**SECTION 1: What areas should be the focus of district 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 district practices, processes, or programs that substantiate the presence of each standard in the district.

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 *(Emerging)*
1 = Rarely evidenced; needs significant improvement *(Unsatisfactory)*

**Standard 1: Positive Climate and Cohesive Culture** - In high quality districts, the district leadership team shares sound educational beliefs and values with all stakeholders, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

<table>
<thead>
<tr>
<th>Self-Rating</th>
<th>District Evidence</th>
<th>Team-Rating</th>
<th>Team Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplished</td>
<td>1-Personnel services are provided according to employees' work hours. 2-Annual participation in the Gallop Student Survey provides schools with valuable insights into their students' perceptions. 3-The district's &quot;Achieve Your Dreams&quot; campaign. 4-The &quot;Picture Your Future&quot; initiative featured student media spots that focused on students' thoughts about their future. 5-The district's Operations Division ensures that staff are fully trained and that repairs are made in a timely matter based on the urgency of the issue. 6-Student Leadership Series 7-Leadership Series for present and future administrators 8-Focused plan to improve employee attendance 9-Employee Assistance Program through Oasis Behavior Health 10-Cooperative agreement with the Cabell County Juvenile Justice Department 11-Assistance for homeless students 12-Threat Assessment procedures 13-Organizational Health provides</td>
<td>Accomplished</td>
<td>Comments: The OEPA Team determined the district had taken a proactive approach in creating a positive culture built on the shared belief of supporting all students' educational success. When results from a Gallup Poll Survey indicated students felt a lack of hope for their futures, the district took steps to develop a culture that supported students' realizing their dreams. Combined funding from a State-appropriated grant and local funding assisted the district in creating messages of hope for students utilizing celebrity spokespersons; additionally, the district redesigned the county logo and slogan: &quot;Achieve Your Dreams&quot;. Furthermore, the Team noted the district was establishing processes to ensure students at every programmatic level were prepared for</td>
</tr>
</tbody>
</table>
annual data on district/school culture

postsecondary success. Expectations were created and enforced, regarding implementation of the West Virginia College and Career Readiness Standards (WVCCRS); supports were in place for teachers to ensure delivery of the State curriculum; and tools were available for teachers to support struggling students and to provide enrichment for accelerated learners.

**Standard 2: School Leadership** - In high quality districts, the superintendent, with cooperation and support of the local board, fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

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<tr>
<th>Self-Rating</th>
<th>District Evidence</th>
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</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>1-The district is dedicated to developing leaders from within through its Administrative Apprenticeship Program and Leadership Series. 2-The district supports new administrators through an orientation program in July, a principal mentorship program, and the Organizational Health Leadership Team Model. 3-Teacher Leadership 4-Teacher Induction Program (TIP) Cadre 5-School Leadership Teams (Organizational Health) 6-Annual Summer Teacher Institute 7-Teacher input on new initiatives 8-Staff Development Council 9-Calendar Committee 10-Textbook Committee 11-Curriculum mentors and IPI trained teachers 12-Local School Improvement Councils 13-County Strategic Plan process 14-School clubs and student organizations 15-Superintendent's Advisory Committee 16-Teacher Induction Program (TIP) Speakers Cadre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team-Rating</th>
<th>Team Evidence</th>
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</thead>
<tbody>
<tr>
<td>Emerging</td>
<td><strong>Comments:</strong> The OEPA Team determined the district had developed various programs and processes to develop and increase leadership opportunities among county staff. In particular, the Team identified the following: • Leadership Series – program open to all employees, but specifically targeting aspiring and practicing administrators; • Leverage Leadership – program used to develop the instructional leadership capacity of administrators; • Teachers as Leaders – program that empowered teachers, specifically in the delivery of professional development opportunities within the district; and • Organizational Health Model – a survey regarding leadership, in which all professional employees participated and which helped inform changes needed to more effectively distribute leadership. As reported by district personnel and as viewed in documentation provided by the district, participation in leadership opportunities appeared inconsistent. Therefore, the Team encouraged the district to continue developing the Leadership Series, specifically, and working with central office staff and building level...</td>
</tr>
</tbody>
</table>
administrators to identify and encourage individuals possessing the qualities of leadership to participate in the program.

During the school level education performance on-site review, principals were provided a letter from the Cabell County Federal Programs Director stating all findings from the Federal Programs review conducted in 2012 had been corrected; however, principals were unable to provide official documentation from the West Virginia Department of Education (WVDE) for the district Federal Programs review. Therefore, the Team urged the district to ensure all official communications referring to regulatory agency reviews be provided to principals to aid in addressing findings and recommendations from such reviews.

**Standard 3: Standards-Focused Curriculum, Instruction and Assessments** - In high quality districts, the district leadership supports the delivery of 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.

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<tr>
<th>Self-Rating</th>
<th>District Evidence</th>
<th>Team-Rating</th>
<th>Team Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>1-Lesson &amp; Unit plans based on state standards based on shared administrative guidelines. Collaboration through OnCourse. 2-Targeted Professional Development 3-Utilization at all programmatic levels of data to drive instruction and set goals for district, school, teacher, and student. 4-Support for teacher collaboration. 5-Utilizing measures of academic progress such as STAR Reading/Math and Early Literacy, Early Learning Scale, Dibels, State Summative Assessment, and Interim assessments to evaluate student progress, provide interventions, and professional development. 6-Emphasize technology utilization for authentic student work, remediation, and progress monitoring (Chromebooks, mobile laptop carts, and computer labs) 7-Monitor implementation of district and school goals through SMART check visits and strategic planning support</td>
<td>Emerging</td>
<td>Comments: The OEPA Team determined the district had created goals for the Strategic Plan based on the Four Pillars for educational improvement presented by the West Virginia Department of Education (WVDE). Additionally, the district examined patterns found through data analysis (assessment data, including the West Virginia General Summative Assessment, STAR, and Dynamic Indicators of Basic Early Literacy Skills; anecdotal information, such as classroom observations; dropout, attendance, graduation, and college-going rates) to determine areas of focus. The district supported areas of need through professional development and monitored the effectiveness of these programs. Specifically, the Team identified the following</td>
</tr>
</tbody>
</table>
supports provided by the district:
• Monthly curriculum meetings with principals regarding instructional leadership;
• Utilization of the AIR Ways program for collection of summative assessment data and student preparation for future summative assessments;
• Instructional coaches to model delivery of a standards-based curriculum; and
• Technology integration specialists, who support collaboration between the curriculum and instruction department, technology department, and teachers.

Additional support was provided in the area of reading through the Regional Education Service Agency (RESA 2).

The OEPA Team suggested the district continue to evaluate curricular programs currently in place to determine their effectiveness on student performance.

**Standard 4: Student Support Services and Family/Community Connections** - In high quality districts, the district leadership 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.

<table>
<thead>
<tr>
<th>Self-Rating</th>
<th>District Evidence</th>
<th>Team-Rating</th>
<th>Team Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplished</td>
<td>1-Prestera Mental Health Services 2-Three attendance coordinators 3-District presence in all truancy court cases. 4-A social worker 5-Graduation coaches 6-Jobs for West Virginia Graduates coordinators 7-District Trauma Team and Handle with Care 8-Development of Substance Abuse Prevention Program 9-United Way 10-Parent Fair in April 11-HEART Tutors 12-Pre-diversion initiative 13-Career Connections Academy 14-Advantage Valley Consortium 15- Educational Personnel Preparation Advisory Committee (EPPAC) 16-Option pathways 17-Pregnancy/Homebound programs 18-Dropout prevention for 5th year seniors 19-WV Campaign for Literacy 20-Early</td>
<td>Accomplished</td>
<td>Comments: The OEPA Team determined, through observations, interviews, and a review of relevant documentation, the district was striving to meet the physical, social-emotional, and academic needs of students. Examples included, but were not limited to the following:  • Physical – Facing Hunger Foodbank; dinner program at seven schools; Community Eligibility Option (universal free meals for students); collaboration between the religious community, the community at large, and the schools to provide food pantry services to any family in need within a school;  • Social-emotional – Handle with Care program;</td>
</tr>
</tbody>
</table>
Head Start 21-AmeriCorp volunteers 22-Cammack Children's Ctr/RiverPark Hospital 23-Comm
17-Pregnancy/Homebound programs 18-Dropout prevention for 5th year seniors 19-West Virginia Campaign for Literacy 20-Early Head Start at high schools 21-AmeriCorp volunteers 22-Community Service Week 23-Public Relations 25-Walk-in clinics 26-Trauma training for staff

