

SOUTH MAN ELEMENTARY SCHOOL in LOGAN COUNTY SCHOOL SYSTEM

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>	<ul style="list-style-type: none"> • The School Leadership Team, which consists of all teachers, through collaboration have developed the core beliefs and values for the school including the vision and mission statement. • The school culture and climate is positive and reflects the school and county visions and missions. • The goals were developed by the staff based on analyzed data and used to guide instruction. • The goals are revisited during team meetings throughout the year. • All students are taught the mission statement and understand the core beliefs. • The core beliefs, mission, and vision statements are posted throughout the building, placed on the school website, in staff and student data notebooks, and added to newsletters. • The children recite the mission statement during the morning assembly in the gym.
<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>	<ul style="list-style-type: none"> • A high standard of expectations is stated in the school and county vision statement and core beliefs. • The day begins in the gym with the Pledge of Allegiance, the school mission statement, and a Leader In Me activity involving all students/staff lead by student leaders. • In the classroom teaching bell to bell, spending time on task, and following the state

		<p>standards while providing a rigorous curriculum for instruction is observed. • Teachers teach monthly units and themes related to multicultural activities. Students participate in annual programs. • Monthly newsletters are sent by the school and several teachers send weekly newsletters. • Staff communicates with parents through notes, p/t conferences, phone calls, emails, progress reports, and reports cards. • Principal monitors expectations through walkthroughs, IPI, lesson plan checks, observations, and evaluations. • Staff and students have developed goals.</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>	<ul style="list-style-type: none"> • SME is a well maintained building and has a pleasing, clean appearance which promotes student health and safety. • A closed campus provides a safe environment where visitors sign in at the office upon entering the building and sign out as they are leaving. • All areas of the school are monitored through security cameras. • All outside entrances and classrooms are locked during the day. • Classrooms are monitored to ensure child centered environments are maintained, organized, and decorated in a bright cheerful manner. • An Emergency/Crisis flipchart is in the classrooms and office in case staff need to review it during emergencies. • Staff and students practice fire drills, evacuation drills, lock-down drills and shelter-in-place drills. • Everyone uses the Leader In Me program that teaches students responsibility, anti-bullying, and leadership skills.
<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.</p>		
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>	<ul style="list-style-type: none"> • The principal works collaboratively with students, staff, and the community to communicate school goals, achievements, projects, and needs to form involvement at the school for all stakeholders. • The principal stays current through ongoing professional development, monthly administration meetings, and staff meetings. • School based decisions are made with the leadership team giving staff a voice and shared ownership. • Principal completes walkthroughs and lesson plan checks.

		<p>Evaluations are completed based on state/county policies. • Communication is provided to staff through emails, meetings, the school website, notes, and the information board located in the office. • Principal provides a positive environment by greeting students, staff, and parents each morning and sending birthday cards to students. • Staff development is based on teacher surveys and requests, on the school, county, and state level. • Handbooks are given to students/parents/staff.</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>	<ul style="list-style-type: none"> • As a small school with only 10 professional staff, most teams consist of all staff. • Faculty Senate officers and LSIC team members were voted on, everyone else is on every team. • The School Leadership Team meets bi-monthly and makes decisions that drive the school. • The mission of all staff is to support student learning and the school goals. • Student data, SMART goals, and meeting notes are kept as documentation of school achievement.
<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>	<ul style="list-style-type: none"> • Teachers understand that teaching practices are always changing and stay current on trends in education by attending staff development sessions throughout the year. • Teachers design lessons that promote students' success. Teachers collaborate with each other in weekly PLCs and leadership team meetings. • Teachers chair committees and lead group discussions. • Each staff member is involved in setting school goals and developing the strategic plan. • Teachers understand the impact of working with families; therefore, they work to establish rapport and build trust. • Teachers are encouraged to take classes to achieve higher degrees. • New teachers attend the New Teachers Academy provided by central office and are provided with a mentor.
<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>	<ul style="list-style-type: none"> • The Student Leadership Team consists of 9 members in grades 2-4 who were voted on by their peers. • They meet with Ms. Lukacs every Tuesday discussing ideas to improve SME. The team plans programs that promote self-awareness and academic success. • These students keep their classroom peers advised of decisions made in leadership team meetings and take suggestions back to the team for discussion. • The team welcomes guests and introduces speakers, students, and performers at all

