls and discussions. We examine all meeting notes from data team meetings, PLC's, parent meetings with teams and our work with the academic coach with our school's SMART goals.. We also examine the staff self-reflections and conversations with the students. We have student representatives serving on our LSIC and PTO. We have worked to create a unified plan that focuses on goals from our stakeholders within our school community. We meet frequently to reevaluate the success of our plans and make adjustments when and where we need to adjust. We work with all seven	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.

		areas of high performing schools to focus our development of plans		
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	We have the structures for our weekly faculty, school leadership team, professional learning communities, data team, curriculum team, and special educ. team meetings. We are working together with teacher leaders from each team representing and working with the supporting staff to communicate our expectations and make improvements as we need them. We constantly adjust our schedule if we need to have extra time or to facilitate engaging learning experiences for our students. We work with email, newsletters, school messenger, websites, yearbooks, classroom letters and newsletters to communicate any changes and improvements. We invest with our school stakeholders to assess our quality and create a more conducive environment through our analysis and reflection. We are working to make all communication and changes quickly and efficiently with the support of the technology tools that we have available. As a school leadership team, we collect input from our students and 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 C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates	EMERGING	As a school, the staff has been completely trained in Kagan structures. We are coaching one another and have been supported with our Kagan coach. We monitor with walkthroughs and constant observation and input. The entire school and stakeholders work as one	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.

<p>the progress to all stakeholders.</p>	<p>professional learning community to reflect on our best practices and define the school's vision. We adjust these when necessary. We have developed the SMART goals that center around increasing students' literacy and math skills with formal and informal assessments as well as optimizing our support for personalized learning that occurs in the collaborative classroom. As data teams, we constantly analyze the data to evaluate success with SMART goals. One focus of the PLC's has been the use of pre assessments to evaluate instruction. We are working to create a reflective culture so students are very engaged in assessing their learning progression.</p>		
--	---	--	--

**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>We continue to need to build our classroom libraries to encourage reading especially with nonfiction material. Our facility is beautiful and well-maintained. We would strongly support more improvements on our football field and our athletic/community complex. We need upgrades to our internet capacity and our technology equipment. We need computer labs for all three grade levels. We currently have two labs.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>We need to continue our professional development with Kagan structures. We also need to work with reading strategies with the common core and any professional development that would impact literacy in every classroom. According to the data, we need to work on informational text structure. Strategies for literacy promotion throughout the curriculum are needed. We are continuing to develop our professional learning communities focusing on student</p>	<p>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.</p> <p>The OEPA Team recommended professional development in the area of collaborative learning.</p>

	learning and engagement.	
--	--------------------------	--

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.	The PTO character assembly and recognition of the student of the month for each grade level, the classroom libraries for English language arts, the student government association, the SWAT team. our afterschool tutoring program, the Bobcat run activitiy bus, the German class teaching the elementary students, morning announcements, Bobcat boutique, Afterschool Activities programs, advisory program with Olweus, RAZE and PBS. Coordination with the HC Parks and Rec. program with the old gym.	The OEPA Team commended these practices. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.
--	--	---

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	Administration has attended training this year with RESA. One member served on the panel discussing this policy with the conference attendees. Last year, we
------------	----------------------------------	--

attended training, worked on an initial monitoring visit in Tucker county, and trained our staff in the Policy. We meet every other week with the school leadership team to update the school monitoring report or work on the strategic plan goals.

YES Complete the School Monitoring Report

We have been working through our PLC's to complete the school monitoring report. We have focused on the school leadership team providing input in a small group format. We began working in early August and have met bi monthly since. We revisit parts of the report that we need to update or have highlighted as needing focus in our strategic plan. We have updated the SMR several times during the review process. It is important to constantly update and edit with new material.

YES Participate in the on-site review process

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

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

We began preparing at our first faculty meeting and have been continuing to prepare with our PLC's. We update our evidence in the high performing standards and have worked to refer to the review continually to connect the stakeholders with the process. Every plc meeting that is attended references to the policy are reviewed and worked with to prepare for the onsite visit. Networking with other principals and school teams has been very useful in the process.

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	<p>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)</p>	<p>The school's leadership team has been very instrumental in the process of informing all our stakeholders. Beginning in July, with the attendance at the Catalyst school training, the team has presented our improvement plan with the board, the parents, the faculty, and the students. We are developing our own professional development plan to successfully improve our academic environment. The county board has been informed and cooperative in the process.</p>
YES	<p>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)</p>	<p>All sources of data are beginning compiled and analyzed by the SLT, the vertical teams and the related staff. We are working with our technology integration specialist and our academic coach in an effort to streamline and manage the data that will impact or improvement efforts. The teams have worked to utilize the data that is available to us and has created a reflective climate where assessing data is common practice with students as well.</p>
YES	<p>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)</p>	<p>We are examining employee evaluation data and input in order to prioritize our professional development needs for improvement. Our evaluation data has been examined by the SLT and administration to assess our needs and priorities. We are working to create a faculty senate that is very engaged in the process. We are collaborating to create a professional development plan that can be implemented and most beneficial to our staff's individual needs.</p>

YES	<p>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.)</p>	<p>The SLT has worked to develop the strategic plan. When we attended Catalyst school training we developed the goals for the plan. We connected the goals of the plan to the goals of being a Catalyst school and what we determined were the prioritized needs for our school. We have met with all stakeholders and have created initial strategies and action plans based on these goals.</p>
-----	---	---

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	<p>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)</p>	<p>We have a secure storage facility in our main office complex. Only three individuals have access to this cite. We had the examiners sign out the test questions and monitored the testing area continually. Administration documented touring the ting areas every hour and more if it was needed. The schedule was prepared and carefully monitored to ensure procedures were followed. We were observing and documenting continually and creating notes for improvements for this year.</p>
YES	<p>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)</p>	<p>All students who have disabilities are participating in the assessments. We only had two students on the APTA.</p>

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)	All students served with a Section 504 participate in the State assessment in the appropriate grade level.
-----	--	--

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)	Most of the staff has been trained in the Kagan structures and APL strategies.
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)	We have implement vertical PLC's this year with the math/science and Language arts/social studies. The vertical teams have a set agenda and meeting time weekly.
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! WV</i> 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 	We follow all programmatic components of 6-8.

- 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)

We address the requirements of the programmatic level. We have a great parent component. The technology is upgraded and current. We have a new technology integration specialist.

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 (LSIFC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

We have all the teams as specified.

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

<p>YES</p>	<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>We teach appropriate behaviors through our advisory program. We provide each student with an adult mentor.</p>
<p>YES</p>	<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>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.</p>	<p>We join with Romney Middle in providing alternative education.</p>

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	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	<p>NONCOMPLIANCE The guidance counselor self-reported that she had active, direct student counseling only about 40 percent to 50 percent of the time. The counseling log the counselor was using indicated less than 40 percent direct student counseling.</p>
---	-----------------	--

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

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

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

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Findings:

Counseling Services W. Va. Code §18-5-18b: The guidance counselor self-reported that she had active direct student counseling only about 40 percent to 50 percent of the time. The counseling log the counselor was using indicated less than 40 percent direct student counseling.

