

# CLENDENIN ELEMENTARY SCHOOL in KANAWHA COUNTY SCHOOLS

## SECTION 1: What areas should be the focus of school improvement?

### Standards for High Quality Schools (WVBE Policy 2322)

**DIRECTIONS:** Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<p><b>Function A: Shared Beliefs and Values.</b> The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin Elementary has created a professional environment that allows staff members to voice their concerns, opinions and create solutions. The staff at Clendenin Elementary is driven to meet each student's needs academically, socially, emotionally, and physically. This is accomplished through core beliefs and values that are shared by all stakeholders. We believe that "developing lifelong learners who value themselves and others, contribute to their community, and honorably succeed in a changing world" is our main objective. All stake-holders are welcome and encouraged to provide input in school-wide decisions that affect our students' success. Parents, community members, public entities, LSIC, staff and Parent Teacher Organization work collaboratively to manifest a culture of high expectations. Each grade level team has established short and long term goals, or Power Standards, in both Reading and Math. Selected Power Standards will be focused on to meet projected growth</p>
<p><b>Function B: High Expectations for All.</b> The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin Elementary is a rural school located in a small town community. Therefore, all staff members know most of our students and their families. Expectations for communicated through the use of student handbooks,</p>

		<p>Parent Link notification system, school webpage, Engrade, newsletters, lighted school marquee, documentation within student assignment books/agendas,. The school has established celebrations to help instill core values and expectations in our students. These include rewards for high Achieve 3000 scores, honor roll and attendance. Random drawings are held for students who meet or exceed expectations. Classroom recognition is given for meeting or excelling in classroom behavior, academic performance, and Achieve 3000. Students work toward earning goal parties/rewards for Accelerated Reader and Front Row. Staff members celebrate academic success by creating score-boards for achievement toward goals. Students receive individualized instruction to increase skill.</p>
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<p><b>Function C: Safe, Orderly and Engaging Environment.</b> The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p>	<p>ACCOMPLISHED</p>	<p>The Town of Clendenin Police are present each morning for bus arrival. Clendenin Elementary staff members are posted outside to monitor students' safety during arrival and dismissal. A new "drop off" lane, that is off the street, has been a highlight for our school. Our school building is kept safe through the use A.L.I.C.E. training, visible staff members in the hallway/office/cafeteria each morning, locked doors, and communication of our safety expectations to our parents. The principal and custodial staff completes building walkthroughs. Monthly safety meetings are held to address and concerns that team members may have. Fire drills, lock down drills, and shelter-in-place drills are conducted to ensure that all students and staff members are prepared in case of an emergency. The majority of our staff members have been trained in administration of medications. High expectations are evident in daily practice of family safety which is monitored by police walk-throughs.</p>
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**Standard 2: School Leadership** - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<p><b>Function A: Principal Leadership.</b> The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.</p>	<p>EMERGING</p>	<p>Student leadership, as seen in goal setting, is important for our school culture. We work to highlight recognition for the gains our students achieve. Our staff exhibits professional knowledge and skill that reflects strong leadership and effective management. The principal demonstrates</p>