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<thead>
<tr>
<th>Self-Rating</th>
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<th>Team-Rating</th>
<th>Team Evidence</th>
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</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>1-Teacher Induction Program (TIP) Speakers Cadre</td>
<td>Accomplished</td>
<td>Rationale: The OEPA Team noted the district had in place reflective practices such as the root cause analysis conducted with those schools receiving unacceptable performance ratings under the West Virginia Accountability System, and the analysis of results from the Organizational Health Model survey, which involved school administrators and central office administrators.</td>
</tr>
<tr>
<td></td>
<td>2-Teacher Summer Institute where county teacher leaders share expertise with their peers in best instructional practices. Call for proposals are made to district teachers to provide opportunities for leadership roles. 3-Introducing the Learning School protocol during 2016-2017 4-Staff Development Council 5-Provide school embedded teacher collaboration during early release and/or substitutes. 6-Provide county content teacher collaboration with pull-out days focusing on Career Literacy, Middle School ELA, and secondary Math for grade level or vertical teaming. 7-Professional Development needs survey done at BOY and EOY. 8-National Board Certification cadre 9-Leverage Leadership Cadre 10-Leadership Series 11-Opportunities to earn graduate credit 12-Data Coaching Institute 13-Development of professional learning communities at all levels</td>
<td></td>
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</tr>
</tbody>
</table>

Boys and Girls Clubs; Prestera Center; Boy Scouts of America; Family Resource Network (FRN); River Valley Child Development; Crimes Against Children Taskforce; River Park Hospital; Cammack Children's Center; Academic – Career Literacy course in middle schools; Freshman Academies; implementation of Wall-to-Wall Academies; Option Pathway program; and Booster activities.
Language Arts in 15 of 23 schools; and increases in graduation rate in both high schools. Additionally, the Team noted percentages of students completing the ACT who were ready for college level work were above the State percentages in College English Composition; College Social Science; and College Biology. ACT scores were consistently higher than the State scores in all tested areas (English, Mathematics, Reading, and Science) since 2011. Such data indicated the support provided by the district to administrators and teachers was positively impacting student performance.

Comments: The OEPA Team encouraged the district to continue the professional growth and development practices in place with annual evaluation of their effectiveness.

Standard 6: Efficient and Effective Management - In high quality districts, 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.

**Function A: Facilities.** Facilities are clean, well maintained, safe, secure, aesthetically pleasing, and configured to meet the learning needs of students

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<tr>
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<th>Team Evidence</th>
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<tbody>
<tr>
<td>Distinguished</td>
<td>1-SchoolDude addresses maintenance issues and tracks equipment repairs 2-Custodial staff are trained on cleaning materials, new equipment and daily maintenance 3-County permanent improvement fund generates $1.6 million annually for construction 4-CCBOE hires outside vendor for 24 hour security service at the two existing high schools 5-CCBOE hire city police and deputy sheriff’s to be housed in the middle/high schools 6-Schools are equipped video surveillance cameras and alarm systems 7-Maintenance department are trained on new systems as they are purchased and installed 8-Train school administration on A.L.I.C.E</td>
<td>Distinguished</td>
<td>Comments: Based upon interviews with the Assistant Superintendent of Operations and the Director of Transportation, the OEPA Team determined efficient and effective management of facilities was a priority. The district had a permanent improvement fund in place, and weekly team meetings were held to prioritize use of the fund. The Team commended Cabell County for its efforts in training substitute personnel when hired. The district had established an academy format for custodians, aides, cooks, and bus</td>
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</table>
protocol for intruder 9-Work with the Fire Marshal, Health Department, and local police in maintaining safe schools 10-CCBOE has an on-site Safety Manager to ensure compliance with state and local agencies 11-CCBOE has an on-site Energy Manager who monitors energy consumption 12-$27 million in local funds spent past 3 years on building projects

Drivers to provide additional training before a substitutes' first day of employment.

It was also evident technology (School Dude) was used for work orders, preventative maintenance, and repair costs; the district was preparing to use a planning model for cost projection analysis of long-term maintenance needs. Additionally, the district was evaluating and tracking expenditures to determine the benefit to cost avoidance in the areas of facilities.

Furthermore, the district had a cost avoidance program supervised by the safety and energy manager. The energy manager utilized an incentive program for improvement of energy usage at the school level. The yearly improvement on energy savings per school was provided to each school in the form of incentive grants.

To ensure safety in the schools, the safety manager coordinated training of administrators and staff in the active shooter response program (ALICE) and Safe Schools protocols.

The district also had a cost avoidance program supervised by the safety and energy manager. The energy manager utilized an incentive program for improvement of energy usage at the school level. The yearly improvement on energy savings per school was provided to each school in the form of incentive grants.

Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage county fiscal resources.

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<thead>
<tr>
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<th>Team Evidence</th>
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</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>1-An annual audit is conducted by an outside CPA firm on all accounts to ensure compliance with all policies. No deficiencies or instances of noncompliance were reported in the county audit. Schools have written corrective action plans to</td>
<td></td>
<td>Comments: Based upon interviews and review of documentation, the OEPA Team concluded the Cabell County Board of Education Office of Finance utilized thorough and efficient systems, operating in compliance with West Virginia State</td>
</tr>
</tbody>
</table>
correct any reportable items. 2-Finance Department personnel are assigned specific budgetary responsibilities to ensure efficiency and effectiveness. Cross training ensures that more than one employee can answer questions and complete tasks. 3-Treasurer updates the Board monthly and holds special work sessions to explain the budget in a more in-depth manner. 4- School allocations are made based on enrollment. Budget available balances are reported to each school monthly in paper form and balances are available in WVEIS. 5-State efficiency analysis is shared with directors and Board. 6-Board is frequently updated on budget projections and expenditures. 7-The district applies for numerous grants Board (WVBE) Policy 8100, Public School Finance (Handbook for School Finance in WV). There had been no findings under a Circular A-133 audit over several years, and the most recent (FY2015) Circular A-133 financial audit of the Cabell County Board of Education noted no findings.

The finance office had complied with WVBE Policy 8100 regarding all purchasing procedures. Schools were authorized to complete purchasing utilizing allocations from the Board of Education and encouraged, although not required, to utilize cooperative purchasing agreements. Budgets and expenditures were monitored by the Treasurer of the Board of Education. The Treasurer was consulted to determine if funds were available for all new positions.

Individual school allocations were primarily determined by enrollment with programmatic areas taken into consideration (i.e. ROTC, science, libraries). Approximately $1.5 million was allocated to public libraries annually. According to the most recent financial statements (FY2016) and the prior year audit (FY2015), approximately 59% and 58% of the county's total budget, respectively, were allocated to instructional programs. Cabell County Schools aggressively pursued grants for various departments, including instructional, child nutrition, the career center, facilities, and others.

Cabell County Schools currently was under the second year of a five-year 100% excess levy. The district successfully passed a $60,455,000 bond in 2007. Approximately $29 million in bonds was refinanced in 2016 to take advantage of lower interest rates and to release over $3 million in surplus funds available to put toward additional capital projects.
The finance office employed eight individuals, which allowed proper segregation of duties within the areas of accounts receivable and accounts payable.

**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.

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<th>District Evidence</th>
<th>Team-Rating</th>
<th>Team Evidence</th>
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<tbody>
<tr>
<td>Accomplished</td>
<td>Both professional and service personnel offices adhere strictly to WV Code to hire the most qualified personnel for each position. Staff development opportunities are available to all employees. Of particular interest is the new online bidding system that was launched in the fall of 2015. This system has proven to be more effective in handling applications of new employees and the bids of existing employees. Tracking is greatly simplified as a direct result of this new system. The departments work together to host a meaningful new employee orientation at the beginning of each school year. Sufficient, the service personnel department has created pre-employment training prior to new substitute employees being assigned to positions. Although as not as intense as the professional teacher induction program (TIP), the service induction program attempts to mirror many of the strategies utilized in TIP. The professional personnel are included in the TIP training.</td>
<td>Accomplished</td>
<td>Comments: The OEPA Team determined district staff were following hiring practices outlined in West Virginia Code and were enacting procedures to ensure selection of high quality personnel. The Team observed district staff utilizing several methods for organizing various types of employee information (master lists, seniority lists, applicant tracking, etc.). Staff described the district’s Teacher Induction Program (TIP) and spoke to its importance related to effective teacher orientation. Additionally, the staff described a meaningful relationship with Marshall University, through which the district actively recruited staff via career events and job fairs. The district kept school staff regularly informed of various deadlines and requirements associated with evaluation, certification, and hiring. District staff indicated frequent communication among directors and building administrators. Human Resources staff reported attending several recent trainings provided by legal firms regarding personnel realignment and overall West Virginia Code and policy compliance. District staff who were interviewed demonstrated depth of knowledge regarding pertinent policies, West Virginia Code, and various personnel related procedures. The Team commended the Human Resources staff for efforts focused toward improving professional and service personnel induction and training (ex: Teacher Induction Program and substitute service personnel trainings).</td>
</tr>
</tbody>
</table>
District Human Resources staff demonstrated focused short term and long term goals related to improvement of teaching and learning. Based upon interviews, the Team determined the Human Resources department understood the value of hiring and the induction of quality personnel as related to school improvement.