school programs. • The leadership team members work with community agencies. • The fourth grade leadership team members serve as legislative pages yearly. • The Leader in Me program is incorporated at SME which teaches students the 7 habits of highly effective students. • Every classroom has class leaders who are responsible for daily classroom jobs. • Students are accountable by using data notebooks to track academic progress, attendance, and behavior.

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>	<ul style="list-style-type: none"> • Classrooms are inviting, clutter free, and student centered to help make students feel safe, free to explore, and learn. • Students are treated fairly and provided individual support to maximize learning and success. • Student seating is arranged in groups of 4-6 to enable collaboration. • Teachers teach bell to bell, spend time on task, have smooth transitions, integrate technology into classroom lessons, and provide students with various strategies in delivering lessons. • Instruction is delivered in whole group and small groups. Student work is displayed in the classroom and in the school. • A variety of programs are available throughout the year for students to showcase their musical talents. • Teachers collaborate during weekly PLCs and during leadership team meetings. • Having only one class of each grade, it is not possible to have common planning.
<p>Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the State Standards and Objectives for West Virginia Schools and the 21st Century Learning Skills and Technology Tools.</p>	<p>ACCOMPLISHED</p>	<ul style="list-style-type: none"> • Instruction of skills follow the WV College and Career Readiness Standards and guide instruction. • Teachers teach the standards, not the textbook. • Teachers meet in PLC's to discuss data and provide suggestions on implementing the standards. • Lesson plans and data notebooks reflect instruction that is geared toward meeting student academic needs. • Standards are available and located in Planbook, a lesson plan template, in a pull down menu for teacher use. • Also, Planbook keeps a count of standards used and the number of times. • The Units of Writing are used in K-4, Leveled readers are provided in every classroom, and Burst is used as an intervention program. • Odyssey, Learn

		<p>21, Starfall, Leveled Readers, and many technological programs are used to enhance instruction. • Each classroom is equipped with a laptop, data projectors, elmos, smart boards, smart TVs, Apple TV and classroom iPads.</p>
<p>Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the State Standards and Objectives based on the needs, interests, and performance levels of their students.</p>	<p>ACCOMPLISHED</p>	<ul style="list-style-type: none"> • Teachers use the state standards for long and short term planning. • Teachers plan weekly using Planbook, which is a lesson plan template. • Teachers keep a check of the standards that they have taught and standards that need to be taught through Planbook. • All lesson plans have the objective or standard, the procedure and activities, types of assessment, and homework. • Differentiation, Multicultural activities, and technology integration is also documented as they occur. • Lesson Plans are checked at least two times a month by the principal. • Staff meet in weekly PLC's to discuss data and plan lessons to promote student growth. • Pacing guides were developed by the county for short and long term planning.
<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>	<ul style="list-style-type: none"> • Instruction is delivered in small and whole groups and centers to students. • Students are assessed using teacher observation, student conferences, unit and chapter tests, benchmarks, quizzes, and the assessment programs DIBELS, Burst, Star Reading, and Star Math. • Students are actively engaged with technology integration in the classroom using laptops, Smart boards, and iPads, programs in the computer lab, at least 50% hands-on science, and instructional centers. • Students have an abundance of leveled readers available to them to promote reading. • Multi-cultural activities are implemented and experiences are integrated into the classroom. • The Title 1 teacher works with students in class and also pulls them out for small group instruction using Burst and other evidence based materials. • IPI results are analyzed and discussed in order to provide higher levels of student engagement. • Walkthroughs are used to monitor instructional practices.
<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.</p>		
<p>STANDARDS AND FUNCTIONS</p>	<p>SELF-RATING</p>	<p>SCHOOL EVIDENCE Please cite key examples of processes or practices.</p>