		<p>ideals, beliefs, and creating unity of a common purpose This is done through PTO activities, student conferences, staff meetings, and Data Analysis meetings. Expectations, goals, and achievements were openly presented. Also, policies, procedures, and strategies for increasing student motivation are discussed. Collaboration with the Town Mayor, Fire Chief, and Police Chief has developed a sense of unity between the school and community. The principal uses interpersonal skills, showing depth of knowledge, and modeling behaviors that earn trust and respect from the community. Staff, students and community are informed about county level recognition through newsletters, the call out system, and notices</p>
<p><b>Function B: School Teams and Councils.</b> The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.</p>	<p>ACCOMPLISHED</p>	<p>The school teams function effectively to advance the mission and goals for the school through leadership, planning and problem solving. School teams and councils are arranged by standard and are monitored to accomplish the intended focus. Teachers/staff members were directed to divide into teams to review, analyze and comment on each area of the strategic plan and meet back as a whole group to revise as needed. Staff meets often collaboratively as grade level teams to discuss school issues and concerns during the school day. Grade level teachers meet monthly in congruence meetings, as well as the Title 1 and Resource teachers to discuss how we can better meet the basic needs of the students per grade level. Academic procedures are discussed and how we can make improvements to close achievement gaps. SAT meetings are held monthly to discuss and refer high risk students who need additional support during the school day. All staff participate in Curricular Team through Faculty Senate.</p>
<p><b>Function C: Teacher Leadership.</b> Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin creates a professional environment that allows staff members to voice their concerns, opinions and create solutions. We have after school meetings, as needed, to discuss various school topics, we meet for collaboration once a month, and we use daily communication through email. The principal is very supportive and allowing teachers to choose the standards and materials taught, but often will guide us with advice on how to reach our students potential. She encourages us to share ideas with</p>

		<p>co-workers and parents that promote student success. She allows us the freedom to motivate and reward our students within the state and county guidelines. Examples are, homework passes for achieve scores, prize box opportunities, sticker rewards, dance and fun activities when whole class shows growth. We are encouraged to attend professional development trainings. We have after school trainings to learn how to implement the IPAD and Macbooks into instruction through PLC collaboration</p>
<p><b>Function D: Student Leadership.</b> Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	<p>EMERGING</p>	<p>Students engagement in their own learning is specifically designed to increase through the use of goal setting and documentation of skill growth. Students are engaged in age-appropriate opportunities that develop a sense of responsibility for improving self, school, and community. The staff provides all students with tasks such as guiding guests through the building, recording phone messages for parent communication and collaborative decision making for class activities (choice menus). safety patrol is an example which provides fifth grade students with leadership responsibilities daily. Classroom activities support student growth in communication, managerial, self-awareness, critical thinking, and collaboration skills. The use of I-pads in pairs, allow students to become leaders when paired with their peers, and team during instruction. Students document personal growth in data notebooks, and involved in the learning process of others during cross grade tutoring.</p>
<p><b>Standard 3: Standards-Focused Curriculum, Instruction and Assessments</b> - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.</p>		
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<p><b>Function A: Classroom Learning Environment.</b> Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.</p>	<p>ACCOMPLISHED</p>	<p>Classrooms at Clendenin are designed to enhance learning within cooperative groups and differentiated learning. Student success is driven by our grade level "Power Standards", which allows teachers to focus instruction on the needs of the individual. We use technology as a motivational creativity tool that engages learners. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction. Paired tutoring and cross-grade reading promotes engagement and motivation. •</p>

		<p>Promote student interaction among learners • Promote student collaboration • Use technology on a daily basis - small groups/pairs • Ongoing classroom projects and engaging activities • Students sit in groups or at tables rather than rows of desks • Teachers ask open-ended questioning • Teacher use authentic assessments • Teachers promote higher-order thinking during instruction • Students monitor progress in agenda</p>
<p><b>Function B: Standards-Focused Curriculum.</b> Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.</p>	<p>ACCOMPLISHED</p>	<p>The curriculum is based on long-term and short-term planning, that is both flexible and standards-driven. Student growth is closely monitored and celebrated. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives and Technology Tools, integrated within the context of adopted materials. • Power Standards picked from the Next Generation Standards to focus on skills • Long-term planning is documented to cover the power standards • Pre-test and post test data charted in our data notebooks • Small Groups of differentiated instruction based on data from Smarter Balance Assessment, DIBELS, Achieve 3000, classroom lessons, and classroom assessments • Team planning weekly to discuss progress and next path • Team planning for the next year was done in the Spring • Technology tools, Title I and resource classes support learning • Teachers record the Standards taught in lesson plans/Engrade</p>
<p><b>Function C: Instructional Planning.</b> Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.</p>	<p>ACCOMPLISHED</p>	<p>We strive to increase the depth of knowledge levels within our lessons. The teachers created a series of smarter-balanced materials that allowed for greater rigor with close reading. Students have daily access to computer labs, as well and integration of I-pads into small group instruction with the classroom. Monthly monitoring allows teams to meet with resource and interventionists, in make sure the instructional planning is meeting the needs of all students. • Smart Goals drive planning for and mastery of important skills as indicated in the Next Generation Standards. • Technology integrations in our classroom using iPads and in our two computer labs incorporate our 21st Century skills. • Collaboration within and across grade level to develop best instructional strategies. • Title One</p>