**Function D: Data Information Systems, Technology Tools, and Infrastructure.** The county has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.

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<tr>
<th>Self-Rating</th>
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<th>Team-Rating</th>
<th>Team Evidence</th>
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<tbody>
<tr>
<td>Accomplished</td>
<td>1- All schools in state compliance with both wired and wireless networks 2- Students have access to desktops, laptops, tablets, Chromebooks, in a 1.5:1 ratio of devices to students. 3- Teacher/sysops at all schools, including full-time sysops at high schools. 4- Two full-time technicians to assist all sysops. 5- WVEIS data summarized and available on-demand for district personnel. 6- Work with WVDE to develop and refine the WVEIS Portal 7- Implement data sharing agreements to protect student privacy 8- Allow students and staff to opt to receive mass phone calls to comply with TCPA 9- Website and mobile app that are conforming to ADA 10- District news on Twitter, Facebook, and YouTube, compliant to state code 11- Smartboards/Mimios/Touchscreen TVs 12- Continual technology updates 13- Teachers, administrators, and counselors can access data through Illuminate, OnCourse Gradebook, WVEIS, DIBELS, Brightbytes, and ZoomWVe.</td>
<td>Accomplished</td>
<td>Comments: Based upon interviews, the OEPA Team determined there was a focus among departments to align the various facets of technology based upon West Virginia content standards, including appropriate assessment and integration of technology in instruction; purchases; and in moving toward the more global vision of a paperless society. The Team observed technology personnel worked closely with curriculum personnel in the district office.</td>
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</tbody>
</table>

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

1-The district is committed to involving employees in making decisions regarding district initiatives:
   - Wall-to-Wall Career Academies
   - District Strategic Planning Meeting on September 13, 2016
   - Administrative Guidelines development and revisions
   - Organizational Health School Leadership Teams
   - Secondary Math Cadre
   - Career Literacy Course in grades 6 - 8
   - Annual Summer Teacher Institute
   - Data Coaching with continuous training
   - Interim/Diagnostic/STAR assessments
   - Leverage Leadership Cadre coupled with an administrator book study
   - Option Pathways

**Accomplished**

**Rationale:** Based upon interviews and review of documentation, the OEPA Team determined the district was taking a proactive approach in addressing student learning. This was exemplified by the following:

- The district addressed the foundational pieces of school improvement, such as culture and climate, through reflective tools like the Gallop Poll and the Organizational Health Model.
- The district utilized central office staff to provide support to administrators and principals via data and instructional coaches, as well as through individual classroom observation data.
- The district had in place processes to identify professional development needs of teachers and administrators and developed methods, which drew upon the strengths of current staff, to address these needs (e.g., Summer Institute).
- The district provided specific support to administrators to strengthen their skills as instructional leaders (Leverage Leaders).
- The district collected, analyzed, and utilized data yielded from student assessments to provide targeted support to principals and teachers.
- The district developed a process to identify root causes for those schools receiving a rating of unacceptable performance under the West Virginia Accountability System and was in the process of identifying the proper supports for these schools.

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**SECTION 2: What support does the district need for improvement?**

**Needs Analysis, Capacity Building, and Efficiencies**

<table>
<thead>
<tr>
<th>School</th>
<th>Team</th>
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<tbody>
<tr>
<td>1-The daily school schedule impacts students.</td>
<td>The OEPA Team confirmed providing more time in school schedules for embedded professional development would be beneficial. However, the Team could not confirm the needs for additional staff to lower the student to professional ratio in</td>
</tr>
<tr>
<td>2-Students would benefit from a lower school counselor-to-student ratio.</td>
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<tr>
<td>3-Students would benefit from a lower school nurse-to-student ratio.</td>
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<tr>
<td>4-Students would benefit from a lower school</td>
<td></td>
</tr>
</tbody>
</table>
Please identify professional development and other capacity building needs that are significantly impacting staff’s ability to improve student performance.

<table>
<thead>
<tr>
<th>Professional Development and Other Capacity Building Needs</th>
<th>The OEPA Team confirmed each of the professional development and other capacity building needs would significantly impact staff’s ability to improve student performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-A day of professional development for aides with teachers would be helpful. Specifically, SPED with aides; Kindergarten teachers with aides</td>
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<tr>
<td>2-Sufficient time to truly provide professional development for the school is needed. The district will further examine the Reimagine Time options from the WVDE.</td>
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<tr>
<td>3-The district needs to intentionally connect parents to our curriculum.</td>
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<tr>
<td>4-The trauma training needs to be expanded to all schools with the district team providing the training.</td>
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<tr>
<td>5-Leadership Teams from schools which earned a &quot;D&quot; rating need to complete a root cause analysis to determine their weaknesses and develop a plan to address them.</td>
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<tr>
<td>6-Professional Learning Community training for principals in a Summer Principals Leadership Institute</td>
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SECTION 3: Best Practices - What are the outstanding practices the district has implemented?

Please visit https://oepa.state.wv.us/oepadata/index.cfm to see Positive WV Practices (Good and Best Practices).

OEPA Review:
The OEPA verified 0 good practice(s) for Cabell County
The OEPA verified 4 best practice(s) for Cabell County

SECTION 4 Policy and Code--Is the district adhering to Policy and Code?

DIRECTIONS: Using the checklists provided, determine if the county system is in full, partial, or non-compliance.

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, the county must adhere to the core areas outlined in Policy 2320. Before self-rating 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) reviewing documents and (2) interviewing staff.

<table>
<thead>
<tr>
<th>Section 4-Core Areas of Policy/Code</th>
<th>District Response</th>
<th>TEAM Response</th>
<th>TEAM Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)</strong></td>
<td>FULL COMPLIANCE</td>
<td>FULL COMPLIANCE</td>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Core Areas of Policy/Code</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Understanding of Accreditation Processes</td>
<td>YES</td>
</tr>
<tr>
<td>Establish Local Direction</td>
<td>YES</td>
</tr>
</tbody>
</table>

**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.
- Differentiate support and resources to individual schools according to performance grades, ensuring that all schools in the school system have equitable opportunities for success.

**COMPLIANCE CHECKLIST: POLICY 2340**

*West Virginia Measures of Academic Progress*
DIRECTIONS: To be considered fully compliant with Policy 2340, the county must adhere to the core areas outlined in Policy 2340. Before self-rating 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) reviewing training agendas and sign-in sheets; (2) examining secure test storage area; and (3) interviewing staff.

<table>
<thead>
<tr>
<th>Section 4-Core Areas of Policy/Code</th>
<th>District Response</th>
<th>TEAM Response</th>
<th>TEAM Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Policy 2340: West Virginia Measures of Academic Progress</td>
<td>FULL COMPLIANCE</td>
<td>FULL COMPLIANCE</td>
<td></td>
</tr>
</tbody>
</table>

**Core Areas of Policy/Code**

<table>
<thead>
<tr>
<th>Ensure that appropriate training, test taking procedures, and test security measures are followed.</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
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<tr>
<th>Ensure all public school students enrolled in grades 3-11 shall be assessed using the West Virginia general summative assessment or the West Virginia alternate summative assessment at the grade level in which they are enrolled in the spring of the year.</th>
<th>Compliance</th>
</tr>
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<tbody>
<tr>
<td><strong>YES</strong></td>
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<tr>
<th>Ensure all public school students shall be assessed using the West Virginia general summative assessment at the grade level in which they are enrolled in the spring of the year with appropriate accommodations as determined by the team or committee. (i.e. ELL, Section 504, IEP etc.)</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
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</table>

**COMPLIANCE CHECKLIST: POLICY 2510**

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, the county must adhere to the core areas outlined in Policy 2510. Before self-rating 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) reviewing documents and (2) interviewing staff. **The county office ensures the following:**

<table>
<thead>
<tr>
<th>Section 4-Core Areas of Policy/Code</th>
<th>District Response</th>
<th>TEAM Response</th>
<th>TEAM Comments</th>
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</table>
## C. Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