<p>Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.</p>	<p>ACCOMPLISHED</p>	<ul style="list-style-type: none"> • SME provides students with a safe and secure bully free environment. • Teachers and the Counselor teach lessons about character education, diversity, and acceptance. • Leader in Me and the 7 Habits are taught and practiced daily. • School wide rules and consequences are practiced and posted . • Communication with parents is provided through P/T conferences, newsletters, communication logs, open house, the school website, phone calls, emails, PTO meetings, and workshops. • Parents attend programs, events, and workshops at the school. • Birthday cards are sent to students. • Parent Volunteers are welcomed at the school and encouraged to read and do crafts in the classroom, work on the yearbook, and other activities. • Parent surveys are used to allow parents to share their experiences about the school. • Leadership day is attended by parents and community leaders. • Grades for students in 2nd-4th grade are available for parents on Livegrades.
<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>	<ul style="list-style-type: none"> • Students receive 40 minutes of PE daily. • Fourth grade students complete the fitness gram and receive swimming instruction. • The counselor provides weekly lessons dealing with character education, harassment, bullying, Cyber bullying, social issues, drug awareness, and developmental guidance. • She offers counseling for students who want to talk with her or are referred by the teacher or principal. • SAT meetings are held for students struggling with academics or attendance issues. • Speech services are offered through the Special Education department. • The health department screens students (grades 2nd & 4th) for hearing and vision yearly. • The Healthy Heart program screens 2nd grade students yearly. • A truancy diversion officer monitors student attendance and helps families in improving school attendance. • SME promotes healthy dietary habits with the Fruit and Vegetable program. • Students participate in Jump Rope for Heart and a field day.
<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>	<ul style="list-style-type: none"> • SME had an open house at the beginning of the year so that parents/staff could have a meet and greet and share expectations. • Parent/Teacher conferences are held throughout the year. • Community volunteers visit the school--fire, police, and ambulance, and others to teach students about

their jobs. • Performances, programs, and workshops are attended by parents and community. • Volunteers visit classrooms and help with crafts, reading, and other activities. • Local churches provide support by offering clothing, backpacks, and other needed school supplies. • The PTO works with the school to raise funds for field trips and other activities.