		and Resource plan with classroom teachers and offer reinforcement and support for low achieving students. • DIBELS, Smarter Balance, SMI, and Achieve 3000 scores are used to drive planning
<p><b>Function D: Instructional Delivery.</b> Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin Elementary is a high quality school that uses all the technology available to the school to deliver instruction, assess student progress and mastery on all performance levels. • Teacher training on all new technology (Mac Books, i Pads) • Communication with parents using En Grade.(web page, e-mail) • Students do their reading test each week using Think Central. • Teachers use their i Pads in the rooms for instruction. • Process monitoring using I pods by teachers to do DIBELS. • Computers used by students to do programs: SMI, Front Row , Accelerated Math, Math facts in a flash, Achieve 3000, Star Math, Star reading assessment, Accelerated Reading, Accelerated Math, Power Point, Typing, Research, Testing in the spring. Etc. • Smart boards used by teachers and students, teachers to instruct and students to interact. Technology is used by students and teachers every day. Multiple strategies are used by the teachers to accomplish appropriate assessments and learning.</p>
<p><b>Standard 4: Student Support Services and Family/Community Connections</b> - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.</p>		
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<p><b>Function A: Positive Relationships.</b> Positive relations exist between the school staff and the students, families, and the larger community.</p>	<p>ACCOMPLISHED</p>	<p>A: Clendenin strives to develop and maintain positive relationships among staff, students, families, and community members. We merge tradition with innovation to help create collaboration. • Open house at beginning of school year to welcome families • Greeters each morning at arrival • PTO/LSIC meetings monthly • Community members volunteer to read to classrooms • Parent Education Nights offered • Seek 100% return on Parent-Students Compacts • PTO holds annual Fall Carnival • Parentlink, Class Dojo, and Engrade used for communication with parents • Comments made on report cards to communicate student progress • School staff take turns on social committee to acknowledge events • PTO hold annual Teacher Appreciation Week events • Confidentiality of all students protected • Families invited yearly to Thanksgiving lunch with</p>

		students • Families invited to Fall and Spring Celebrations in all classrooms • Preschool families invited to monthly activities
<p><b>Function B: Student Personal Development.</b> The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin treats every student with dignity and respect. Our goals and activities support the whole child. • Daily physical education for all students • Healthy, balanced breakfast and lunch offered free of charge to all students • Healthy snacks offered weekly • Health education taught in classrooms • SAT meets at least once per month to address attendance, academic, behavior and other student concerns • Counselor offers weekly guidance lessons to address career development, academic development, and social-emotional development • Counselor offers individual and small group sessions as needed • Smarter Balanced score reports sent home to families • Agendas used to communicate school data with families (Achieve 3000 results, SMI scores, attendance) • Health instructor from WVU meets with classrooms • Behavior plans in place in classrooms for students who exhibit behavior difficulties • Bright Bytes Early Warning System • Meeting basic need for students and families</p>
<p><b>Function C: Parent and Community Partnerships.</b> The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin works within a network of local agencies to meet the needs of our students, which include: • Clendenin Ministerial Association helps provide winter wear for students in need • The school helps the Clendenin Ministerial Assoc. with the yearly food drive • P.E. teacher contacts businesses to support archery team • Our archery team travels to a local church to practice • On-site dental clinic services all students • Elk River Backpack Blessings program provides food for students in need • Preschool classes travel to area businesses/agencies for field trips • Preschool and kindergarten classes travel to local fire department yearly • Clendenin Volunteer Firefighters come to the school to speak about fire safety and assist with fire drills • Clendenin police officers assist with arrival and dismissal daily • Librarians from the local branch read to classrooms • Poca Valley Bank (local business) sponsors Christmas for families. See documentation for complete list.</p>