<table>
<thead>
<tr>
<th>Core Areas of Policy/Code</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy.</td>
<td>YES</td>
</tr>
<tr>
<td>The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V.</td>
<td>YES</td>
</tr>
<tr>
<td>Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages:</td>
<td>YES</td>
</tr>
<tr>
<td>- Utilizes Early Learning Readiness grades (Pre-K/K) components of the Ready, Set, Go! WV developmentally appropriate practices as described in the policy pages:</td>
<td></td>
</tr>
<tr>
<td>- Utilizes standards-focused curriculum</td>
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<tr>
<td>- Develops physical health and wellness</td>
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<tr>
<td>- Develops global competence</td>
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<tr>
<td>- Utilizes formative assessment processes</td>
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<tr>
<td>- Utilizes technology integration</td>
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<tr>
<td>- Develops student success and career readiness</td>
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<tr>
<td>- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy:</td>
<td></td>
</tr>
<tr>
<td>Middle Level Education develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages:</td>
<td></td>
</tr>
<tr>
<td>- Utilizes standards-focused curriculum</td>
<td></td>
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<tr>
<td>- Provides physical education, physical activity and health/wellness education</td>
<td></td>
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<tr>
<td>- Develops global competence</td>
<td></td>
</tr>
<tr>
<td>- Utilizes technology integration</td>
<td></td>
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<tr>
<td>- Utilizes formative assessment processes</td>
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<tr>
<td>- Utilizes personalized career portfolios to develop career awareness</td>
<td></td>
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<tr>
<td>- Offers visual arts, choral, and instrumental music courses</td>
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<tr>
<td>- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day</td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>- Utilizes Standards-Focused Curriculum</td>
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<tr>
<td>- Provides opportunities for world languages</td>
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<tr>
<td>Provides the 18 specified graduation requirements</td>
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<tr>
<td>Provides access to career technical education (CTE)</td>
<td></td>
</tr>
<tr>
<td>Develops student success and career readiness</td>
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<tr>
<td>Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration</td>
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<tr>
<td>Provides the requirement for 2 elective offerings</td>
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<tr>
<td>Implements career development</td>
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<tr>
<td>Utilizes a student advocate/advisor/mentor system</td>
<td></td>
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<tr>
<td>Implements a program/process to assure physical activity</td>
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<tr>
<td>Integrates technology</td>
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<tr>
<td>Develops and updates a personalized education plan (PEP)</td>
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<tr>
<td>Has alternative means to earn high school credit</td>
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<tr>
<td>Awards a regular and modified diploma</td>
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<tr>
<td>Is offered a high school credential</td>
<td></td>
</tr>
<tr>
<td>Provides alternative delivery of education programs</td>
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<tr>
<td>Provides AP courses and AP teachers complete required initial and on-going professional development</td>
<td></td>
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</tbody>
</table>

The schools implement 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.
- Has a system for assessing and monitoring student performance related to the content standards and objectives.
- Has a process for parental involvement in a student's education.
- Has a system to monitor and reduce dropout rates.
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc.
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels.

The schools utilize the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes):

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

**COMPLIANCE CHECKLIST: POLICY 4373**

**Expected Behavior in Safe/Supportive Schools**
DIRECTIONS: To be considered fully compliant with Policy 4373, the county must adhere to the core areas outlined in Policy 4373. Before self-rating 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) reviewing county policies and procedures; and (2) interviewing applicable staff.

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<tr>
<th>Section 4 - Core Areas of Policy/Code</th>
<th>District Response</th>
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<tbody>
<tr>
<td>D. Policy 4373: Expected Behaviors in Safe and Supportive Schools</td>
<td>FULL COMPLIANCE</td>
<td>FULL COMPLIANCE</td>
<td></td>
</tr>
</tbody>
</table>

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

- Teach students appropriate behaviors and dispositions
- 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

**Alternative Education.**
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)

- 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.
COMPLIANCE CHECKLIST: POLICY 5000
Procedures for Designated Hiring and Transfer of School Personnel

DIRECTIONS: To be considered fully compliant with Policy 5000, the county must adhere to the core areas outlined in Policy 5000. Before self-rating 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) reviewing documents and (2) interviewing staff.

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<tr>
<td>E. Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel</td>
<td>FULL COMPLIANCE</td>
<td>FULL COMPLIANCE</td>
<td></td>
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</table>

Core Areas of Policy/Code

| Training is provided for faculty senates and principals | YES |
| Faculty Senates establish a process to submit recommendations regarding employment of teachers, if applicable. | YES |

Adherence to the following procedures with regard to hiring and transfer of following school personnel:

| Hiring classroom teachers | YES |
| Reassignment of surplus personnel without posting based on pupil-teacher ratio and class size rules | YES |
| Reassignment of classroom teachers without posting | YES |
| Reposting of professional vacancies | YES |
| Reserving vacancies for individuals subject to release | YES |

COMPLIANCE CHECKLIST: POLICY 5310
Performance Evaluation of School Personnel

DIRECTIONS: To be considered fully compliant with Policy 5310, the county must adhere to the core areas outlined in Policy 5310. Before self-rating 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) reviewing documentation and (2) interviewing applicable staff.
### Core Areas of Policy/Code

<table>
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<tbody>
<tr>
<td>F. Policy 5310: Performance Evaluation of School Personnel</td>
<td>FULL COMPLIANCE</td>
<td>FULL COMPLIANCE</td>
<td></td>
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</table>

#### Policy 5310: Performance Evaluation of School Personnel

- All employees have a full understanding of the evaluation policy and procedures. **YES**
- Administrative procedures for conducting employee evaluations are followed and timelines are met. **YES**
- Administrative procedures are implemented in conformity with grievance and other due process requirements. **YES**

**COMPLIANCE CHECKLIST: POLICY 5500**

**Professional Learning for West Virginia Educators**

**DIRECTIONS:** To be considered fully compliant with Policy 5500, the county must adhere to the core areas outlined in Policy 5500. Before self-rating 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) reviewing documentation and (2) interviewing applicable staff.

#### G. Policy 5500: Professional Learning for West Virginia Educators

- The county professional learning plan is developed by the Local Staff Development Council. (W.Va. Code 18A-3-8) **YES**
- The plan supports personnel in the delivery of high-quality educational programming. The plan should align, be incorporated into, and complement the district's strategic plan. **YES**
- Educators have access to high-quality professional and personalized learning experiences that include:
  - A focus on individual professional growth of educators, student need based on acquired data, and school-wide goals for professional and personalized learning
  - Learning through a collaborative model to improve individual teaching practice, support student learning, and foster school-wide growth
  - School-based professional learning communities (PLCs) that examine student data to increase student achievement
  - Use of school budgets to support professional and personalized learning

**Core Areas of Policy/Code**

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<thead>
<tr>
<th>Section 4-Core Areas of Policy/Code</th>
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<tbody>
<tr>
<td>The county professional learning plan is developed by the Local Staff Development Council. (W.Va. Code 18A-3-8)</td>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>The plan supports personnel in the delivery of high-quality educational programming. The plan should align, be incorporated into, and complement the district's strategic plan.</td>
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<tr>
<td>Educators have access to high-quality professional and personalized learning experiences that include:</td>
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<td>- A focus on individual professional growth of educators, student need based on acquired data, and school-wide goals for professional and personalized learning</td>
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<td>- Learning through a collaborative model to improve individual teaching practice, support student learning, and foster school-wide growth</td>
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<tr>
<td>- Use of school budgets to support professional and personalized learning</td>
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- Use of flexible and creative scheduling to create time for educators to participate in PLCs during the work day
- Reduce the number of large scale professional development offerings to focus professional learning in individualized and school-based settings.

### Verification of Other Monitoring Reports:

<table>
<thead>
<tr>
<th>Section 4-Verification of Other Monitoring Reports:</th>
<th>Yes/No/Not Applicable</th>
<th>District Comments</th>
<th>TEAM Response</th>
<th>TEAM Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. The Single Audit Act</strong>&lt;br&gt;Office of Management and Budget (OMB) Circular A-133: Was the district in full compliance or has the district addressed all non-compliances identified during the annual audit?</td>
<td>Yes</td>
<td>Audit report for year ended June 30, 2015, disclosed no instances of noncompliance or other matters that are required to be reported on Government Auditing Standards. Furthermore, in the Auditor’s opinion the Cabell County Board of Education complied, in all material respects, with major federal programs compliance requirements.</td>
<td>Yes</td>
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</tr>
<tr>
<td><strong>B. Policy 2419: Education of Students with Exceptionalities.</strong> Has the district addressed all non-compliances identified during WVDE monitoring processes?</td>
<td>Yes</td>
<td>Cabell County was monitored by the WVDE Office of Federal Programs September 26 through September 29, 2016. Cabell County received a letter dated October 31, 2016 where they determined that the Special Education Services in Cabell County were in full compliance in the all administrative areas: Finance: Budget and Expenditures-complaint- no action required Finance: Time and Effort- complaint- no action required Finance: Audit Findings- complaint- no action required Instructional Groupings-complaint- no action required Certification/Caseloads- complaint- no action required Full Instructional Day- complaint- no action required Classroom Location and Size-complaint- no action required Other-complaint- no action required The report indicated there were two individual students corrections that must be corrected within one year.</td>
<td>Yes</td>
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</table>
Those corrections have already been submitted. The WVDE Office of Federal Programs will validate the corrections on a Prong Two visit.