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.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Mike Boyd, OEPA Consultant

Team Member – James Holland, Principal, Musselman Middle School, Berkeley County

Team Member – Matthew Keener, Principal, Taylor County Middle School, Taylor County

Team Member – John Michael, Principal, East Fairmont Middle School, Marion County

Team Member – Crystal Nantz, Principal, Mountaineer Middle School, Monongalia County

Date of School Visit – 03/01/2016

SCHOOL PROFILE

28-402 ROMNEY MIDDLE SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	436.0	459.0	445.0	435.0	414.0
Average Class Size	21.1	22.1	21.1	21.7	21.1
Attendance Rate	97.7	97.1	97.6	93.2	not available
Dropout Rate	0.0	0.0	0.0	0.0	not available
Pupil Admin Ratio	216.5	229.5	222.5	217.5	207.0
Pupil Teacher Ratio	13.3	14.2	13.8	13.5	12.8
Participation Rate-Math	98.19	99.77	97.98	99.09	not available
Participation Rate-Reading	98.19	99.77	97.98	99.09	not available
HQT Percentage - Total	90.0	100.0	95.2	100.0	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	87.1	100.0	99.6	100.0	not available
HQT Percentage - Reading/Language Arts	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Mathematics	87.7	100.0	85.1	100.0	not available
HQT Percentage - Science	91.2	100.0	99.1	100.0	not available
HQT Percentage - Foreign Languages	100.0	100.0	100.0	100.0	not available
HQT Percentage - Civics and Government	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	100.0	100.0	100.0	100.0	not available
HQT Percentage - History	88.1	100.0	100.0	100.0	not available
HQT Percentage - Geography	100.0	100.0	100.0	100.0	not available
Educators on Permit/Authorization	0.0	0.0	1.0	0.0	1.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

ROMNEY MIDDLE SCHOOL in HAMPSHIRE 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
<p>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.</p>	<p>DISTINGUISHED</p>	<p>Staff works together at the beginning of the year to create a social contract to guide faculty interactions. Each classroom teacher also develops social contracts with their students. Teachers greet students at the doorway and begin class periods with "good things." Staff developed the RMS mission statement together. All staff members also developed personal mission statements that exemplify the school mission in their classroom. Students recite the RMS greatness creed daily. Students who model greatness in their classes are recognized via Student of the Month Award, and two students a month are awarded a plaque donated by a local business. Grade level teams meet weekly to conference with parents and analyze data. School leadership team meets weekly to collaborate and create the most</p>	<p>DISTINGUISHED</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: The OEPA Team found all teachers to be utilizing social contracts and mission statements. All staff were aware of the school's shared beliefs and values and could clearly articulate how they use these to aid in curriculum development and delivery, classroom management, and student social development.</p>

		effective school environment. Students are grouped as diverse teams and taught to work together and support each other's learning. Teambuilding activities are woven throughout the curriculum.		
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	Staff are taught policies and procedures via staff development and online employee handbook. Teachers create a staff social contract and create personal mission statements to set high expectations for themselves. Students are taught expectations in every area of the school on the first day. Re-teaching is conducted as necessary. During the first four weeks of Advisory, students are explicitly taught all policies and expectations in the student planner. Students and parents sign that they are aware of school rules and expectations. "Pathway to Greatness" posters are hung throughout the school and remind students of positive character expectations. Lesson plans are based on Next Gen Standards. Teachers analyze data, keep a data notebook on their students' progress, and set goals with their students. Students keep a data notebook and set goals for grades and benchmarks. Teachers use Kagan and APL strategies. School IPI team conducts observations to increase student engagement.	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: Safe, Orderly and Engaging Environment. The school environment is safe, well-	ACCOMPLISHED	The building is clean with newly painted hallways and restrooms. Student work and inspirational posters are displayed in wings and main hallways. Students are	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Many areas available for student work

<p>managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>		<p>greeted at the door by teachers and classes begin with "Good Things". Team leaders provide building and safety feedback to custodian monthly, and custodian completes school safety checklist. The safety team meets and fire and code drills are conducted regularly. ALICE training was conducted by Corporal Carter (DARE officer) in January to update crisis procedures. Visitors are monitored, sign-in the office, and wear guest passes. Students have orderly transition patterns that help ensure safety. In the classroom, teachers use APL and Kagan strategies to structure lessons and increase student engagement. The school IPI team provides feedback each 9 weeks to increase student engagement across the school setting.</p>		<p>could be utilized more.</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>	<p>ACCOMPLISHED</p>	<p>Principal leads staff in creating a social contract at the beginning of the school year. Principal holds weekly leadership meetings to make school-wide decisions, share important information, and resolve staff concerns. Faculty meetings are held monthly. Administrators are visible, conducting classroom walkthroughs each week. The principal has developed a master schedule to ensure common planning time for all teams. An administrator meets with each grade level team weekly to discuss relevant assessment data and discuss instructional</p>	<p>DISTINGUISHED</p>	<p>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.</p> <p>Rationale: Through principal, teacher, and student interviews, the OEPA Team found the principal and assistant principal were highly organized, knowledgeable of the needs of the school and students, and had a clear vision of the necessary direction of the school. The principal provided high quality leadership, while encouraging teachers and students to take leadership roles. The school culture was of very high quality buildingwide, and teachers and staff related this to the efforts of the administrative team.</p>

		<p>strategies. Math and reading PLC meetings are scheduled and attended by administration. Decisions are data-driven and student-centered. Administrators attended Kagan training with staff and model structures in faculty meetings. Principals work with Process Champions team to conduct team building activities for staff. Principal meets with Student Council leadership to listen to requests and collaborate in decisions about projects and expenditures.</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, planning, and problem-solving.</p>	<p>ACCOMPLISHED</p>	<p>The school leadership team meets every Wednesday, reviews progress toward meeting the goals of the Strategic Plan, and problem-solves solutions to barriers. Grade level teams meet weekly with administrators to analyze data, report on student progress, and discuss instructional strategies. Math and reading PLC's meet once a month to discuss vertical alignment of curriculum and best practices. Small group mentors meet each 9 weeks to identify at-risk students and provide one-on-one adult mentors to help facilitate individual student success. The PBS team provides ideas and processes across grade levels to recognize positive student behavior. The LSIC includes parents, service personnel, and community members who provide a well-rounded perspective of the school, and the Faculty Senate holds meetings each 9 weeks. Student Council holds monthly meetings and discusses student improvement ideas with the principal.</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>

		Each team works effectively to collectively accomplish school goals.		
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	At RMS, we use a shared leadership approach. Representatives from each grade level, Related Arts, Special Ed. and Alt. Ed. meet weekly to solve problems together and take ownership in the processes that govern the school. Team leaders lead meetings with their team to discuss student progress, plan cross-curricular units, and organize team events; they also take the lead in parent conferences. Math and reading PLC meetings are led by teacher representatives who rotate the role to provide a variety of perspectives. The IPI team is 100% teacher led; members schedule and conduct observations and facilitate conversations with their peers to increase student engagement. Teachers share technology resources and strategies at faculty and team meetings and have opportunities to lead professional development with other members of the staff. Collaboration is valued throughout the school, and teachers have an authentic voice in the leadership of the school.	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 leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and	ACCOMPLISHED	Peer Helpers assist and welcome new students and provide mediation when appropriate. Student Council members are elected by their peers and help make decisions to improve the school. They also organize and participate in community service projects such as trips to the nursing home and a food drive at Christmas. The Student Council President	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.

community.		<p>is a member of the LSIC and makes a presentation to the board of education yearly. The school's Green Team provides 8th graders an opportunity to help with recycling across the school. Students in DARE perform for the school and community and further the message of drug and alcohol resistance. The School Inspiration and Student Action clubs allow students to serve peers and community. In classrooms, students are given group and class responsibilities and are encouraged to take charge of their learning. LINKS Advisory provides avenues for students to develop self-direction. Teen leadership class encourages bus drivers, faculty, and students.</p>		
------------	--	---	--	--