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.
<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>• Professional development is attended on the school, county, state, and national level. • Title 1 offers a variety of staff development opportunities to staff. • RESA II offers training sessions on a county and school level. • Online Safe School Videos are required by the county for all staff members for staff development. • Ms. Thompson, Ms. Ellis, Ms. Greene, and Ms. Borst have a master’s degree. • Ms. Robertson is working toward a master’s degree.</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>• Every staff member is part of a team. • Teachers collaborate in weekly PLC. PLC's are data driven using assessments from DIBELS, Star, benchmarks, quizzes, class assignments, and unit tests. • Reading and Math are the focus, each teacher keeps a PLC notebook in which they maintain and review their own information. • Leadership Team meetings are held bi-monthly. • As a small school with only one class per grade, common planning isn’t available. • SAT meetings are held as needed.</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>• Walkthroughs are completed weekly for all teachers. • Lesson plans are checked bi-monthly. • All staff members complete the self-reflection based on the state timeline. • Teachers in the initial and intermediate progressions are observed and evaluated based on the state timelines. • Teachers in the advanced progressions are evaluated based on the state timeline. • IPI is completed throughout the year, the data is analyzed and discussed by the staff. • The elementary director completes a monthly walk through and provides the principal feedback.</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.
<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>	<ul style="list-style-type: none"> • The school is clean, inviting, and well maintained. • The custodians and other staff members work together to ensure that the environment is safe and healthy for students. • All repairs are reported through Oz as a work request, and the county maintenance department completes them in a timely manner. • Classrooms are neat, free of clutter, and decorated in an inviting manner. • Hallways are decorated with seasonal bulletin boards. • Student work is displayed in the hallways and classrooms. • Outside entrances are locked at all times. • Classroom doors are locked. • Doors going from the office are locked and visitors have to be "buzzed" into the hallways. • Security cameras monitor all areas of the school. • Fire, Evacuation, Lock down, drills are practiced.
<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>	<ul style="list-style-type: none"> • County and school checks and balances are in place to ensure that financial policies are adhered. • The state Purchasing Policies and Procedures Manual is kept in the office for referencing of any questions dealing with finances. • The secretary attends financial training at the beginning of the year. • All staff members are informed about procedures for purchase orders, receipts, and checks. • Faculty Senate and county funds are discussed so that staff members understand how they can be spent. • Reports are sent to the county office monthly for review. • Monthly school financial reports are posted in the front office of the school. • A complete audit is completed yearly by auditors hired by the county. • Fundraisers are limited and follow county/state policy.
<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>	<ul style="list-style-type: none"> • The Principal works with the county personnel office in order to hire the most qualified candidate for any posted positions. • Jobs are posted on the county website, the state website, emailed to current staff, and posted on the bulletin board in the office. • SME staff have opted to interview candidates for open positions. • Through mentor-ships and collaboration new staff members are made aware of school, county, and state policies and expectations. • Evaluations of employees are completed following state and county procedures. • Staff stay because of the small school atmosphere. • At the present time all staff members at SME are certified

		and highly qualified.
<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>	<ul style="list-style-type: none"> • The principal uses WVEIS to update student and personnel data and use other data informational programs. • Student basic information, attendance, and schedules are kept up to date. • School personnel information is current and is changed as staff members change. • Support from the technology department is in place to ensure that staff and students have the resources needed to implement and use. • All classrooms have smart boards, data projectors, elmos, iPads, smart TVs, and Apple TV which provides opportunities for integration. • Teachers have iPads and laptops for instruction. • The school has a stationary computer lab and two mobile labs. • Software programs are available to enrich instruction and promote literacy. • Star Reading and Math assessment is used by students to provide achievement data. • Odyssey, Starfall, Learn 21, and other programs are used to enhance instruction. • All students completed cyber bullying and safety lessons about technology.
<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.</p>		
STANDARDS AND FUNCTIONS	SELF-RATING	<p>SCHOOL EVIDENCE Please cite key examples of processes or practices.</p>
<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>	<ul style="list-style-type: none"> • The principal and staff worked collaboratively in writing the school vision and mission statements that are focused on student achievement. • The staff discussed what they want to see for the future of the students. • The Student Leadership Team had input on the statements, and the statements were discussed with all students. • The vision and mission statement can be found throughout the school, data notebooks, the school newsletter, LSIC and PTO. • The School Leadership Team analyzed the Smarter Balance Assessment, DIBELS, and Star assessment data to determine the strengths and weaknesses of students. • The data was used to create SMART goals for the Strategic Plan. • A Positive Behavior program is used to maintain a positive environment with logical consequences. • Students are rewarded for following school rules and procedures and staying on “green”. • End of the year awards are provided for students.

<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>	<ul style="list-style-type: none"> • The principal and the staff leadership team meet bi-monthly to review strategic plan goals while working together to make decisions for the school. • The staff members meet in weekly PLC's in order to collaborate about current student assessment data and discuss ways to maximize student learning and monitor a high standard of instructional practices in the classroom. • As a small staff it isn't possible to provide time for collaboration during the school day, therefore collaboration happens in PLCs, leadership team meetings, and at the end of the day. • Staff uses IPI data to improve student engagement, instructional strategies, and motivate students.
<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>	<ul style="list-style-type: none"> • The strategic plan goals and action steps are discussed and reviewed during bi-monthly leadership team meetings. • The strategic plan SMART goals were identified and written by all staff members. • Adjustments to goals and actions steps are taken when needed as identified by staff members and student data. • Agendas and minutes are available for all staff meetings. • Staff collaborate in weekly PLC's and revisit their short term goals as needed. • Students know their Leveled Reading levels and have set a goal for improvement. • The staff stays up-to-date on current instructional practices by attending workshops, articles, and other readings.