<table>
<thead>
<tr>
<th>C. School Building Authority (if applicable). Has the district addressed all non-compliances during the SBA review?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SBA (David Bailey) annually inspects all schools that have received SBA funding with John Ryder and HVAC personnel. (it’s mostly an HVAC inspection of fresh air/CO2 levels)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>D. Federal Programs? Has the district addressed all non-compliances identified during the WVDE federal monitoring? (Child Nutrition Program, McKinney-Vento, Title I, Title II, Title III, Title IX, and any other applicable federal program)</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are not any compliance issues for Federal Programs. The only state monitoring report that we completed recently has been on Title I Part D. In our part of the monitoring visit, no issues were found and Cabell County was a site that they considered as implementing best practices. However, should a compliance issue be found by the WVDE in any of our federal programs, it is addressed immediately so that it does not become a finding on a federal audit report. We work closely with the WVDE and our Financial Director to ensure that all policies and procedures are followed and implemented with fidelity.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Action Required to be Addressed in the District Strategic Plan**

**Education Performance Audit Team**

**Date of Visit:** 01/18/2017

**OEPA Coordinator(s):**

Allen Brock  
Michelle Samples

**Team Leader(s):**

Brad Simmons  
Dr. Marsha Bailes
Martha Elementary School (251)
Counseling Services W. Va. Code 18-5-18b: NON-COMPLIANCE
Team Comments Policy 18518b: The counselor's log showed 74.38 percent of the work day was spent in a direct counseling relationship with students.

Milton Elementary School (263)
Fire Marshal--No
Team Fire Marshal Comments: The Fire Safety Inspection Report dated April 4, 2016 identified the need for smoke detectors in restrooms. A work order was submitted; however, this safety issue had not been corrected.

Spring Hill Elementary School (287)
Fire Marshal--No
Team Fire Marshal Comments: Several findings were listed on the report from December 2015. Three work orders were submitted to the central office (two corrected, one not corrected). Major construction would be required to separate the kitchen from the rest of the building. The remaining findings were addressed by the custodial staff.

Huntington East Middle School (311)
Fire Marshal--No
Team Fire Marshal Comments: There were 4 requirements for corrective action. One requirements was not corrected. (Number 1 - Storage was not removed from exit passageway near Girls Locker Room).

Altizer Elementary School (203)
Standard 3, Function A: Classroom Learning Environment-- Emerging
Rationale: The OEPA Team noted during observations, environments were inviting; however, in approximately half the classrooms observed, a few students were distracted or not actively engaged in classroom activities. In the majority of classrooms, classroom management was not an issue. Minor infractions, such as chatting or visiting other students' desks, were inconsistently addressed.
Comments: The school may consider utilizing the behavior team to investigate strategies and techniques to increase student engagement and decrease off-task behaviors which may be disruptive to other students.
Explorer Academy (227)

Standard 3, Function A: Classroom Learning Environment-- Emerging
Rationale: While the OEPA Team observed 76 percent of classrooms were student centered, only 62 percent of the classrooms observed provided environments that fostered student reflection, intellectual inquiry, and self-direction.
Comments: The OEPA Team urged administration and teachers to continue their work through Expeditionary Learning's 10 Design Principles (i.e., the Primacy of Self Discovery; the Having of Wonderful Ideas; and the Responsibility for Learning) to more consistently provide student-centered, inquiry-based learning environments.

Standard 3B Rating: Emerging
Rationale: The OEPA Team observed teachers were documenting use of State standards in 69 percent of classrooms; however, the Team did not verify pervasive implementation of a standards-focused curriculum. In only 38 percent of classrooms did the Team identify instruction that met the rigor and expectations expressed in the State standards.
Comments: The OEPA Team proposed the administration develop methods to ensure instruction aligned with State standards and encouraged teachers to use collaborative opportunities to examine the State standards, develop understanding of their expectations, and design instruction to meet those expectations. Additionally, the Team encouraged the staff to continue their study and implementation of Expeditionary Learning's 10 Design Principles, which encourage critical thinking and experimentation by students.

Standard 3, Function D: Instructional Delivery-- Emerging
Rationale: The OEPA Team determined teachers' ability to facilitate engaging instructional experiences was hampered by inconsistent use of multiple strategies (59 percent of observed classrooms) and digital tools (52 percent of observed classrooms).
Comments: Given student performance on the West Virginia General Summative Assessment (WVGSA) was below the State averages in English Language Arts and Mathematics and the school's goals to increase student performance on school-based assessments, the Team urged the teachers to implement more engaging instruction for students, incorporating multiple instructional strategies and more use of digital tools by students. Furthermore, the Team encouraged teachers to continue implementation of strategies that would allow students to "undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement", as described in the 10 Design Principles of Expeditionary Learning.

Guyandotte Elementary School (236)

Standard 1, Function B: High Expectations for All-- Emerging
Rationale: While the Team observed the school was attempting to implement several positive initiatives, the Team did not observe high expectations during classroom instruction demonstrated pervasively across the school. The Team observed the following: - Approximately 76 percent of the classrooms did not provide opportunities for student reflection, intellectual inquiry, and self-direction. - A class was instructed to spend one hour on the computer, with no further instruction. - Team members observed classes that did not provide instruction from bell-to-bell.
Comments: The Team suggested consideration be given to plan for differentiated instruction that includes multiple strategies and rigor to establish high expectations in regard to instruction. Additionally, the Team suggested the staff consider the number of cumulative instructional minutes lost in a school year if instruction is not provided the duration of the instructional day. Also, consideration may be given to increase opportunities for classroom teachers and Title I teacher to collaborate to assure intervention does not interrupt core instruction.

Standard 2, Function B: School Teams and Councils-- Emerging
Rationale: Through interviews and review of documentation, the Team determined the various leadership teams and professional learning communities (PLCs) were in place. However, most were developed and implemented this year did not time to become highly effective.

Comments: The principal and staff recently attended a national conference and were developing (PLCs). Through interviews, it was evident the staff was beginning to build trust which was a crucial component for successful learning communities. The Team suggested continued professional development in the area of PLC's and data use through academic teaming. The Team also suggested the school ensure Title I staff and classroom teachers collaborate to maintain a connection between core instruction and supplemental Title I instruction.

Standard 3, Function A: Classroom Learning Environment—Emerging
Rationale: While classrooms were inviting, the Team determined the school's evidence was partially developed and occasionally implemented. The Team noted that approximately 72 percent of the classrooms provided a student-centered atmosphere. Additionally, the Team observed student reflection, intellectual inquiry, and student reflection in approximately 36 percent of the classrooms.

Comments: While the school created and managed an inviting classroom environment, the team suggested consideration be given to improve student engagement and include higher level thinking skills in all classrooms.

Standard 3B Rating: Emerging
Rationale: The Team observed evidence of teachers (approximately 75 percent) using the State Standards to plan for instruction or in the form of "I can" statements posted in the classrooms. However, the Team did not observe implementation of a rigorous curriculum that was required of the State Standards pervasively throughout the school. The following examples were noted: - Low-level questioning was observed in some classrooms. - Instead of following the lesson plans for the day, one class was working on IXL math during an entire observation. - One class was completing a worksheet - 21st Century Skills and Technology Tools were minimally implemented. The use of technology observed was with program use.

Comments: The Team suggested the school seek support in the delivery of the State Standards to ensure the standards are implemented in a manner that provides a rigorous curriculum that is required of the State Standards.

Standard 3C Rating: Emerging
Rationale: The Team determined the majority of short term instructional plans were detailed and inclusive of standards, modifications, and daily lessons. However, based on teacher interviews and review of instructional plans, long term instructional planning was not pervasive throughout the school.

Comments: The Team noted the principal initialed or commented on every plan. The principal's comments were specific and constructive for each teacher. Follow-up comments were provided to the previous comments until changes were made. The Team suggested consideration be given to design of long term instructional plans that assure delivery of the State Standards and Objectives.

Standard 5, Function B: Teacher Collaboration -- Emerging
Rationale: Through interviews, the team found grade level collaboration and professional learning communities (PLCs) were in place. In addition, this was the first year for implementation of the PLC process and interviews indicated the PLCs were evolving and making improvements. Grade level teams were beginning to plan collaboratively.

Comments: The Team encouraged the staff to continue working to perfect the PLC process. Additionally, the team suggested developing a plan to include Title I teachers in PLC's and collaborative planning.

Standard 7, Function A: Focused and Coherent Plan—Emerging
Rationale: The school had established a coherent approach for improving student performance. However, due to turnover in leadership, and the establishment of some new teams and the professional learning community (PLC) process, the Team determined the plan was not consistently implemented throughout the school.

Comments: The Team encouraged the school to continue to develop the leadership teams and the PLCs to assist the school with implementing the coherent approach that was established.
Standard 7, Function B: Processes and Structures-- Emerging

Rationale: Interviews indicated the staff recently attended a national conference to improve the collaboration process. The staff was incorporating reading and math teachers into teams on a bi-weekly basis for better grouping of students. The foundation for increasing student learning was in place with the additional leadership teams and the developing professional learning communities. However, several of the school's structures for building professional relationships were in the first year of implementation.

Comments: While the Team observed well-defined structures in the first year of implementation, the Team suggested the school continue to focus and develop processes for collaboration and engage all stakeholders in actions to increase student learning.