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
<p>Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>	<p>ACCOMPLISHED</p>	<p>Teachers create inviting, student-centered classrooms where students work and learn together. Social contracts are created in all classrooms between students and teachers. When a student needs re-directed, four questions are used to help students reflect and return to task. Team building activities are woven throughout the curriculum. All teachers have been trained in and utilize Kagan cooperative learning structures. Students sit in groups and partner with each other during discussion and activities. APL strategies such as "check for understanding" and "on the clock" help ensure student</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>

		engagement. Students are often given choices in projects and writing assignments and are provided opportunities to use technology via iPads in 7th grade and computer labs in each wing. Research is conducted across disciplines. Teachers help students set goals each 9 weeks on grades and benchmark scores in their data notebooks; students reflect on ways to accomplish their goals.		
<p>Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>	ACCOMPLISHED	All teachers design lessons using WV Next Generation Standards. Standards-focused objectives are written in plans. Administration checks and signs lesson plans throughout semester. Agendas and learning objectives are posted on the board or Smart Board in each classroom daily. Students are asked to write the daily agenda and objectives in their planners. Some teachers provide a standards checklist to students and have them mark when standards have been taught. Standards are benchmarked using STAR, and data is analyzed and used to drive instruction. Students with skill deficits are provided re-teaching and intervention strategies. Technology tools are used throughout the building. Students are given opportunities to research, create and present projects, and practice skills using technology. Lessons about cyber-safety and ethical Internet behavior are completed in appropriate classrooms. Students are encouraged to problem solve and work collaboratively	ACCOMPLISHED	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: The OEPA Team confirmed, through teacher interviews and a review of lesson plans, most instruction was standards based, and curriculum was delivered based on student achievement data results.</p>

		in groups regularly.		
<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 performance levels of their students.</p>	ACCOMPLISHED	<p>At the beginning of the school year, each student completes an interest and learning style inventory in their classes. This data is used to guide appropriate instructional strategies and differentiated learning. Students are often given choices in completing projects and writing assignments. Independent reading and writing is emphasized throughout the curriculum with DEAR, Accelerated Reader, and Step-up to Writing curriculum. STAR and classroom data is analyzed and used to design unit plans, spiraled bell ringers, and re-teaching lessons. Intervention skill groups are organized based on students' performance levels. Teacher evaluation goals reflect both short and long term instructional goals.</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>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>	ACCOMPLISHED	<p>All teachers at RMS have been trained in and incorporate Kagan cooperative learning structures into their lessons. Students have opportunities to discuss information and problem solve with others. Kinesthetic activities such as Quiz-Quiz Trade allow students to integrate movement during learning. Interactive notebooks and project-based activities are utilized in classrooms throughout the school. Technology programs such as AR 360, Reflex math, and IXL help students master Next Generation content. All students have an Office 365 account, and students use this tool daily in 7th grade to complete social</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>Comments: The OEPA Team observed a variety of instructional strategies being utilized buildingwide. All students observed were on task with high quality instruction. Through teacher interviews and a review of lesson plans, it was found instruction was based on student interests and student achievement data.</p>

		<p>studies curriculum. Virtual field trips have been taken across curriculum. Teachers use data to differentiate learning and organize skill intervention groups (SPL) to help reinforce targeted objectives with struggling students. Teachers meet weekly in their teams to discuss student progress and plan effective instructional strategies.</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
<p>Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.</p>	ACCOMPLISHED	<p>Positive relationships are foundational at RMS. Administrators create a social contract with staff at the beginning of the school year to guide faculty interactions. Staff works together in teams, supports each other's efforts, and celebrates successes. Staff greets students at the door and begins class periods with the sharing of "good things." Staff creates social contracts with students to facilitate positive teacher and student relationships. Respect is emphasized across the school. Parents are viewed as partners in their children's education. Parents are welcomed via open house and kept informed about student progress through calls, notes in student planners, and messages in Live Grades. Parent conferences are held weekly in teams to assist struggling students. Parents volunteer in the office and library. Community partners work with the school to provide student supplies and incentives. Community representatives</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>

		help with career fairs and Get A Life program.		
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	RMS strives to meet the physical and social-emotional needs of students in addition to academic needs. RMS uses the LINKS program to teach the WV Student Success Standards and state Advisory standards. Developmental guidance on bullying, decision-making, and career awareness is conducted by the school counselor. Abba Care provides pregnancy prevention education, and the DARE program offers drug and alcohol resistance training. The school nurse provides health support for students and collaborates with teachers to incorporate stretching, yoga, and wellness education in the classroom. Fit for Kids, in partnership with the Hampshire Wellness Center, is available for eligible students. The Get a Life program and career fair offer financial and career education. Clubs are scheduled for all students. Small group mentors are assigned to at-risk students identified by the Early Warning System, and RMS partners with Family Preservation to provide counseling to students in need.	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.	ACCOMPLISHED	RMS partners with many community organizations to help meet its goals. McDonalds, the Bank of Romney, First National Bank, and Personalized Impressions serve as business partners. These businesses provide us with gift cards, movie and bowling passes, school supplies, and donations for athletics. They	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.

		<p>also recognize our Student of the Month with a plaque. Representatives from numerous businesses participate in our career fair and Get a Life Program, which teaches financial and career education. WVU extension works with the cooking club to provide food, materials, and nutrition education. Grants have been awarded for clubs and field trips. One club sorts clothing for Helping Hands. Parent volunteers assist in the office and library and with sports and fundraisers. Students in need of counseling services are referred to Family Preservation by the school counselor. The school welcomes many community organizations to use our gym and facility for special programs and events.</p>		
--	--	--	--	--

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>RMS staff engages in continuous professional development opportunities. Kagan cooperative learning structures were taught to all staff and are implemented in all classrooms. These structures are modeled and utilized during faculty meetings. Professional Kagan coaching has occurred the last two years to support teachers in utilizing Kagan approaches in class. Capturing Kids Hearts has been a sustained staff development for four years, with the administration leading refresher sessions each school year. APL training and technology classes were attended by staff</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: The OEPA Team found professional development to be clearly focused on goals set by the strategic plan and climate development. All professional development sessions were clearly related to school and student needs and grounded in data.</p>

		in the summer. Special education workshops are regularly attended by resource teachers. Imbedded staff development is incorporated in weekly team meetings (ie. staff evaluation, technology training, etc.). The school's IPI team conducts regular observations and provides feedback to staff to improve student engagement across the school. All staff members attended training on differentiated instruction and ALICE in January.		
<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 improve instructional practice.</p>	ACCOMPLISHED	<p>Collaboration is valued at RMS. The master schedule allows core teachers in grade level wings to have common planning time daily. In addition, teams meet twice a week during their duty periods. One meeting is focused primarily on data analysis, curriculum, and instructional strategies. Teachers analyze STAR and classroom data, form intervention groups, and make connections across disciplines. The other weekly meeting is focused on student problem solving, collaboration with parents, and planning team events. Reading and math teams meet each month to work together on curriculum alignment and share best practices and resources. The school leadership team meets every Wednesday with administration to share information, discuss school practices, and solve team concerns. Small group mentors meet each 9 weeks to discuss at-risk students and assign mentors. Teachers also collaborate</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>

		during PBS and IPI meetings to determine how best to support students and teachers in the classroom.		
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 is asked to reflect regularly on classroom practices to enhance professional growth. All staff completes a self-reflection and creates and monitors student learning goals as part of the teacher evaluation process. Reflection questions are a focus of the opening staff development at the beginning of the year. Administration emails staff reflection questions periodically that allow staff to reflect on student engagement, time management, positive relationships with students, and school mission. During team meetings and reading/ math PLC meetings, teachers reflect on instructional practices and effective resources. STAR data is analyzed and used to make informed instructional decisions in the classroom. During IPI data analysis, teachers provide feedback to other teachers and lead them in reflecting on lesson planning, student engagement, and effective classroom instruction.	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	Custodians and staff take ownership in our building and work to ensure the building is safe, well-maintained, and welcoming to students. Custodians complete monthly walkthroughs to address building concerns. Problems are entered into School Dude for maintenance	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team found the facilities were clean and well maintained and educationally stimulating. It was evident the students and staff had a great deal of pride based on how clean and free of

		to complete. Team leaders complete a safety checklist each month and function as the safety team. Bathrooms and hallways have been painted and accented to make them more appealing. Student Council purchased motivational pictures to inspire students and brighten the school. The school recognizes Students of the Month with a bulletin board in the hall, and student art and project work is hung via clips throughout all hallways. The school is specifically configured to meet the learning needs of students with a "school within a school" approach. Grade levels are housed in wings, which minimizes transition time and enhances collaboration.		vandalism the building was.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The school and county takes precise measures to ensure financial responsibility. The school receives a copy of the County Financial Resource Manual . Our secretary has been adequately trained on school finances. Annual audits are conducted. There is a clear division of labor shared with the county board office. The school secretary makes deposits and submits necessary documentation. The county finance secretary issues P.O.'s, pays bills, and receipts deposits. All purchases require a signed P.O. before purchasing. Faculty Senate sets and maintains a budget each year, and members use declining balanced cards. Staff members submit financial requests for STEP VII funds to the principal; they are reviewed and allocated as funds	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.