**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>An interventionist is needed to help students with needed basic skills.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>Staff members need additional training for integrating technology in the classroom.</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>Ms. Lukacs, the counselor, meets with a girls group called GLOW (Girl Leaders of the World). The focus of the group is to help the girls work with each other to solve problems.</p>
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SECTION 4 Policy and Code - Are you adhering to Policy and Code?

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

POLICY and CODE

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

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, the school must adhere to the core areas outlined in Policy 2320. Before self-rating school compliance, review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine the 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 verified 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

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	Developing Knowledge of Policy 2322	South Man Elementary has established high expectations through data assessment and with student's maintaining and keeping data of their own progress. The staff involves parents with the progress of their child by phone calls, p/t conferences, and notes sent home. In grades 2-4, parents can also keep up with progress through LiveGrades. Attendance is monitored daily through LiveGrades.
YES	Completing the School Monitoring Report	The staff met, discussed the data, gave input, and reviewed the Standards of the OEPA monitoring report.

Participating 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 use 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

A school plan has been developed to prepare for an on-site review.

County Board of Education Responsibilities for School Accreditation

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

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and for working 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">• a designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)• on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	The staff leadership team is in place and consists of all teachers.
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)	Data is reviewed for school based accountability.
YES	<ul style="list-style-type: none">• Assess School and Classroom Learning Conditions – all staff must utilize:<ul style="list-style-type: none">• the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322) (S7,FC)• summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	The staff participated in reviewing and giving input on the 7 standards of the OEPA monitoring report. Staff development is based on the needs of the students to find strategies that would be more effective.
YES	<ul style="list-style-type: none">• Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC)<ul style="list-style-type: none">• 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	The Strategic Plan was reviewed and written by the staff as a whole group. The staff agreed upon the vision and mission statement and the goals. The action steps were approved by the staff along with recommendation for staff development to improve student performance and teacher strategies.

- 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

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, the school must adhere to the core areas outlined in Policy 2340. Before self-rating school compliance, review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine the 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 verified by reviewing (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)	The principal and the building level coordinator attend the county testing training and then train the teachers. Policy 2340 is followed for procedures and test security administration. All test administrators sign and honor a testing security document.
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)	Students with an IEP, a 504, and in the SAT process receive modifications that are met, documented, and followed.
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	The students with 504 accommodations and SAT team recommendations have their needs met as stated in Policy 2340 and the American Disabilities Act.

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

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, the school must adhere to the core areas outlined in Policy 2510. Before self-rating school compliance, review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine the 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 verified (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 the policy. (S3)	The master schedule is created for all students. The master schedule includes classes for grades K-4 while students in Pre-k is scheduled in the self contained class. Teachers have a classroom schedule with times to meet all requirements of policy. The observation of classroom instruction is monitored thru walk throughs, IPI, and teacher observations. Lesson plans are checked bi-monthly
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic charts I-V. (S3, FB)	According to the chart, students are scheduled in accordance with the Foundations of High-Quality Early Learning Programs.
YES	Note: Please review only the areas appropriate to the programmatic level of the school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices. <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:• Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress	According to the chart, SME students are receiving a Developmentally Appropriate Standards Focused Curriculum .

- 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

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices:

- 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:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective

offerings

- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

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

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

The schedule meets the state requirement and has 15 minutes of daily bank time. The staff have a 40 minute planning period. SME uses IPI and walk throughs to monitor instruction. Parents use LiveGrades to monitor student's performance daily or schedule daily conferences. Teachers are aware of High Risk students by Early Learning system, academics, and attendance. The McKinley Vento Act documents homeless students.