**Standard 5: Educator Growth and Development** - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<p><b>Function A: Professional Development.</b> The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin staff work together to elevate the knowledge and pedagogy used to meet student needs. Teachers are offered mentoring, beginning teachers academy, leadership academy, plc support, team level planning and collaboration with interventionists to increase professional effectiveness. Common planning and monitoring meetings are used to discuss instructional practices, areas of weakness, and strategies for improvement for struggling learners. We work collaboratively to gain technology skills and implementation of new materials. Apple trainers have been helpful in expanding our PLC goals and activities. • Staff attends training for the following: o Achieve 3000 o DIBELS o Common Core o Beginning Teacher Academy o Apple Training Teachers will be required to have two technology-based, student-created products by the end of the school year. • Some staff members are PLC facilitators (Professional Learning Communities) • All staff members are part of a leadership team</p>
<p><b>Function B: Teacher Collaboration.</b> The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.</p>	<p>DISTINGUISHED</p>	<p>The school staff supports instructional improvement through structured opportunities to refine pedagogy, select/create materials, focus on standards and share ideas. Each grade level team plans together for long-range and daily instruction. The PLC's develop ways to use technology to support and engage student learning. Through school-wide planning, PLC's, common planning, student monitoring and the SAT process, the group helps to collaboratively meet all student needs. Teams review data, discuss solutions and plan improvement. • Teachers collaboratively built Smarter-Balanced materials to coordinate with instruction. • Grade Level Planning allows teachers to communicate, share ideas, and plan instruction for specific subjects &amp; units. • Staff discusses strategies for student learning during after school &amp; PLC meetings. • Teachers collaborate with title I specialists to share data. This sharing enables specialists to meet the needs of specific students according to standards.</p>



**Function C: Evaluation, Feedback, and Support.**  
The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

ACCOMPLISHED

Our school uses Positive Behavior Support (PBS) to monitor student behavior and reward the best in each child. We have developed both daily and monthly celebrations to motivate the best in our students. Instructional software such as Achieve3000 and FrontRow are monitored and rewarded as students reach goals. Prizes and weekly drawings are used to motivate all students to increase skill growth. Teachers work to expand their knowledge and skill to meet the focus "power standards" through ongoing staff development, technology usage and group planning. As part of professional growth teachers, students, and parents collaborate using agenda books to track the following: o Fluency (Math & Reading) o Test Scores (Reading) o Achieve Scores o Attendance o PBS (Positive Behavior Support) • Students are rewarded by teachers & principal for the following: o PBS o Achieve Scores o Attendance Staff equates student growth and learning with effective instructional improvement.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<p><b>Function A: Facilities.</b> Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.</p>	<p>ACCOMPLISHED</p>	<ul style="list-style-type: none"> <li>• Building doors are kept locked at all times. All visitors must check into the office.</li> <li>• Building is organized so that Pre-K through 1st grades are on the bottom floor and grades 2 through 5 are on the top floor. There is student work displayed on the walls around the building.</li> <li>• The 2 custodians have their work split equitably so that each have manageable loads of work. Each have both upstairs and downstairs areas that they tend.</li> <li>• A 4th grade class takes responsibility for keeping the playground area neat and clean. (Adopt a playground)</li> <li>• Parents do painting to make the hallways look attractive.</li> <li>• Maintenance issues are turned in promptly to try to get them taken care of.</li> <li>• Safety meetings are conducted with the safety committee.</li> <li>• Clendenin Police Department collaborated daily during drop off and dismissal and they are available as needed to assist on other matters.</li> <li>• School has 10 fire drills and 4 ALICE drills per year, collaborating with local fire and police.</li> </ul>