		allow. Individual grade level teams conduct board-approved fundraiser programs to fund special projects. Staff members also help in working the concession stand at various events, and all profits raised are redistributed to staff for student materials.		
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	Romney Middle selects personnel using the WV Code. RMS developed its own set of interview questions to determine the candidates who best meet the needs of our students. The county matrix is followed to verify certification and consistency among candidates. Faculty Senate representatives serve on the interview committee and are given a valued voice in the hiring process. New teachers attend a county new teacher induction and are provided mentors. All staff prints and signs their certification each year. Principal verifies the master schedule and teacher certification. Teacher turn-over at RMS is low. We had no new teachers during the 2014 school year, and only three new teachers for the 2015 school year (one being a new position). The positive climate of RMS helps to retain quality teachers who meet the varying needs of our 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 D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data	EMERGING	RMS currently has four computer labs--one in each grade level and one used for keyboarding class. The 7th grade shares an iPad lab, and the school has 2 mobile labs. 6th grade began a one-to-one initiative in January, with every student issued a personal laptop for instruction.	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: The OEPA Team found most teachers effectively utilizing and incorporating technology into curriculum. The Team felt the amount of technology

<p>information systems and technology tools to support management, instructional delivery, and student learning.</p>		<p>The wireless network is scheduled for upgrade to support this initiative. Every classroom has a Smart Board. Teacher laptops are wirelessly connected to copy machines in team rooms. STAR and interim assessments are completed online. Attendance and discipline are logged via WVEIS, and Live Grades provides students and parents access to a child's progress. Teachers incorporate technology in their lessons; students research, create projects, and word process using machines. Reflex math and STAR 360 programs help students practice math, science, and reading skills. Edmodo and Office 365 are utilized in various classes. Technology is used daily to support and enhance student learning.</p>		<p>was appropriate to the student population.</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>Administration works with the leadership team and LSIC to create the school's strategic plan. Goals are based on data from STAR, Smarter Balanced, and climate surveys. Strategic plan goals are discussed in team meetings and reviewed monthly by leadership team and in faculty meetings. Professional development such as Kagan and Capturing Kids Hearts are scheduled to support goals. Teachers analyze student testing and benchmark data and keep data notebooks. Specific intervention groups are formed to assist students with skill deficits. Students set performance goals for assessments 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>

		grades and track their progress using a student data notebook in their planners. Instruction is differentiated to meet needs based on data and student learning styles. Students and staff are asked to reflect on practices to facilitate continuous improvement and fulfill strategic plan goals.		
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Capturing Kids Hearts strategies are used throughout the school to facilitate the building of relationships between students and with staff. Social contracts are completed by every staff team and in every classroom. Teachers collaborate in grade level teams that meet twice a week. Each team has a representative on the leadership team, which discusses school-wide concerns and problem-solves together. Co-teachers and team members are given common planning time to collaborate and plan cross-curricular units. Reading and math teams meet monthly to align curriculum, identify learning gaps, and share strategies. Parent conferences are scheduled each week, and teachers log calls and contacts to parents. Teachers work with parents, students, and the school counselor to create an Academic Intervention Plan if a student receives a D or F at midterm. Specific efforts are made by each stakeholder to help increase student success in the classroom.	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 monitors changes in practice and	ACCOMPLISHED	Staff monitors student progress and adjusts instructional approaches to improve learning. STAR benchmarks are	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.

<p>implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</p>		<p>analyzed three times a year to evaluate student progress. Students reflect on this data and set goals using the data notebook in their planner. Based on this data, skill interventions are planned and implemented. Smarter Balanced interim assessments provide feedback in the mastery of Next Generation content, and teachers conduct many different formal/informal assessments of learning in their classrooms. Progress reports are sent home at midterm, and Live Grades is used to provide parents instant access to grades. Parents are contacted, and conferences are scheduled as needed. Teachers work with parents, students, and the school counselor to create an Academic Intervention Plan if a student receives a D or F at midterm. The IPI team conducts regular observations to gather school-wide data on student engagement and shares feedback and improvement strategies in teams.</p>		
--	--	--	--	--

**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>RMS has identified the following needs that directly impacts student performance: full time librarian and Technology Integration Specialist; Next Generation/ SmarterBalanced instructional resources; English and health textbooks; increased mental health partnerships with community resources that can provide meaningful counseling to students; upgraded wireless network to better meet the technology demands in the classrooms.</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>RMS identifies co-teaching strategies as an on-going professional development need that would have an impact on the performance level of special education students in the</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building</p>

	collaborative setting. This training was to be conducted by RESA in 2013 but never completed by RESA. The county arranged co-teaching training over the summer for administrators and co-teachers, but the instructor became ill, and training was not completed. RMS continues to ask for this as an on-sight training at RMS.	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.	Facets of 3 programs combined to establish an intentional positive culture. Building upon CKH, APL mission statements and Kagan team building are incorporated to create a multi-faceted approach to establishing positive culture. Teachers align their missions with the school mission, create social contracts, greet students at the door, and build a team atmosphere in classrooms. 8th grade students worked with state legislators to write and pass 2 bills--State Reptile and State Amphibian named.	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • The Alternative Education Program which excels in working with challenged students in English, Math and Social Studies. The environment, teacher expertise, and caring for students is a pro-active approach instead of a re-active (disciplinary) approach to make sure students are learning. • The various staff developments; the staff has created a positive and nurturing environment. <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>
--	---	--

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	Mr. Watson met with all teachers and reviewed policy 2322. Each teacher was given a copy of the "School Monitoring Report" that was completed the previous year. They reviewed the document and listed any changes individually. Each grade level team then completed the report. The entire teaching staff voted and determined school's overall rating for the monitoring report. Teachers maintained their own working copy. Report was updated in January. Mr. Watson provided staff with an updated copy.
YES	Complete the School Monitoring Report	Mr. Watson met with all teachers and reviewed policy 2322. Each teacher was given a copy of the "School Monitoring Report" that was completed the previous year. They reviewed the document and listed any changes individually. Each grade level team then completed the report. The entire teaching staff voted and determined school's overall rating for the monitoring report. Teachers maintained their own working copy. Report was updated in January. Mr. Watson provided staff with an updated copy.
YES	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan	Romney Middle School is scheduled for a review in February 2016. Training for the onsite review began on 8-14-15; monthly faculty meetings will address all aspects of the onsite review. Mr. Watson is scheduled to participate as a OEPA monitor in January 2016. Information gathered from that experience will be shared with staff members to prepare them for our on-site review.

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

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

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

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	The school leadership team orchestrates the school's improvement efforts and helps determine needed staff development. The leadership team meets weekly.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other	Both the building principals and the school instructional coach review

	data sources appropriate to the programmatic level of the school. (S3,FA)	performance data with each team of teachers.
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)	Staff has knowledge of both items listed. They have had an intricate role in developing the SMR. As the report is updated they are given a new copy for review.
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 development of the Strategic Plan is noted in staff meeting minutes and LSIC minutes. The leadership team approves all changes to the plan. As the plan is updated, new copies are provided to all staff members. The school administration monitors the implementation of the plan through classroom walkthroughs and discussions held during team meetings.

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)	School administration will train and monitor all staff. All staff members complete the testing security sheet and it is kept on file in the school counselor's office.
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	All IEP's are followed as well as the 326 form is

	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)	implemented. Resource teacher's thoroughly review each child's IEP prior to testing to assure all accommodations are met.
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)	Accommodations are made and met for any student with a Section 504 plan so they may participate in the State Assessment in the grade level in which they are enrolled.

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)	Policy 2510 is strictly adhered to. Kagan and APL structures are incorporated into all classroom settings to increase student achievement.
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)	Policy 2510 is strictly adhered to. The leadership team reviews the master schedule with Mr. Watson.
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: <ul style="list-style-type: none"> • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> 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 	Strictly adhered to. Next Generation CSO's are taught on a daily basis. Whenever possible extra physical activities are incorporated into the students daily routine. Requirements for Related Arts programs are clearly met.

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)

All procedures are clearly followed and RMS clearly exceeds the number of required minutes. for the school day as evidenced by the master schedule and daily bell schedule.