YES	<p>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)</p> <ul style="list-style-type: none"> • Technology Team • Local School Improvement Council (LSIC) • Faculty Senate • School Curriculum Team • Student Assistance Team (SAT) • Leadership Team 	<p>SME has a Student and Teacher Leadership team that meets weekly. The LSIC is scheduled to meet during Faculty Senate meetings. The SAT team meets as needed where student's needs are addressed. The Technology Team trains the staff on programs and assist with technology issues as they arise.</p>
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D . Policy 4373: Expected Behavior in Safe/Supportive Schools	FULL COMPLIANCE	
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**COMPLIANCE CHECKLIST: POLICY 4373
Expected Behaviors in Safe and Supportive Schools**

DIRECTIONS: To be considered fully compliant with Policy 4373, the school must adhere to the core areas outlined in Policy 4373. Before self-rating school compliance, review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine the 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 verified (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) Each county board of education shall have approved policies and procedures for</p>	<p>All discipline issues are documented and investigated. Students are directed to make appropriate choices. Leader In Me is used to support leadership and decision making. The principal calls parents and students tell them of the behavior needing corrected. Parents are informed of actions taken by administration.</p>
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procedures for
implementing Policy 4373,
including but not limited to:

- Teach students appropriate behaviors and dispositions.
- Assure students' rights and responsibilities are taught and protected.
- Implement proactive, preventative, and responsive programs.
- Implement investigatory and reporting procedures.
- Implement meaningful interventions and consequences in response to inappropriate behavior.
- Develop and implement a comprehensive crisis response plan.

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)

- 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,

As of this date and in the past, no SME student has needed to attend the Alternative Education program.

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, the school must adhere to the core areas outlined in this section of Code. Before self-rating school compliance, review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine the 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 verified (1) by examining the school documents and (2) by 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.

SME students received 40 minutes of physical education daily for the entire school year in grades Pre-k-4.

- 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)

The Fitness Gram is administered to the fourth grade students with the results reported in WVEIS.

YES Results are shared with students and parents. (S7, FC)

Fitness Test Results are sent home along with physical activities they can continue to do at home.

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, the school must adhere to the core areas outlined in this section of Code. Before self-rating school compliance, review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine the level of compliance, use the following guide:

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

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

Compliance Core Areas of Policy/Code

YES The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)

The school counselor distributes a needs assessment to faculty at the beginning of the year to explore potential activities and services to be included in the school counseling program. Results from the needs assessment drive developmental guidance, support groups, and school wide counseling services & activities. Developmental guidance lessons are offered at least twice a

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)

month to all classrooms pre-k through 4th. A referral to counseling services is in place for students & staff.

The school counselor is currently spending between 75-80 percent of her time providing direct services to students as reflected in the monthly on-line counseling log through WVDE. She provides classroom guidance, individual & group counseling, as well as, school wide activities that meet the goals of the comprehensive counseling program.

Verification of Other Monitoring Reports:

A . Policy 1224.1: Accounting Procedures Manual for Schools. Was the school in full compliance, or has the school addressed all non-compliances identified during the district accounting audit?	YES	We had no findings from the district auditors.
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B . Policy 2419: Education of Students with Exceptionalities. Was the school in full compliance, or has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	We have had no monitoring for Students with Exceptionalities.
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C . Fire Marshal? Was the school in full compliance, or has the school addressed all non-compliances identified during the fire marshal review?	YES	We had no findings from the Fire Marshal.
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D . Health Department? Was the school in full compliance, or has the school addressed all non-compliances during the Health Department Inspection?	YES	We had no findings from the Health Inspector
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E . School Building Authority (if applicable). Was the school in full compliance, or has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE	We are not an SBA school.
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F . Federal Programs? Was the school in full compliance, or has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	The county received a Federal Audit in the previous school year. There were no findings at SME.
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