

MERCER ELEMENTARY in MERCER 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.
<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>Mercer School works collaboratively to intentionally shape the school's climate and culture through: -Strategic Plan -Leadership Team -School Motto -Collaborative School Meetings -Conversations with students, parents and staff members -Student Council -Website -School Messenger</p>
<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>	<p>ACCOMPLISHED</p>	<p>Mercer School Staff establishes high expectations for themselves and our students through: -Observation/Walkthrough Data -Student Council Members and Officers -Pirate Patch Program (Positive Behavior) -Email -Parent Newsletter -Marquee -STAR Reading and Math Assessments -Accelerated Reader -Focus Grouping -Various websites are utilized to differentiate student learning -Reteach -School and County Competitions -Teacher - Student Learning Goals -Professional Development (County and School level) -Title I Instruction Delivery flexible and focused</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 School Environment is safe and well managed through evidence of: -Crisis Plan -School Counselor Program -Bully Awareness Program -Monthly Health and Safety Reports -Truancy Program -ESBMH Grant / Collaboration with Southern Highlands -Classroom Management Practices -Pirate Patch Program (Behavior Incentive)</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.
<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 exhibits professional knowledge, skills, and dispositions that reflect strong leadership and effective management through evidence of: -Staff retention rates -Staff surveys -Parent surveys -Teacher Evaluations -Teacher Handbook -Student Handbook -LSIC -Faculty Senate minutes -Parent Teacher Organization -Parent Communication -Strategic Plan -Principal goals -LIVE grades -Email communication -Technology use -Walkthroughs -Lesson plan checklists -Visibility and accessibility -Principal/Student conferences -Academic Activities (before and after school) -Presentations with fellow principal -Planned Collaboration with sister school</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 teams function effectively to advance the mission and goals of the school through evidence: -Leadership team -LSIC -Student Council -Grade Level meetings -After School Clubs -IS Days -Planned professional development</p>
<p>Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice found in evidence of: -Grade level meetings -Leadership Team -Professional development survey -Conferences; County and State</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>Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community through evidence found in: -Student Council meetings -Classroom elections -School elections -Community service projects -After School clubs -Morning Announcement Leaders -Student Data Notebooks -Greeters -Character Education program -Classroom helpers -School spirit days every Friday -Recognition of county team members on various school competition teams</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.
<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 through evidence found in: -Walk throughs -Teacher Observations -SPL -Lesson Plans -Differentiated Instruction -Project Based Learning -Integrated Curriculum -Mid-term reports -Feedback on Grade cards -School Messenger -Formative and Summative Assessments</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 design long and short term instructional plans for guiding student master of the NxG Standards based on the needs, interest, and performance levels of their students through: -Lesson Plans -Documentation of standards taught/Collaboration between grade levels -Student I can statements -Data folders/notebooks -STAR Assessment Data -Classroom Observations -Lesson Plan Checks -County based PD -RESA based PD -School level PD -Eureka Math</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 facilitate engaging instructional experiences that enhance individual student progress in master of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets shown through evidence of: -Benchmark Data -Student Work Samples -Lesson plans -SPL -Collaborative teams -Professional Development -Data notebooks -Grade level meetings -Walkthroughs -Student/teacher conferences -Teacher Observations -NxG Checklists</p>
<p>Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.</p>	<p>ACCOMPLISHED</p>	<p>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 through: -Classroom observations -Walkthroughs -Student data notebooks -Samples of student work -Use of graphic organizers -Writing across the curriculum -Text complexity practice -Faculty Senate meetings -Common Planning -Grade level meetings -Lesson Plans</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.
<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>Positive relationships exist between the school staff, students, families and the larger community through evidence found in: -PTO -LSIC -Parent Volunteers -Live Grades -Emails -Homework policies -Title I Parent Training -Comprehensive School Counseling plan -Referrals to outside agencies -Developmental guidance -Parent Surveys -Parent Involvement policy -School website -Letters home -Parent teacher meeting -SAT meetings -Phone log -Parent night/Open house -Flyers -Title I Parent Compacts -School Messenger -Annual Title I meeting</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 School staff attends to student physical, social-emotional and academic well-being through coordinated student support services through: -ESBMH Grant/Southern Highlands Partnership -Wellness Committee -PE -Character Ed Program -Comprehensive School Counseling Plan -Safety Committee -Crisis Plan -STAR reports -Documentation of child's achievement -Nursing services/schedules -ESL program -After School Clubs -Staff Wellness Competitions -Visit with and from feeder schools</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>The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students through: -Business partnerships -Open House -Meet the Teacher -LSIC -College partnerships -WVU Extension Program -Gardening Project -Safety Day -Grandparent Volunteer Program -ESBMH Grant/Southern Highlands</p>
<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.</p>		
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<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 engages in continuous learning opportunities for professional growth designed to improve school and classroom practice through evidence: -Peer Observations -Monthly after school collaboration -Webinars -New teacher orientation -Agendas/sign-in -Professional development survey</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>Teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through evidence of: -Agendas/Sign in of collaborative meetings -Leadership team -Grade level team meetings -Benchmark data -Email -Collaboration between sister school</p>
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<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 participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth through evidence found in: -Self-reflection and goal setting -Goal setting conferences -Summative goal conferences -Walkthroughs -Observations -Leadership Team -New teacher orientation</p>
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Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<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>EMERGING</p>	<p>Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students as found in evidence: -LSIC -Monthly Safety Reports -BRIM -Health Department reports -Fire Marshall reports -Emergency/Crisis plan -Fire Drills -Lock Downs -Custodial walkthroughs</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>Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources: -School audit -Title I budget -Fundraising disclosures -Faculty Senate fund reports -Step 7 expenditures -Secretarial reports -End of Month Reports/Procedures</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>High quality personnel are selected according to WV Code and purposefully assigned and retained to effectively meet the identified needs of students through evidence found in: -Teacher Attendance -Hiring Committee -New Teacher Seminar -Teacher Incentives -Teacher of the Year -Parents Right to Know -Staff Communications -Highly Qualified teachers</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</p>	<p>EMERGING</p>	<p>Mercer School has appropriate technology infrastructure and utilizes data formation systems and technology tools to support management, instructional delivery and student learning through: -TIS -Live Grades</p>

student learning.