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

Minutes kept, the Leadership team also serves as the curriculum team. A separate Technology team has been developed.

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>Each student is taught the entire student handbook which contains the information listed. This process occurs during homeroom/advisory at the beginning of each school year.</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>Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled</p>	<p>Students are placed in the program via county policy. The goal is to return the students to the general classroom as soon as they have met all required responsibilities. The staff at RMS believes the program should be preventative rather than reactive.</p>

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

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

Master schedule reflects 1 semester of physical education for every student.

	of Education and the Healthy Lifestyle Council for approval.	
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	All students are tested and the teachers keep a log of the results.
YES	esults are shared with students and parents. (S7, FC)	A individual fitness gram results sheet has been developed by the p.e. staff, this form contains all results and standards from the fitness gram. The form is reviewed with each student and the results are sent home to parents.

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's log list how each day is spent with students. He also schedules time with individual teachers or grade level's to teach unit's to students. He also works directly with the school nurse and other outside agencies to address mental health needs. The counselor is also instrumental in scheduling the "Get a Life" program. He also schedules all career field trips.
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)	Counselor Time Log clearly list how he spends each day.

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	RMS strictly follows the Accounting Procedures Manual. When an audit is performed Mr. Watson and the secretary meet and review the audit to assure that any non-compliance issues are promptly corrected	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	There are no known non-compliance issues!	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Any concerns are addressed by the county maintenance director, Mr. Foster, and the building principal, John Watson.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Any concerns are addressed by the county maintenance director, Mr. Foster, and the building principal, John Watson.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	Any concerns are addressed by the county maintenance director, Mr. Foster, and the building principal, John Watson.	YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	The building principal is not aware of any non-compliance issues.	YES

Facility Resource Needs

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

A. An auditorium of adequate size was not available. (May adversely impact program delivery and student performance.)

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 and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Mike Boyd, OEPA Consultant

Team Member – James Holland, Principal, Musselman Middle School, Berkeley County Schools

Team Member – John Michael, Principal, East Fairmont Middle School, Marion County Schools

Team Member – Crystal Nantz, Principal, Mountaineer Middle School, Monongalia County Schools

Date of School Visit – 03/02/2016

SCHOOL PROFILE

28-501 HAMPSHIRE SENIOR HIGH SCHOOL – HAMPSHIRE COUNTY

	2012	2013	2014	2015	2016
Enrollment	1141.0	1086.0	1056.0	1074.0	1036.0
Average Class Size	19.7	20.3	20.0	19.7	19.9
Attendance Rate	96.0	99.6	93.9	89.6	not available
Graduation Rate 4 yr cohort	80.1	81.3	78.7	77.1	not available
Graduation Rate 5 yr cohort	85.1	not available	82.6	78.7	not available
Dropout Rate	2.3	2.1	2.9	3.1	not available
Pupil Admin Ratio	284.3	271.5	264.0	268.5	259.0
Pupil Teacher Ratio	17.2	16.4	15.7	15.6	15.3
Participation Rate-Math	94.44	93.28	94.59	91.56	not available
Participation Rate-Reading	94.44	93.28	94.98	93.78	not available
HQT Percentage - Total	84.8	98.8	78.6	83.6	not available
HQT Percentage - Self Contained Classroom	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - English	87.1	97.0	90.4	100.0	not available
HQT Percentage - Reading/Language Arts	77.6	100.0	75.0	100.0	not available
HQT Percentage - Mathematics	75.4	100.0	52.4	68.0	not available
HQT Percentage - Science	85.1	100.0	72.9	85.6	not available
HQT Percentage - Foreign Languages	100.0	100.0	100.0	100.0	not available
HQT Percentage - Civics and Government	73.3	92.7	92.9	92.9	not available
HQT Percentage - Economics	subject not present	subject not present	subject not present	subject not present	not available
HQT Percentage - Arts	76.0	100.0	71.4	74.3	not available
HQT Percentage - History	97.5	100.0	100.0	77.5	not available
HQT Percentage - Geography	subject not present	subject not present	subject not present	not available	not available
Educators on Permit/Authorization	9.0	5.0	10.0	7.0	4.0
Administrators not Credentialed	0.0	0.0	0.0	0.0	0.0

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

HAMPSHIRE SENIOR HIGH SCHOOL in HAMPSHIRE 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
<p>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.</p>	<p>EMERGING</p>	<p>The faculty and staff at Hampshire High School has worked hard during the past two years to shape the school's climate and culture into one that is focused on the belief that all students are capable of learning. Our mission statement and our beliefs were born out of a collaborative effort of all stakeholders and we are working diligently to convey the mission and beliefs to all of our students on a daily basis. Our mission statement and core beliefs are posted throughout the school and given to every staff member at Hampshire High School in an effort to ingrain those goals into the minds of everyone at Hampshire High School. Post the mission and vision in as many places as possible in the school. Increase communication at all levels from the</p>	<p>EMERGING</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>Rationale: The OEPA Team, through observations and interviews, concluded only some of the staff was working collaboratively on developing a shared educational belief and value system for the school. The Leadership Team and faculty were developing a Mission Statement.</p> <p>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:</p> <ul style="list-style-type: none"> • the Culture Survey administered through the WVDE be given and the results used to set targets for improving the culture and climate of the school; and • the school perform a culture typology and analyze the results with the entire faculty to

		BOE, School, and to the community. .		make changes to improve the school culture.
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	Our staff put together the strategic plan that outlines our mission, our core beliefs, and the goals that we have set for the staff and students at Hampshire High School. Our mission and core beliefs are written and placed in every classroom and campus of Hampshire High School. The faculty and staff work to model these beliefs on a daily basis in their classrooms and throughout the buildings on our campus. We have made a conscious effort to raise the expectations of our students and we are working to convey that expectation to parents and members of the community on a regular basis. Increasing expectations still needs to be our focus to include sharing with our community.	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>Comments: Through observations and interviews, the OEPA Team observed only some of the staff was setting high expectation for the students and the school. Many teachers were not providing a high quality, challenging curriculum.</p> <p>Some senior students had an afternoon school exemption that was verified at the beginning of the school year, but there was little monitoring and accountability. The administration and teachers could not verify all these students were working on school-related work-based situations.</p> <p>Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the administration, staff, and leadership team develop a school-wide set of high expectations and high standards for all students and staff. All students are to be challenged with a high-quality, research-based curriculum in all classrooms and work-based learning situations.</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.	EMERGING	The school environment at Hampshire High School is one in which students can feel comfortable and safe. We formed a safety committee last year that works to ensure that the school functions in a manner that promotes safety and well being of our staff, students, and visitors. Our School Resource Officer chairs the safety committee and is a visible presence throughout Hampshire High School. Fire drills and code drills	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>Comments: The OEPA Team determined the school environment was safe, well-maintained, and clean in some areas. The principal and some faculty members felt the school was safe but not secure due to the number of exterior doors and the buildings not connected to the main facility. The OEPA Team observed the student restrooms were</p>

		are practiced on a regular basis to prepare our staff and students to respond correctly in the event of an emergency. Need more fire extinguishers in the building. The custodial staff consists of 5 full time and 1 part time custodian to clean 9 buildings on campus each day. The staff does a tremendous job but they are understaffed to cover a campus as large as Hampshire High School. So all teachers and students need to take pride in Hampshire High School and make it shine. .		<p>not well maintained and were in disrepair.</p> <p>Recommendations: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended the following:</p> <ul style="list-style-type: none"> • ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training continue and the annual school safety inventory examine all aspects of safety and security; and • The prevention resource officer continue to make recommendations to the Board and the school for increased safety procedures, particularly in reference to the exterior doors, and a secure entrance for students in the back of the facility.
--	--	---	--	---