<p><b>Function B: Fiscal Resources.</b> Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.</p>	<p>ACCOMPLISHED</p>	<p>School staff collaborates to determine effective practices for accounting and funding. Staff follows protocol for submitting funds to the office using cash receipt summaries and the office maintains excellent financial records. School collaborates with stakeholders to obtain funds and resources for instructional and improvement purposes as well as federal , state and county resources. • Funds available for the school are the general budget, title 1 budget, PTO, &amp; fundraiser funds. • Resources are based on need. For example, all classrooms have access to technology, but the upper grades have more available in the classroom. Kindergarten &amp; 1st grade get things that have more to do with the process of learning to read. • Most decisions about items coming from the general fund are up to the principal. ISF funds are voted on by faculty senate as to what is done with them. • School staff follows protocol for submitting money to the office, such as a cash receipt summary</p>
<p><b>Function C: Personnel.</b> High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.</p>	<p>ACCOMPLISHED</p>	<p>The Principal monitors professional licensure, evaluates staff and recruits new candidates using the adopted policies and procedures, which includes new teacher mentors. • Hiring of professional personnel consists of a team effort with the principal and 3 teachers from the building that have been voted into those hiring committee slots by the staff. Certification is the first thing checked on candidates. The team then typically chooses who we would like to interview. Each person develops a question they would like to ask the candidates. The team of 3 teachers then get together to decide the chosen candidate discuss it with the principal. • Service personnel are hired by the principal using an interview process. • Principal monitors licensure of personnel and evaluates staff according to policy and makes suggestions to staff for improvement. Principal reviews the self evaluation and goals set by staff members to ensure growth and progress is being made throughout the year</p>
<p><b>Function D: Data, Information Systems, Technology Tools, and Infrastructure.</b> The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.</p>	<p>EMERGING</p>	<p>Teachers use smart-boards, i-pads, computer labs and other devices to engage students within instruction. A variety of web-based products are used to monitor instructional growth. Teachers and students are encouraged to develop creativity-based products that allow student to apply</p>

informational learning. Technology usage is fundamental to our instruction. • Students have access to technology daily. We have 2 computer labs and some classrooms have access to sets of iPads for students to use. • Apple TV devices have been installed in the classrooms. • All classrooms have a SMART board. • Intermediate classrooms are equipped with some laptop computers in order for students to collaborate in small groups, while meeting Reading and Math standards. I-pads are available in grade 2-5 at a one-to-two ratio. • We have staff members that act as support technologists when there are issues with technology • WIFI is typically dependable, although bandwidth can impact smooth usage.

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

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.
<p><b>Function A: Focused and Coherent Plan.</b> The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin has created a strong alignment among our beliefs, mission, goals, planning, instruction and daily routines. We create support for the whole child, so that academic and social growth is possible. We coordinate long-term planning with standards-based instruction to meet all student need. Recording student data and focused goal setting on the power standards for each grade level is the priority. The faculty and staff at Clendenin Elementary School has a collective commitment to improve student performance. Our School Wide Plan is: • Based on results of a comprehensive needs assessment, • Revised annually upon review of new data and trends, • Developed and written by groups of faculty members along with the principal; School wide strategy for improving student performance: • Set grade-level Reading and Math Power Standard Goals for each nine weeks; • Pretest, Instruct, Retest and track progress; • Recognize and reward students who meet mastery of each Power Standard</p>
<p><b>Function B: Processes and Structures.</b> The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.</p>	<p>ACCOMPLISHED</p>	<p>The school staff increases the amount and quality of learning time through the provision of extended day/year programs, enriched or accelerated programs. To ensure that each minute of the school day is beneficial to our students, we have implemented or offer the following programs or</p>