Standard 7, Function C: Monitoring for Results-- Emerging

Rationale: While the school had a full time data coach, who was working effectively to improve instruction and target the needs of students, the Team observed a need for teachers to build capacity for understanding data results as they related to individualized student instruction.

Comments: The Team suggested consideration be given to building capacity for teachers by the data coach assisting them with analyzing the data and monitoring changes in instructional practices to make adjustments.

Meadows Elementary School (254)

Standard 1, Function A: Shared Beliefs and Values-- Emerging

Rationale: Teacher interviews demonstrated inconsistencies in shared beliefs and values. Additionally, the Team determined the vision and mission were not communicated to the staff with fidelity and consistency.

Comments: The Team suggested consideration be given to allow all staff members to revisit the school's shared beliefs and values to assure they are values that are collaboratively shared by the staff and can be used to intentionally shape the school's climate and culture.

Standard 1, Function B: High Expectations for All-- Emerging

Rationale: Documentation submitted by the principal was very organized. However, the Team did not determine high expectations were in place for professional learning communities (PLCs). Additionally, the Team did not observe rigorous instruction delivered consistently throughout the school.

Comments: The Team suggested consideration be given to establishing high expectations for instruction by intentionally increasing the delivery of rigorous instruction. The Team also urged the staff to consider a focus on educational practices including continual development of the PLC process.

Standard 2, Function A: Principal Leadership-- Emerging

Rationale: As a manager, the principal was very organized and supplied the team with copies of data and documentation. The principal communicated with the staff by email, and with notes in their mailboxes. Also, the principal managed the custodial staff efficiently to assure the building was safe and clean. Additionally, the principal created and monitored the school budget with assistance from the leadership team. As an instructional leader, most staff indicated the principal was open to input from staff and encouraged teacher collaboration. Additionally, teacher interviews indicated the principal was more present in the classrooms this year and now greeted students in the mornings. Although, the Team determined numerous walkthroughs had been conducted by the principal this school year, the Team did not observe rigorous instruction required of the State Standards occurring persistently. The principal maintained agendas for team meetings and Professional Learning Community Meetings (PLCs); however, the Team did not observe the work of the meetings impacting instructional delivery. The Team determined school teams and councils were meeting. However, the Team noted the professional learning community process was partially developed at the school.

Comments: As the instructional leader, the Team suggested consideration be given to increased oversight of the PLC process to assure high-functioning teams are in place, with a focus on implementing instructional changes. Additionally, the Team suggested a focus on improved delivery of the rigorous requirements of the State Standards through the walkthrough process currently established. Following observations of classrooms where additional support is needed for classroom management or rigorous instructional delivery, consideration should be given to providing follow-up conferences in addition to email and post-its in mailboxes.
Standard 2, Function B: School Teams and Councils-- Emerging

**Rationale:** While the school teams were found to be in place they were not functioning in a capacity that promoted planning and problem solving to improve student performance. While there was evidence the teams were active, there was also evidence of disparity through teacher interviews and the inability to articulate how the school was using teams to plan and problem solve to advance student performance. The Team recognized multiple professional learning communities (PLCs) and team meetings had occurred, but the teachers did not elaborate on or substantiate the functions of the teams.

**Comments:** The Team suggested the principal work collaboratively to communicate the focus of each of the teams and councils and communicate the outcomes of the meetings of each of these groups to the remainder of the staff. Along with the support of the data coach, the school should also ensure professional learning community time is used efficiently to study relevant data, problem solve, and discuss strategies to improve instructional practice.

Standard 2, Function C: Teacher Leadership-- Emerging

**Rationale:** Based on teacher interviews and review of the School Monitoring Report, the Team determined approximately 40 percent of the staff served on school committees. However, the teachers outside of the leadership teams communicated little knowledge of the concepts the school teams were attempting to implement.

**Comments:** The Team encouraged all teachers to authentically participate in opportunities to lead and influence professional practice. School teams may consider methods to share team activities with the entire staff and to increase opportunities for authentic leadership.

Standard 2D Rating: Emerging

**Rationale:** Through observation and interviews, the Team determined student leadership roles were not pervasive throughout the school.

**Comments:** The student council was functioning effectively as a leadership team in the intermediate grades only. The Team suggested consideration be given to proving age-appropriate leadership opportunities for all students.

Standard 3, Function A: Classroom Learning Environment-- Emerging

**Rationale:** While approximately 71 percent of the classrooms were inviting and student centered, approximately 43 percent of classroom learning environments did not promote student reflection, intellectual inquiry, and self direction. The Team observed a heavy reliance on teacher directed instruction. Also, approximately 29 percent of classrooms observed minor infractions of classroom management as evidenced by a few students who remained off task (talking, out of seat) during direct instruction.

**Comments:** The Team suggested the school seek support from appropriate central office staff for classrooms experiencing difficulties with classroom management. Additionally, consideration should be given to increasing opportunities for student reflection, intellectual inquiry, and self-direction.

Standard 3B Rating: Emerging

**Rationale:** The Team noted approximately 53 percent of the staff had a checklist of State Standards or listed them with activities in lesson plans. Yet, close review of lesson plans and Team observations of instruction demonstrated a lack of rigor which was required by the implementation of the State Standards. While the Team observed project based learning in one classroom and higher depth of knowledge questioning in some classrooms, these practices were not demonstrated persistently throughout the school.

**Comments:** The Team suggested consideration be given to seeking increased understanding of the rigorous instruction required of the State Standards. The Team encouraged the school to contact either appropriate central office staff and/or the West Virginia Department of Education to secure additional support in proving a standards-based curriculum that will assure students are receiving instruction that will provide them with college and career readiness skills.

Standard 3C Rating: Emerging

**Rationale:** Teachers had completed short term instructional plans. However, the Team did not confirm data was used to inform instruction to plan for
differentiated instruction. Through classroom observations and review of instructional lesson plans, approximately 23 percent of teachers exhibited evidence of long term planning.

**Comments:** Consideration should be given to designing long term and short term instructional plans to insure mastery of the State Standards based on the needs, interest, and performance levels of students.

**Standard 3, Function D: Instructional Delivery -- Emerging**

**Rationale:** Through interviews, observations, and review of documentation, the Team determined, although student data was available, the school was not using student data to guide instruction. Additionally, the depth of student learning was at a minimal level.

**Comments:** The Team acknowledged some teachers were encouraging inquiry-based thinking through teacher questioning, while most instruction (approximately 75 percent) was teacher-led. Consideration should be given to review and use of available student data to efficiently and effectively address students' instructional targets. The Team encouraged teachers to explore instructional strategies and techniques to increase opportunities for student-centered learning while also facilitating intellectual inquiry and self-direction.

**Standard 5, Function B: Teacher Collaboration -- Emerging**

**Rationale:** The Team determined from interviews, observations, and review of documentation, professional learning communities (PLCs) were in the beginning stages of impacting school improvement. The Team did not determine data was analyzed thoroughly by teachers. Additionally, documentation did not reflect teachers were utilizing problem analysis to implement strategies to improve instructional practice.

**Comments:** Consideration should be given to strengthening the function of PLCs. This process should include analyzing student data more thoroughly and efficiently to result in a plan of action for improvement. Consideration should also be given to incorporating opportunities for problem analysis and planning for implementation of strategies that improve instructional practice.

**Standard 7, Function A: Focused and Coherent Plan -- Emerging**

**Rationale:** Teacher interviews reflected inconsistencies in shared beliefs and values. Staff members indicated the School Monitoring Report and Strategic Plan were reviewed frequently. However, through interviews, the staff seemed unclear and did not demonstrate ownership of the self-study.

**Comments:** The Team suggested consideration be given to including all staff members in the development of the mission and goals which may ensure coherency in attaining the goals. Additionally, the team suggested the data coach assist the staff in developing and implementing an action plan based on the results of analyzed data. While the school had an established framework for professional learning communities, continued professional development in PLCs, data analysis, and long term instructional planning could prove beneficial to the staff.

**Standard 7, Function B: Processes and Structures -- Emerging**

**Rationale:** While the framework for processes and structures was in place, it was not well-defined. Through observations, interviews, and review of documentation, the professional learning communities were not data-driven and actions to increase student learning were not evident.

**Comments:** Consideration should be given to providing research and professional development to the school to assist in creating and implementing an action plan for building professional collaborative relationships within the building.

**Standard 7, Function C: Monitoring for Results -- Emerging**

**Rationale:** The Team did not find evidence of data analysis to monitor student progress, to implement differentiated instruction, or intervention. Classroom observations did not indicate the data was being used to differentiate delivery of instruction.