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>	EMERGING	<p>The principal is in her first year and maintains an open door policy for the school. She cares about the staff and students and wants Hampshire High School to be the best school in the state. Being a principal has a steep learning curve and she is working hard to navigate a path. Communication is a concern for all schools, but especially one with a high turnover rate in leadership.</p>	EMERGING	<p>Rationale: While the OEPA Team substantiated the school’s rating of the function, The Team determined the evidence provided did not support the function.</p> <p>Recommendations: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended the following:</p> <ul style="list-style-type: none"> • the staff carefully review all components of the function and provide specific evidence specific to the language of the function; • a mentor, along with continued support from the central office, be provided for the principal; and • the principal cultivate school pride to produce a positive attitude toward the school from all stakeholders.
<p>Function B: School Teams</p>	EMERGING	<p>School does not currently have</p>	EMERGING	<p>The evidence provided by the school and the additional</p>

<p>and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem solving.</p>		<p>functioning committees, but staff has signed up for committees and schedules are being established for the school year. LSIC needs to establish a committee and have the committee meet at least quarterly. Leadership team is in place and meets weekly. PLC's have been developed in the core areas and plans are in place to establish a time for all teachers to meet. Need to improve the communication of these committees to the school.</p>		<p>evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comments: Through observations and interviews, the OEPA Team determined all of the mandatory teams had been formed, but not all were functioning at a high level. The Technology Team had not met as of the date of the Education Performance Audit.</p> <p>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:</p> <ul style="list-style-type: none"> • the required teams meet regularly, have agendas, and produce minutes; and • a clear focus and direction for the teams be established and the team minutes be shared with the faculty.
<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>EMERGING</p>	<p>Teachers at Hampshire High School are involved in various areas of leadership in both academic and non-academic settings. Our core content teachers meet daily to plan instruction, assess student data, address student concerns, and work to increase student achievement. Teachers are also valued members of our hiring teams that were formed with the help of the faculty senate. Many teachers also serve our students by being coaches for various sports. Coaching is a way for our teachers to continue affecting our students in a positive way outside of the classroom. We also have teachers who volunteer to be club sponsors that serve our students outside of the traditional classroom. Our Career & Technical Education teachers are involved in several student organizations such as the</p>	<p>EMERGING</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, the OEPA Team concluded some of the teachers were assuming a leadership role and were working toward authentic opportunities to lead and influence professional practice. The turnover of the administration had made this very difficult.</p> <p>Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the following:</p> <ul style="list-style-type: none"> • teachers be given additional responsibility for the authentic opportunities and take responsibility for shared leadership; • the principal distribute additional responsibilities to the teachers and the other administrators, while keeping up-to-date with all of the activities of the school; and • the principal meet more often with the

		following: FFA, DECA, Skills USA, and HOSA. Our teachers are also working after school to tutor students.		administrative team to develop a more cohesive approach to leadership.
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	This is an area where we need to improve the opportunities for students to lead. There are leadership opportunities for students in the various sports and we do ask for support from the students for various initiatives but we do not include the students enough in the development of school policies and procedures. Our students do participate in making morning announcements, work as peer helpers, participate in a yearly trip to Europe for the Italian Exchange, and lead various fundraisers to benefit a number of organizations. The students who are a part of the organization run our FFA organization, almost entirely, and they excel on the State and National levels. Our student government hosts blood drives twice a year that attract many students and staff to donate blood. Other student led organizations at Hampshire High School include DECA, Skills USA, and HOSA. We have also had students attend Governor's Honors Academy. Student government is not functioning beyond the blood drives.	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: The OEPA Team concluded, through interviews and observations, most students had many opportunities for leadership and were participating in these opportunities. The career and technical education (CTE) program had a particularly large number of opportunities for leadership. The club periods, sports, and the Arts were all good opportunities. The Pro Start program was high quality, and the students were well trained in the curriculum. The Peer Mediation Program also lent itself to good student leadership opportunities.
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.	EMERGING	Teachers at Hampshire High School use a variety of instructional strategies to create an inviting classroom	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.

<p>Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>		<p>environment for their students. The teachers are working to incorporate more cooperative learning into the classrooms using structures learned through Kagan Training. The faculty has also been using various strategies to differentiate the instruction to reach students with varying ability levels. Student learning is tracked in the classrooms using both formative and summative assessments and the students are being held accountable for their participation in the learning process. Our students are also encouraged to challenge themselves in the classrooms at Hampshire High School as well as through classes offered through the West Virginia Virtual School. Hampshire High School was able to upgrade three computer labs in the Business Areas through the use of Modernization Grants that were obtained during the past two years.</p>		<p>Comments: The OEPA Team found, through classroom instruction and a review of lesson plans, teacher-directed and whole group instruction were prevalent buildingwide. The classroom environment was inviting in some classrooms. The Team did not observe many creative seating arrangements, student group work, or student self-direction.</p> <p>Recommendations: While the OEPA Team substantiated the school’s rating, to strengthen the function, the Team recommended the following:</p> <ul style="list-style-type: none"> • principals utilize walk-throughs to collect data to improve classroom environment; • the Instructional Practices Inventory (IPI) continue with fidelity; • more teachers use the best practices as defined by the Kagan Training; and • administration continue professional development on classroom management strategies and student engagement.
<p>Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>	<p>EMERGING</p>	<p>West Virginia's Next Generation Standards are the focus of the instruction in our classrooms. Teachers plan their lessons to meet the goals of our school and use technology that is integrated into the lessons to prepare our students for future success. Our teachers assess the progress of our students on a regular basis and work to have our students master the content and objectives that are presented in our classrooms.</p>	<p>EMERGING</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: The OEPA Team, through observations and interviews, determined there was little evidence of differentiated instruction or universally designed lessons. Technology was used in some classrooms but not pervasive across the school.</p>

<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 performance levels of their students.</p>	<p>EMERGING</p>	<p>Our teachers design both long term and short-term instructional plans that are aligned to Next Generation Standards and Objectives for West Virginia Schools. The plans take into consideration the needs of our students as well as focusing on the goal of preparing all of our students to be college or career ready when they finish high school. The master schedule was developed to allow common planning for the four core content areas in an attempt to maximize the fluidity of our instruction. Our faculty has also worked on mapping the curriculum during the collaborative planning meetings.</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 did not identify any evidence of long term planning. Most lesson plans lacked sufficient detail for a substitute teacher to follow to the greatest extent possible. Most plans were insufficient for guiding instruction and providing differentiated instruction.</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>EMERGING</p>	<p>There are a variety of instructional strategies that are incorporated into the classes at Hampshire High School. We use a great deal of hands-on strategies, particularly in our Career/Technical courses, cooperative learning strategies, project-based learning, small group and large group instruction, as well as individual assignments. Our faculty differentiates their instruction to reach all levels of learners and work with teaching teams in Math and RLA to assist those students with various learning disabilities.</p>	<p>EMERGING</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: The OEPA Team observed some engaging classroom experiences; however, in most classrooms, instruction was teacher-directed and generally lacking in challenge. Technology usage was minimal in most classrooms.</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
<p>Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.</p>	EMERGING	<p>The faculty and staff at Hampshire High School understand the importance of developing professional relationships with our students. A large number of our students come from low socio-economic homes and many are raised outside of the traditional family setting. We all try to keep that in mind when dealing with our students on a daily basis in regards to behavior issues, a lack of family support for education, or other areas of concern. Our teachers make a concerted effort to involve parents/guardians in their child's education. Our Peer Helpers work with fellow students to help them when things are not going well and our SADD Chapter has just launched a new app for social media sites. Parent teacher conferences were added to the school calendar this year. CTE incorporates several programs for community service to our students. After school program available for tutoring with meal and bus transportation home.</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> <p>Comments: The OEPA Team verified plans had been made to increase the relationships between the staff, students, and community with some success. The after school program and the tutoring program struggled for student participation, but was benefitting the students attending. There was a business partnership that was assisting the school.</p>
<p>Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health,</p>	EMERGING	<p>The staff at Hampshire High School offers a wide array of students support services. Our Guidance Counselors are a terrific resource for our students and are valued by both staff and students. Students needs are met through a variety of resources at the school: Counselors, special education services, a</p>	ACCOMPLISHED	<p>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</p> <p>Rationale: The OEPA Team, through observations and interviews, determined the adults in the school made a meaningful effort to support the students. Students stated most adults cared about them and</p>

<p>child nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>		<p>professional nurse on staff everyday, a SAT team, and other individuals that take time out of their day to lend a hand to any student in need. The secretarial and custodial staff also works to assist students on a daily basis. During advisory students are in clubs to improve there connection to school. The cafeteria is serving meals use the farm to school program.</p>		<p>their success.</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>	<p>EMERGING</p>	<p>Hampshire High School partners with various businesses, parents, and civic organizations to meet the needs of our students. The Rotary Club provided batteries for all of our graphing calculators and The Bank of Romney buys school supplies every year for distribution to needy students. The Bank of Romney and FNB Bank are also involved in donating funds for various uses throughout the Hampshire High School campus. Other Hampshire County businesses are ardent supporters of the Trojan Athletic Association, which raises funds for the athletic programs at Hampshire High School. Parents of students, as well as other interested community volunteers, do the work that enables the TAA to contribute a large amount of funds to the athletic programs each year. We are also fortunate at Hampshire High School to have a large number of parent volunteers to help with various projects throughout the school year. We have a student who writes and article for the Hampshire</p>	<p>EMERGING</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: The OEPA Team verified plans had been made to increase the relationships between the staff, students, and community with some success. The after school program and the tutoring program struggled for student participation but was benefitting the students attending. There was a business partnership that was assisting the school.</p>

Review.