-School website -School Sysop -STAR reports

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.
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 staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan: Leadership Team LSIC Faculty Senate Formative and summative data SAT SPL Parent advisory committee Student data notebooks Interim assessment data attendance discipline Parent surveys PTO
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning: -Title I Summer Packets -STAR -Computerized differentiated programs -Lesson plans -Professional Development -Email Communication - School Messenger - Title I Parent Compact
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 monitors changes in practice, implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders. -Leadership team -Faculty Senate -LSIC -Grade level meetings -Summative data

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.

Mercer School staff has not identified any facility needs that substantially impact student performance.

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

Mercer School staff has not found professional development and other capacity building needs that significantly impact their ability to improve student performance.

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

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.

The Extended School Based Mental Health Grant (ESBMH) with Southern Highlands grant/partnership has proven to be beneficial to our students and staff. Since we began the grant four years ago we have serviced multiple children in one on one settings as well as group settings. Our data shows that students that were being serviced have a decrease in the number of absences and discipline referrals. We have a certified counselor in our school two times a week servicing our students.

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

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

POLICY and CODE

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

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

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

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

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

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

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

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

YES	Develop Knowledge of Policy 2322	-RESA training -County training -School Level Collaboration -PTO -LSIC -Leadership Team
YES	Complete the School Monitoring Report	-RESA training -County training -School Level Collaboration -Leadership Team
YES	Participate in the on-site review process <ul style="list-style-type: none"> · Prepare for the review – the principal shall: <ul style="list-style-type: none"> o prepare the staff for productive involvement in the review process with materials provided by the OEPA o one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress o 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: <ul style="list-style-type: none"> o 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 o work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE 	Mercer School staff is preparing for the on-site review process through: -Staff collaboration -Faculty Senate -Leadership Team -RESA training -County training

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:
 - o Completion of the annual School Monitoring Report
 - o Review and verify the accuracy of the School Monitoring Report
 - o Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

- o 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	<ul style="list-style-type: none"> · Create a Structure and Process for Continuous Improvement including: <ul style="list-style-type: none"> o a designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) o on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA) 	<ul style="list-style-type: none"> -Leadership Team -LSIC -Grade Level team meetings -Collaboration -Faculty Senate -Professional Development
YES	<ul style="list-style-type: none"> · 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) 	<ul style="list-style-type: none"> -County Collaborative trainings -Data Analysis through Faculty Senate -School level collaboration -Grade level teams -Teacher/Administrator conferences
YES	<ul style="list-style-type: none"> · Assess School and Classroom Learning Conditions – all staff must utilize: <ul style="list-style-type: none"> o the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) o summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC) 	<ul style="list-style-type: none"> -School level collaboration -Leadership team -Observations -Evaluations -Teacher/Administrator conferences -Student Learning Goals conferences

YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) <ul style="list-style-type: none"> o school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. o direction of the principal with collective involvement and input from the staff and the LSIC. o strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. o 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.) 	-School level collaboration -Faculty Senate -Grade level teams -LSIC -Leadership Team
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B . Policy 2340: West Virginia Measures of Academic Progress	FULL COMPLIANCE	
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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)	-Policy and Procedures Training -County Level (BLC) -School level training (Appendices)
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 accomodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	IEP compliance
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 accomodations, 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)	504 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 (Earling 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)	-NxG Standards -Lesson Plans -Walkthroughs -Observations -Student Learning Goals -IEP compliance -540 compliance
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)	-NxG standards -Schedules -Lesson plans -Walkthroughs -Observations
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 	-Lesson Plans -Walkthroughs -Observations -Wellness Report -STAR assessment -Fitness Gram -Developmental Guidance program

- 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)

-Schedules -Lesson Plans -Walkthroughs
 -STAR Assessment -Observations -Title I
 Parent Involvement -Student Journals
 -Technology Tool -Edline -School
 Messenger -Computer Lab

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)

-Agendas -SAT documentation

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

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

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

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

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

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

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

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC)	
	<p>Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:</p>	<p>-County calendar -Student planner -Pirate Patch Program - Incentive -WVEIS WOW reporting -Referrals for counseling -Crisis Plan -Referrals to outside agencies</p>
	<ul style="list-style-type: none"> · 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). 	
	<ul style="list-style-type: none"> · 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 plan at County level -- It is not available at elementary level

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

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

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

FULL COMPLIANCE

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

Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	<p>Time Requirements (S3,FB)</p> <ul style="list-style-type: none"> · 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. 	-Approved Alternative PE Plan -Schedules
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	-Fitness Gram Report -Presidential Fitness Awards
YES	Results are shared with students and parents. (S7, FC)	Letter to parents

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

FULL COMPLIANCE

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

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

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

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

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

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

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	-Counselor Schedule -ESBMH Grant/Southern Highlands -Guidance Reports
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 Schedule -Counselor Report/Documentation

Verification of Other Monitoring Reports:

A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	No Findings
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	In compliance
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	County Maintenance Department has addressed Fire Marshal report
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Health Department findings have been addressed at school level and county level for the most recent inspection
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	NA

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

YES

In compliance