**Comments:** The Team suggested consideration be given to utilizing the data coach to assist teachers with applying data analysis to instructional delivery. Additionally, the Team suggested the data coach assist the teachers with becoming more comfortable with applying the data results to implement adjustments for student learning.
Standard 2, Function A: Principal Leadership-- Emerging

**Rationale:** Based on OEPA Team observations and interviews, the principal served as the building manager, and the assistant principal served as the instructional leader. As building manager, the principal conducted professional development on procedures, safety, and the student assistance team process. The assistant principal led professional learning community (PLC) meetings and analyzed data for instructional decision-making. During classroom walk-throughs, she focused primarily on Standard 3 and provided written feedback to teachers for whom she was responsible to evaluate. During administrative interviews, the principal and assistant principal indicated they used different walk-through templates. The assistant principal provided written feedback, and the principal provided informal, verbal feedback. Lesson plans contained minimal constructive feedback for teachers to improve instructional planning.

**Comments:** The Team suggested administrators document walk-throughs using the same form. In addition, consider providing constructive feedback in order to enhance professional growth. The Team suggested administrators blend their roles to enhance knowledge and skills in both instructional leadership and building management. Principals may consider periodically trading teacher groups for whom they provide evaluation and feedback to ensure consistent processes among the entire staff.

Standard 3B Rating: Emerging

**Rationale:** Although teachers were using College and Career Readiness standards for instructional planning, the Team did not observe rigorous instruction in most classrooms.

**Comments:** Staff may consider seeking support to strengthen knowledge of prerequisite skills to provide educational experiences that are inquiry-based.

Standard 3, Function D: Instructional Delivery-- Emerging

**Rationale:** Approximately 50 percent of classrooms observed employed multiple instructional strategies. In addition, approximately 40 percent of classrooms utilized technology for instructional delivery and student learning.

**Comments:** The school may consider seeking professional development to enhance instruction through varied instructional strategies and technology integration.

Standard 6, Function A: Facilities -- Emerging

**Rationale:** High-quality work was displayed in the hallway; however, stairwells needed attention to remove cobwebs. Modular classrooms and door #18 were unlocked. Smoke detectors had not been installed in restrooms as required on the Fire Safety Inspection report.

**Comments:** The OEPA Team suggested all doors remain locked for safety purposes. In addition, the Team suggested an administrator follow-up on work orders, especially when repairs were to ensure students' safety. Administrators may consider developing a checklist of custodial duties and conduct frequent monitoring for completion.

Standard 7, Function C: Monitoring for Results-- Emerging

**Rationale:** The Team confirmed staff have begun monitoring student results, especially during PLCs. Staff met with the data coach and maintained the data wall, and students utilized data notebooks and set goals; however, multiple instructional strategies were not implemented to address individual student's needs. The Team did not observe significant adjustments in instructional plans to indicate differentiation.

**Comments:** The Team suggested teachers use data notebooks and the student progress tracking board to assist in analyzing individual student data to make instructional decisions.

**Spring Hill Elementary School (287)**

Standard 1, Function B: High Expectations for All-- Emerging

**Rationale:** The school's expectations were posted in every class and students were observed repeating the school creed from memory. It was reported by both the principal and teachers that Class Dojo, a new program, was successful in improving poor behavior, as well as rewarding good behavior. However, the Team observed the following educational practices that did not support high expectations: - Students were required to finish class work
during play time. This violates State Policy 2510 and the developmentally appropriate practice for physical health and wellness which requires students in grades Kindergarten-5 be provided physical activity in the form of recess or informal physical activity for no fewer than 30 minutes daily. -The Team observed students being removed from core instructional time for intervention support, which was not research-based practice. 

Comments: Although expectations were written and clearly communicated to students, the team did not readily observe them in educational practice. The Team encouraged the staff to seek alternatives for motivating students to complete work as opposed to removing recess time. Additionally, the Team suggested consideration be given to assuring all students receive daily instruction addressing grade level standards during core instruction.

Standard 2, Function A: Principal Leadership-- Emerging

Rationale: The Team determined the principal was involved in strengthening community involvement by establishing the Calling all Fathers Program, the Talk to the Doctor program, and "Coffee with the Principal" to talk with parents about concerns. Interviews indicated the principal cared about the school and the students. The principal wrote the school creed and personally purchased clothing for students in need. However, as a managerial leader, all components of the Online Educator Evaluation system were not completed by the established November 1 date. Two teachers had not completed goal setting. The principal was not aware of how to access the online status report. While the principal practiced shared leadership and attended professional learning community (PLC) meetings, instructional leadership was not pervasive. For example, the team did not observe constructive feedback for walkthroughs and instructional lesson planning. Additionally, a technology team was not in place. The Team did not observe the school teams and PLCS needed support with analyzing student data in depth. Also, additional instructional support was needed for teachers lacking effective instructional strategies. West Virginia Board of Education Policy 5800, Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders, states the principal must facilitate rigorous curriculum, engaging instruction and balanced assessments (5.2.c.) and effect continuous improvement (5.2.i.).

Comments: Consideration should be given to becoming familiar with the reports available on the Online Educator Evaluation System and ensure the required components are completed to meet established timelines. Additionally, as an instructional leader, the team suggested consideration be given to prioritize efforts for facilitating a rigorous curriculum, engaging instruction, and balanced assessments as required in Policy 5800 Standards for Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders.

Standard 2, Function B: School Teams and Councils-- Emerging

Rationale: The Local School Improvement Council (LSIC) had two meeting agendas for the year, but no sign-in sheets or minutes. The school did not have an identified technology team. While the instructional leadership team did include technology discussion in some meetings, the focus was not extensive enough to be considered a replacement for a team.

Comments: The Team determined consideration should be given for all teams to have a structure that includes regular meetings with agendas, minutes, norms, roles, and sign-in documentation. Additionally, the Team suggested the school establish a technology team which was required by Policy 2510. The Team suggested the administrator seek assistance from the appropriate central office staff to research the possibility of applying for a Reimagined Time project, in order to provide more time for curriculum team, leadership teams and the student assistance team (SAT) to meet during the school day.

Standard 2D Rating: Emerging

Rationale: Teacher interviews indicated the student advisor group met once a semester. The Team determined there was a need to increase age-appropriate opportunities for student leadership.

Comments: Students were selected by teachers for the Student Leadership Team based on a student-written essays. This group was also called the Adventure Team and participated in field trips around the state as part of the after school program. The Team encouraged the school to provide opportunities for more students to benefit from leadership experiences.

Standard 3, Function A: Classroom Learning Environment-- Emerging

Rationale: While Team members determined approximately 85 percent of classrooms were well-managed and inviting, the presence of student-centered classrooms (approximately 63 percent) and student reflection, inquiry and self-direction (approximately 43 percent) were lower. The Team observed
student work in the hallways but all classrooms did not have student work on display. The classrooms were organized and uncluttered.

**Comments:** The Team suggested consideration be given to increasing opportunities for students to participate in reflection, intellectual inquiry, and self-direction. Examples of how this could be attained are higher depth of knowledge questioning, opportunities to problem solve, project-based learning and/or increased incorporation of the Full Option Science System (FOSS) kits.

**Standard 3B Rating:** Emerging

**Rationale:** The Team determined teachers were using the State Standards. However, the Team did not observe instruction to the appropriate depth of knowledge to demonstrate the rigor required of the standards consistently throughout the school. In regard to 21st Century Learning Skills and Technology Tools, few lessons included use of technology with students engaged at a high level. In some classrooms, students were interacting with the SmartBoard for class DoJo. Overall, the team found the teachers were not using technology to the capacity to which it could be used.

**Comments:** Consideration should be given to instructional delivery that demonstrates implementation of the rigor required of the State Standards. Furthermore, the Team suggested technology integration include opportunities for students to utilize technology to research, create, and problem-solve. The Team suggested the school assure all SmartBoards are mounted at a level conducive to use by young students.

**Standard 3, Function D: Instructional Delivery—Emerging**

**Rationale:** Through interviews, observations, and review of documentation, the Team determined one grade level team of teachers grouped students for core instruction based on beginning of year STAR assessment data. Students were divided into three groups (above, at, below) based on similarity of results. Students were regrouped as needed, based on data. While this was a research-based strategy for providing intervention to students, grouping students, based on performance, during core instruction was not a research-based practice. Additionally, few classrooms were observed utilizing formative assessments during instruction.

**Comments:** Consideration should be given to providing a delivery model of core instruction that ensures all students are provided curriculum that includes exposure to grade level standards and objectives. Additionally, the Team encouraged the staff to continue using data analysis when planning for differentiation and intervention. The Team also suggested consideration be given to incorporating formative assessments during instruction to assess student understanding. Furthermore, the Team encouraged the staff to increase opportunities for students to utilize digital tools for learning. Consideration of pursuing professional development for providing balanced assessments may be helpful. The Team observed instructional leaders within the school who could provide opportunities for modeling.