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 Hampshire High School is given the opportunity to participate in various professional development activities throughout the school year and into the Summer. Staff members have participated in the following professional development opportunities this year: Kagan Training, AP Certification Training, IPI, APL, iPad Training, Co-Teaching, Simulated Workplace, etc. Our teachers are also working daily to improve instructional practices and increase student performance through a collaborative period that has been given to teachers in the core content areas.</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>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.</p>	<p>ACCOMPLISHED</p>	<p>The core content teachers meet daily during a collaborative planning period to work on improving instruction and raising student achievement. During this period they work to develop common formative assessments, benchmark assessments, discuss how to increase the performance of particular students, analyze data to look for trends that will inform instruction, and remediate students when needed. The non-core teachers also meet periodically in PLC's that are designed to improve instruction. The entire faculty is in the process of receiving Kagan Training 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>Rationale: The OEPA Team determined while the core teachers did participate in professional learning communities (PLCs), relevant data analysis was needed and common assessment development was essential to improve instructional practice.</p> <p>Recommendations: The OEPA Team recommended professional development be provided on the proper function of PLCs. The Team also recommended collaboration be developed with the non-core subjects.</p>

		faculty will work to increase the use of cooperative learning in all settings.		
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	Teachers are observed and evaluated using the WV Educator Evaluation Process. IPI data is collected at least three times per year and informed conversations take place after the IPI data has been analyzed to increase the amount of student engagement that takes place in our classrooms. Kagan coaching has taken place once this year and will be happening again in December. More time devoted to evaluation conferences for all staff. Increase the use of walk through and provide feedback.	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.	UNSATISFACTORY	The custodial staff at Hampshire High School does a wonderful job of doing what they can to make the facility presentable for the staff and students. However, the number of custodians assigned to Hampshire High School is not adequate for the size of the facility. There are also a number of maintenance issues that need to be addressed. The size of Hampshire High School and the number of buildings and entrance/exit doors makes it difficult to secure the facility. Administrators, faculty and the school resource officer do what they can to insure the safety and security of the staff and students. Security needs addressed such as locking doors,	UNSATISFACTORY	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team found the school was not maintained at an acceptable level in some areas. The grounds were not well kept; the restrooms were not clean; and trash was not emptied throughout the school from the day before. The OEPA Team concluded the school environment was not secure, not well maintained, and was unclean in some areas. The principal and some faculty members felt the school was safe but not secure due to the number of unsecured exterior doors and the buildings not connected to the main facility. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the

		intercom in all rooms, and practice more types of drills.		function, the Team recommended the principal elicit assistance from the custodial staff, the Hampshire County maintenance department, and the school and county safety committee to ensure the school is clean, well-maintained, safe, and secure.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	The fiscal resources of Hampshire High School are used in a way that is appropriate for the intended use. All personnel that handle funds are trained on the appropriate way to collect, receipt, deposit, and expend funds. We use Step 7 funds, Faculty Senate funds, Athletic Funds, and funds that are raised through fundraising activities of various school-based organizations. We follow generally accepted accounting principals and are audited on a regular basis. The athletic and general fund was left in insufficient status when the current principal was hired. The current general fund balance is -173.38 which was -1300.00 when she was hired. The current athletic fund is -40,466.79. Fundraiser are being planned to raise money to cover the deficits and to increase the available funds to the accounts.	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: 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	Both administration and faculty senate representatives sit on the interview committee of all teaching and administrative positions. We follow Policy 5000 during the hiring process and all job postings, interviews, and subsequent hiring. The county needs to work on retention of highly qualified personnel at all positions.	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.

<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>UNSATISFACTORY</p>	<p>All classrooms at Hampshire High School are equipped with Smart Boards and teacher laptops. We have 3 mobile laptop carts and two computer labs that are available to all teachers. Our computers are connected on both hardline and Wi-Fi connections. Our administrators use WVEIS WOW on a daily basis to update information, input disciplinary information, and to contact parents when needed. Many rooms are already utilizing iPad carts as well. Classrooms are also utilizing schoology.com and other sites to flip their classrooms and take advantage of student learning from home over breaks. Need to update staff technology and consider making the password more available to the staff.</p>	<p>EMERGING</p>	<p>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.</p> <p>Rationale: The OEPA Team, through observations and interviews, determined the infrastructure, as well as the technology, available to the students and staff was sufficient in some areas. The Team recommended the principal elicit assistance from the Hampshire County central office, RESA 8, and the West Virginia Department of Education to secure the necessary tools and infrastructure to aid in providing a high quality technological education.</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>EMERGING</p>	<p>The strategic plan was a collaborative effort of our School Leadership Team and the LSIC with a focus on setting the course to improve our school within a short period of time. We used the rubrics for the 7 High Quality Standards as well as the assessment data from prior years. The mission and vision statements were a true team effort and they are posted throughout the school, in all classrooms, and on the desk of all teachers.</p>	<p>EMERGING</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: The OEPA Team determined, through teacher interviews, the mission and goals did exist and the staff was working to keep them updated. The strategic plan was being monitored and the faculty was familiar with the document; however, the plan was not being utilized to a great extent buildingwide.</p>
<p>Function B: Processes and Structures. The</p>	<p>UNSATISFACTORY</p>	<p>The faculty and staff work in a collaborative manner to do what they</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a</p>

<p>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>can to increase the learning capacity of our students. We have a common collaborative planning period for the core content teachers and our PLC's, for other content area teachers, meet at least twice per semester. Professional relationships are developed in our Faculty Senate Meetings, Leadership Team meetings and during covered-dish meals at the beginning and end of school. Need more parental and community involvement in the school.</p>		<p>higher rating than the school's self-rating for this function.</p> <p>Rationale: The OEPA Team determined the structures were present in the school to build professional relationships to some degree.</p> <p>Recommendation: The OEPA Team recommended the implementation of the structure be expanded and used to increase student achievement.</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>EMERGING</p>	<p>The staff at Hampshire High School is consistently measuring the progress of students and changing strategies to increase their performances when warranted. We send progress reports home at the midpoint of each 9 week grading period, and we encourage parents to use Livegrades to check their child's progress at any time during the school year. Parent/Teacher conferences are held as needed throughout the year and IEP meetings are scheduled as needed. We use IPI data collections three times per year and share the results with the entire faculty. Test scores are also reviewed by the staff.</p>	<p>EMERGING</p>	<p>The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.</p> <p>Comment: Through observations and interviews, the OEPA Team concluded data were not being used at a high level to determine and evaluate student learning and achievement.</p>