		<p>services:</p> <ul style="list-style-type: none"> <li>• First Grade students who are not eating school-prepared breakfast use iPads to reinforce basic skills each morning with Mr. Kearns;</li> <li>• Third Base after-school program which provides students additional study time and homework assistance while waiting for working parents;</li> <li>• Qualifying students participate in Gifted Education one day each week;</li> <li>• Accelerated Reader program to motivate students to read within their own ZPD (Zone of Proximal Development) and enhance the joy of reading;</li> <li>• Front Row math program allows students to work beyond grade level on various domains including Algebraic Expression, Fractions, Geometry, etc.</li> <li>• Achieve 3000 enhances comprehension through non-fiction news</li> </ul>
<p><b>Function C: Monitoring for Results.</b> The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.</p>	<p>ACCOMPLISHED</p>	<p>Clendenin Elementary is using various charts and graphs, incorporated within the spiral bound student agendas, to track progress and record important data. This allows immediate access of scores and levels to all stakeholders including all teachers that work with the student, the principal, and parents. The following is included:</p> <ul style="list-style-type: none"> <li>• DIBELS results (BOY, MOY, EOY, Progress Monitoring)</li> <li>• Achieve 3000 scores on Level Set tests and each article</li> <li>• Math Facts mastered (Math Facts in a Flash)</li> <li>• Weekly Reading Test scores</li> <li>• Scholastic Math Inventory test results</li> <li>• Attendance</li> <li>• Power Standards, Goals, Pretest and Post Test scores</li> </ul> <p>All grades are recorded on Engrade which is accessible from home by parents. Data will be reviewed at monthly Data Analysis/Congruency Meetings and changes will be made as needed to better serve our students. Classroom teachers may make changes to small groups and instruction at any time upon tracking progress. Parents are encouraged to review and</p>

**SECTION 2: What Support do you need for improvement?  
Needs Analysis, Capacity Building and Efficiencies**

<p>Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.</p>	<p>Clendenin feels that an increase in bandwidth would make I-pad and computer usage more pleasant for students and teachers alike. In addition, our facility needs include plaster work and water damage repair for the roof.</p>
<p>Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.</p>	<p>Our staff needs more professional development for working with families impacted by drugs, and in ways to collaborate with parents for whom school is not a priority.</p>

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

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

Staff members are encouraged to voice their concerns, opinions, and be an active part of the school leadership. The principal works with central office and brings us new ideas to implement in our classrooms (such as piloting a Smarter-Balanced practice initiative. We are encouraged to motivate and reward students within guidelines, and make fun a big part of learning. The PLC leaders are trained to implement the I-PAD and Mac-books into instruction, and share through collaboration.

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

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

**POLICY and CODE**

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

FULL COMPLIANCE

**COMPLIANCE CHECKLIST: POLICY 2320**

**A Process for Improving Education: Performance Based Accreditation System**

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322 ).**

**Compliance Core Areas of Policy/Code**

**School Responsibilities for Accreditation (Pages 13-14)**

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

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process <ul style="list-style-type: none"> <li>· Prepare for the review – the principal shall: <ul style="list-style-type: none"> <li>o prepare the staff for productive involvement in the review process with materials provided by the OEPA</li> <li>o one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress</li> <li>o prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process</li> </ul> </li> <li>· Participate in the review</li> <li>· Participate in the Exit Conference</li> <li>· Address the review findings – the principal shall: <ul style="list-style-type: none"> <li>o share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan</li> </ul> </li> </ul> <p style="margin-left: 40px;">o work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE</p>

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

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

#### **Implementation**

- Develop Understanding of Accreditation Processes
- Establish Local Direction
- Monitor School Responsibilities:
  - o Completion of the annual School Monitoring Report
  - o Review and verify the accuracy of the School Monitoring Report
  - o Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
  - o Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

- Develop instructional leadership skills of principals.
- Support school continuous improvement and strategic planning processes.
- Implement school-based professional development programs that address the unique needs of staff and students.