**Standard 5, Function B: Teacher Collaboration — Emerging**

**Rationale:** While professional learning communities (PLCs) were established, the Team determined a need to strengthen the effectiveness of the PLC by delving deeper into the data to determine root causes of low student performance (English language arts 26 percent proficient; mathematics 20 percent proficient). The Team suggested consideration be given to strengthening the PLC process by assisting teachers with strategies to promote high functioning PLCs that include studying relevant data; problem solving as a team to improve instructional delivery; and implementing strategies that improve instructional practice.

**Comments:** The Team suggested consideration be given to providing job-embedded professional development on developing and attaining specific, measurable, achievable, realistic, and time-based SMART goals. This process could facilitate professional growth and assist the school with implementation of research-based instructional practices. The principal was also encouraged to provide feedback to teachers to facilitate the process of professional growth.

**Standard 5, Function C: Evaluation, Feedback, and Support — Emerging**

**Rationale:** Two teachers did not submit goals by November 1, 2016 as required by the State Evaluation system.

**Comments:** The Team suggested consideration be given by the principal to provide job-embedded professional development on developing and attaining specific, measurable, achievable, realistic, and time-based SMART goals. This process could facilitate professional growth and assist the school with implementation of research-based instructional practices. The principal was also encouraged to provide feedback to teachers to facilitate the process of professional growth.

**Standard 6, Function D: Data Information Systems, Technology Tools, and Infrastructure—Emerging**
Rationale: The school had a sound technology infrastructure and tools. However, the Team did not observe technology being utilized beyond the surface level for student learning. The Team did not observe students actively engaged with technology to create and problem solve. The technology was primarily used to deliver programs and conduct assessments.

Comments: The team suggested the school receive support in increasing technology integration to improve student learning by providing opportunities for students to research, create, and problem-solve.

Standard 7, Function B: Processes and Structures-- Emerging
Rationale: The operational and instructional teams met after school thus attendance was not required. Furthermore, the school did not have a technology team. Through interviews and review of documentation, the Team determined several existing professional learning community (PLC) teams did not have the characteristics of high-functioning PLCs with agendas, norms, roles, minutes, and sign-in sheets.

Comments: The Team suggested consideration be given to strengthening the PLC process to assist teachers with building professional relationships to collaboratively take action to increase student learning.

Standard 7, Function C: Monitoring for Results-- Emerging
Rationale: Many of the activities listed in the school's evidence were in the beginning stages of implementation. The Team noted the recent addition of the data coach.

Comments: The Team suggested the staff continue to work with the data coach and transition from receiving data from the coach to being actively engaged with analyzing and developing a deeper understanding of the results, in order to apply the findings to instructional adjustments to positively impact student learning. Furthermore, the Team suggested the data coach bring the data results to the PLC meetings to analyze in order to foster ownership of the results among teachers.

Central City Elementary School (290)
Standard 2, Function C: Teacher Leadership-- Emerging
Rationale: While the Team determined there was improvement in the area of teacher leadership, there were limited opportunities for teachers to lead and influence professional practices.

Comments: The Team determined the addition of data and instructional coaches positively impacted teacher leadership at the school. Although there has been improvement, more authentic opportunities for teachers to lead and influence professional practice may prove beneficial. The Team suggested consideration be given to instructional coaches building capacity for teachers to lead data analysis meetings and professional development at the school.

Village of Barboursville Elementary Sch. (291)
Standard 2, Function C: Teacher Leadership-- Emerging
Rationale: Through teacher interviews and a review of the school evidence, the Team determined teachers had many components of teacher leadership in place; however, teachers reported they were in the beginning stages of assuming these responsibilities.

Comments: Teachers indicated they were anticipating greater leadership roles and were working toward this goal. One grade level team presented professional development on the Full Option Science System (FOSS) at the county level. The Team suggested the school build upon the strengths of all teachers to increase teacher leadership buildingwide.

Southside Elementary (292)
Standard 3B Rating: Emerging
Rationale: While the OEPA Team observed evidence of teachers referencing the standards in lesson plans and on checklists, the Team did not determine instruction being implemented met the rigor and expectations expressed in the State standards. Instruction that fostered student reflection, intellectual inquiry, and self-direction was observed in only 40 percent of classrooms.

Comments: The OEPA Team suggested staff work collaboratively and vertically to study the State standards, identifying expected outcomes at each
grade level and appropriate activities to achieve these outcomes.

**Milton Middle School (308)**

**Standard 5, Function B: Teacher Collaboration -- Emerging**

**Rationale:** While the school had the framework of Professional Learning Communities (PLCs) in place, and teachers were knowledgeable of the roles and responsibilities of the program, teachers stated they were in the beginning stages of implementing the PLCs.

**Comments:** The Team suggested the school continue to develop the PLC process to allow for greater collaboration between teachers and grade levels. Teachers used cross-curricular planning and vertical planning to examine student performance data and classroom management techniques.

**Huntington East Middle School (311)**

**Standard 3B Rating: Emerging**

**Rationale:** The Team determined, following the 2014-15 on-site review, the staff experienced growth in the area of deconstructing the State Standards and planning for instruction. With the assistance of instructional coaches, teachers demonstrated understanding of the standards. However, observation of instruction indicated there was a breakdown with implementation of the curriculum that was aligned to the standards. Through observations and interviews, the Team noted the use of technology was listed in lesson plans. However, the team determined the creative use of technology by students was not observed in practice nor product display.

**Comments:** The Team suggested consideration be given to continuing the practice of working with instructional/data coaches with analyzing data and planning for delivery of a standards-focused curriculum.

**Huntington High School (560)**

**Standard 3, Function A: Classroom Learning Environment -- Emerging**

**Rationale:** Through teacher interviews and classroom observations, the Team determined approximately 55 percent of classrooms were predominantly teacher-led. Students in these classrooms were not actively engaged in self-reflection, intellectual inquiry, and self-direction. Teachers stated this issue had been discussed in team meetings and the principal was providing guidance and was preparing professional development to aid teachers in developing student-centered classrooms.

**Comments:** The principal was encouraged to continue to engage the school's curriculum team and leadership team, in conjunction with the school's Professional Learning Communities (PLCs), to investigate professional development sessions that would foster a classroom environment that was student centered and promote intellectual inquiry and self-direction. The Team noted there were teachers in the school that could provide professional development and could demonstrate high quality, student-focused classrooms to colleagues.

**Standard 3C Rating: Emerging**

**Rationale:** While the Team observed short term instructional plans in all classrooms, less than ten percent of teachers maintained long term plans. The information contained in approximately 50 percent of the short term plans was insufficient to guide classroom curriculum delivery. The plans did not contain enough information to instruct through the entire class period, and there was not a clear connection to the Standard being addressed.

**Comments:** The Team suggested the principal investigate and implement professional development to aid teachers in producing and implementing high quality short term and long term instructional plans that address the State Standards. Examples of high quality short term and long term instructional plans were observed in some classrooms at the school. The principal may consider utilizing teachers in these classes to provide guidance to colleagues in the development and implementation of instructional plans.

**Standard 3, Function D: Instructional Delivery -- Emerging**

**Rationale:** The Team found, through classroom observations and teacher interviews, approximately 60 percent of teachers demonstrated a heavy reliance on teacher led instruction. In these classrooms, multiple instructional strategies were not observed and instances of students off task were noted by the Team. The Team noted, through teacher and student interviews, digital tools were implemented in approximately 50 percent of classrooms.
Comments: The Team suggested the principal consider professional development in the implementation of a multiple instructional strategy classroom curriculum. Teachers were encouraged to implement technology tools into the classroom curriculum to a greater extent. Examples of the utilization of multiple instructional strategies, including technology tools, were observed in approximately 40 percent of classes. The Team suggested the principal engage these teachers in providing professional development in this area.

Standard 5, Function A: Professional Development-- Emerging
Rationale: Through observations and interviews, the Team found the area of professional development to be partially developed throughout the school. According to teachers, there were limited opportunities for professional development. The principal stated additional opportunities for professional development were upcoming. The principal was working with the Cabell County central office, RESA 2, and the West Virginia Department of Education to secure assistance in areas of need.
Comments: The Team encouraged the principal to continue to investigate and implement high quality, research-based professional development in areas of need. Teachers indicated a desire for additional professional development in the area of providing a standards-based curriculum, and in implementing a technology-rich classroom curriculum delivery.

Standard 5, Function B: Teacher Collaboration -- Emerging
Rationale: Through observations and interviews, the Team found this area was partially developed at the school. Teachers reported this was the first year for Professional Learning Communities (PLCs), and work was being completed to increase the functionality and effectiveness of the PLCs. Teachers were reportedly enthusiastic about this process and were anticipating great results once the PLCs were in place and properly functioning.
Comments: The Team encouraged the principal and staff to continue to develop the PLC process. The Reimagined Time program may be considered to promote greater effectiveness and time dedicated to PLCs. Assistance may be sought from the Cabell County central office and the WV Department of Education in this process. The Team commended the school's implementation of the Ninth Grade Academy. Teachers in this program had common planning times, and the Team determined this process could be used as a model for developing additional common planning times for other grade levels.