**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>The lack of textbooks in most math classes is a cause of concern. Students are unable to take textbooks home in math and other subjects due to the limited number of books available in many core areas. The faculty in the core subject areas are also very disappointed with the lack of resources</p>	<p>Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.</p>
--	---	---

	that are available in regards to the new Smarter Balanced assessment. It is difficult to prepare students for an assessment that we do not have enough information to prepare for.	
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	We have trained approximately 52 faculty members in the Kagan Cooperative Learning Structures. However, we need to train an additional 10-15 members of the staff to get that style of teaching and learning engrained into our culture. We also need to work with our special education and general education teachers that teach in a collaborative class to work more efficiently with each other. We have started to do this with a representative from the Office of School Improvement and we will continue	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.	We have developed a freshman academy this year to keep our large freshman class together as much as we can. We did this in both classroom location and in scheduling a majority of the freshmen to be in the same lunch shift. We have also instituted an after-school tutoring program that is open to all students. As a part of the tutoring program, we are also providing these students with a dinner meal and transportation home via an activity bus. We are also collecting IPI data three times/year.	<p>The OEPA Team commended these practices:</p> <ul style="list-style-type: none"> • Freshman Academy; and • After-School Tutoring Program, funded by the SIG Grant. <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>
--	---	--

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

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

POLICY and CODE

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

PARTIAL COMPLIANCE

FULL COMPLIANCE

The school had participated in the on-site

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	The principal distributed Policy 2322 to each of the faculty members. The faculty then was divided into PLC groups and went through the policy from start to finish.
YES	Complete the School Monitoring Report	The principal distributed the School Monitoring Report to all staff members and asked them to go through the reports and rate each standard and function. The staff then came together and developed individual PLC ratings and forwarded them to the principal. The principal then averaged the scores for each PLC to get an average rating of each function and standard. These ratings were given to the members of the LSIC for their review and were entered on the official report.
NO	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's	

overall progress
prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

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

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

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

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

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

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

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

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

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

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

toward achieving high levels of student performance as specified below:

<p>YES</p>	<p>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)</p>	<p>A Leadership Team was established in August of 2013 and continues to work to this day. The committee is comprised of department chairs, or their representatives, all administrators, two members from the Office of School Improvement, the superintendent, special education director, and Title I Coordinator. This team is engaged in on-going professional development and is active in finding ways to improve the performance of our students through research-based improvement strategies.</p>
<p>YES</p>	<p>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)</p>	<p>The leadership team and all core content area teachers have worked to review the school accountability data. Teachers outside of the core content areas have also been involved in breaking down data and discussing with students how we can help them to achieve to their potential.</p>
<p>YES</p>	<p>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)</p>	<p>Each teacher has had the opportunity to read, review, and rate our school on the school monitoring report. The administration of the school has looked at the summary employee evaluation data and has worked to encourage teachers to participate in relevant professional development to improve instruction.</p>
<p>YES</p>	<p>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.)</p>	<p>The strategic plan has been developed with the combined efforts of the principal, all administrators, the school leadership team, and the LSIC. This year's plan has been developed but will be revised based on the vision of the new State Superintendent.</p>

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)	We follow all test security requirements and monitor students, examiners and technology specialists to ensure that all test taking procedures and test security measures are followed.
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)	Our Special Education Chair works with the county special education director to ensure that all students with disabilities who are eligible for services are participating in the state assessments that are required under WMAP.
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)	All students with 504 plans participate in the state assessment in the grade level in which they are enrolled.

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	PARTIAL COMPLIANCE	PARTIAL COMPLIANCE The OEPA Team verified the Technology Team had been formed but it had not met as of the date of the Education Performance Audit.
--	--------------------	---

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)	Instruction is delivered in a manner that is appropriate for the developmental characteristics of our programmatic level.
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)	Our curriculum meets the requirements and ensures that all students are taking classes specified in the programmatic charts.
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 	<p>Our students are able to take classes that meet the WVBE graduation requirements and have access to course offerings as specified in the Policy.</p>

- 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:

Hampshire High School abides by the time requirements and provides all staff members with a 45 minute planning period.

- 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)

Instruction is monitored by administration and is evidence/research based. We are monitoring student progress and have an attendance team that monitors attendance and works to reduce the number of drop-outs. Our technology structure and practice enables students to achieve at higher academic levels.

NO

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 technology team has not been developed this year to date due to turnover of our TISS and the amount of time it took to replace the position. We will put a team together in the next week now that our TISS position has been filled. Our school curriculum team has not met this year but will meet before our fall break.

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

<p>YES</p>	<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>Our Board of Education has developed policies and procedures for implementing Policy 4373.</p>
<p>YES</p>	<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>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.</p>	<p>We have an alternative education program at Hampshire High School that meets the requirements of Policy 2510 and Policy 4373.</p>

**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

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

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 Hampshire High School Counselors are active in promoting a positive school climate for our students. They provide services to students in individual and group settings and work with our attendance director and administrators to identify potential school dropouts.
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 counselors adhere to this requirement.

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 non-compliance issues have been addressed by the Hampshire County Schools CBO and she has spoken with the principal and	NO. The OEPA Team found there were no written plans to address the non-compliances, although the principal stated all non-compliances had been completed.

		athletic director about areas reported during the audit.	
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	The school, in cooperation with the Hampshire County Schools Special Education Director, addressed any and all areas of non-compliance identified during the monitoring process.	NO. The OEPA Team found there were no written plans to address the non-compliances, although the principal stated all non-compliances had been completed.
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	The principal addressed all non-compliance issues with the maintenance director and the entire faculty and staff.	NO. The OEPA Team found there were no written plans to address the non-compliances, although the principal stated all non-compliances had been completed.
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	The principal and the maintenance director addressed the issues of non-compliance that were discovered during the Health Department Inspection.	NO. The OEPA Team found there were no written plans to address the non-compliances, although the principal stated all non-compliances had been completed.
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	NA	NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Yes they have.	YES

Findings:

Standard 6, Function A, Facilities: The facilities were found to be unsatisfactory in maintenance, safety, and security.

Policy 1224.1: Accounting Procedures Manual for Schools. The OEPA Team could not verify any findings in the most recent accounting audit had been corrected, as no written documentation was presented for Team review.

Policy 2419: Education of Students with Exceptionalities. The OEPA Team could not verify any findings in the most recent special education audit had been corrected, as no written documentation was presented for Team review.

Fire Marshal. The OEPA Team could not verify any findings in the most recent fire marshal audit had been corrected, as no written documentation was presented for Team review.

Health Department. The OEPA Team could not verify any findings in the most recent health department audit had been corrected, as no written documentation was presented for Team review.

Facility Resource Needs

2. School Building

A. General Safety

A-3. Security access was not controlled at the main entrance. (May adversely impact students' health and safety.)

A-5. Exterior doors were not locked at all times for building security purposes, accessed only by school staff. (May adversely impact students' health and safety.)

A-6. Hallways, stairwells, and other public access areas were not clean and free of clutter. (May adversely impact students' health and safety.)

B. Interior - General:

B-4. Noise/sound levels were not within acceptable limits prescribed by State Board Policy 6200. (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

C. Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (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-3. Work counter with sink. (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.)

9. Gymnasiums/Physical Fitness Facilities

E. Physical fitness facilities did not include at least the following items:

E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

13. General Classrooms

C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

17. Science Laboratories and Facilities

- B. Science facilities were not located with easy access to outdoor activities and were not isolated to keep odors from remainder of building. (May adversely impact program delivery and student performance.)
- C. Science equipment and materials were not adequate and did not include at least the following:
 - C-1. Laboratory work surfaces at 2.5 linear ft./student with sink, water, gas and electricity. (May adversely impact program delivery and student performance.)
 - C-2. Emergency main line gas shut-off conveniently located. (May adversely impact students' health and safety.)
 - C-4. Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)
 - C-6. Lockable storage for lab materials. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Allen D. Brock, OEPA Coordinator

Team Leader – Rick Deuell, OEPA Consultant

Team Member – Dr. Shari Burgess, Principal, University High School, Monongalia County Schools

Team Member – George Collett, Principal, Elkins High School, Randolph County Schools

Team Member – Carol Hamilton, Assistant Principal, Spring Mills High School, Berkeley County Schools

Team Member – Dr. Carrie Marcum, Assistant Principal, Spring Mills High School, Berkeley County Schools

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

Team Member – Jason Redman, Principal Nitro High School, Kanawha County Schools

Team Member – Donna Van Metre, Principal, James Rumsey Technical Institute, Berkeley County Schools

Date of School Visit – 03/01/2016