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### **Continuous Improvement and Strategic Planning (Pages 24-25)**

**(Also referenced in Policy 2510)**

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

YES	<ul style="list-style-type: none"> <li>· Create a Structure and Process for Continuous Improvement including:               <ul style="list-style-type: none"> <li>o a designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)</li> <li>o on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)</li> </ul> </li> </ul>
YES	<ul style="list-style-type: none"> <li>· Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)</li> </ul>
YES	<ul style="list-style-type: none"> <li>· Assess School and Classroom Learning Conditions – all staff must utilize:               <ul style="list-style-type: none"> <li>o the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)</li> <li>o summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)</li> </ul> </li> </ul>
YES	<ul style="list-style-type: none"> <li>· Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC)               <ul style="list-style-type: none"> <li>o school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs.</li> <li>o direction of the principal with collective involvement and input from the staff and the LSIC.</li> <li>o strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs.</li> <li>o principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)</li> </ul> </li> </ul>

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

### **COMPLIANCE CHECKLIST: POLICY 2340**

#### **West Virginia Measures of Academic Progress**

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

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

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

**Compliance Core Areas of Policy/Code**

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

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs	FULL COMPLIANCE	
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**COMPLIANCE CHECKLIST: POLICY 2510**

**Assuring the Quality of Education: Regulations for Education Programs**

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

**Compliance Core Areas of Policy/Code**

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

YES



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

Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

- Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

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

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

YES

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

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

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

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

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

FULL COMPLIANCE

**COMPLIANCE CHECKLIST: POLICY 4373**  
**Expected Behaviors in Safe and Supportive Schools**

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

### Compliance Core Areas of Policy/Code

YES

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#### Guidelines for Implementation. (S1,FC)

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

- Teach students appropriate behaviors and dispositions (Pages 7-17).
- Assure students' rights and responsibilities are taught and protected (Pages 18-21).
- Implement proactive, preventative, and responsive programs (Page 43).
- Implement investigatory and reporting procedures (Page 43).
- Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).
  
- Develop and implement a comprehensive crisis response plan (Pages 25-27).

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YES

#### Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

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

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

behavior.

- Employ licensed, certified staff in core subject areas.
- Participate in State assessment program.
- Compliance with State policies and federal regulations in the education of exceptional students.

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

FULL COMPLIANCE

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

### Legislative Findings: Required Physical Education; Program in Physical Fitness

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

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

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

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

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

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

#### Compliance Core Areas of Policy/Code

YES

Time Requirements (S3,FB)

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

YES

Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

YES

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

Parents will be informed in the Spring 2016.

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

FULL COMPLIANCE

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

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

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

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

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

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

**(S, F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

**Compliance Core Areas of Policy/Code**

YES

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

YES

The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

**Verification of Other Monitoring Reports:**

Letters are written annually to address any accounting concerns following our audit.

**A .** Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?

YES

These issues have always been minor and corrected in future audits. Our staff strives to follow all procedures.

**B .** Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?

YES

All aspects of policy 2419 are followed. Students with exceptionalities have the proper documentation and instructional times. Any conflicts are corrected during our self-monitoring process.

**C .** Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?

YES

Clendenin Elementary completes the appropriate fire drill schedule, maintains a safe environment and immediately corrects any identified concerns, so we are in compliance.

**D .** Health Department? Has the school addressed all non-compliances during the Health Department Inspection?

YES

The Health Department has found that Clendenin Elementary meets compliance. Concerns are addressed through work orders for corrections. The most recent Health Department

		documentation was passing.
<b>E .</b> School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	We have met the School Building Authority compliance.
<b>F .</b> Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Clendenin has met the required documentation for all Federal Programs.