



— 2024 —

EXEMPLARY PRACTICE SCHOOL *Celebration*





**West Virginia Board of Education
2023-2024**

L. Paul Hardesty, President
Nancy J. White, Vice President
F. Scott Rotruck, Financial Officer

Robert W. Dunlevy, Member
Victor L. Gabriel, Member
Daniel D. Snively, M.D., Member
Christopher A. Stansbury, O.D., Member
Debra K. Sullivan, Member
Gregory F. Wooten, Member

Sarah Armstrong Tucker, Ph.D., Ex Officio
Chancellor
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

Michele L. Blatt, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

MESSAGE FROM THE BOARD



Congratulations to the 2024 Class of Exemplary Practice Schools. Your innovation, insight, and commitment to student achievement through robust analysis and innovative practices are making a difference in the lives of children.

From leadership and accountability to effective instruction and student engagement, you exemplify the impact of measured and creative problem-solving in our schools. The ability to build sustainable structures that support learning, leadership, and ownership is an important pillar of success.

On behalf of the West Virginia Board of Education, thank you for the work you do every day for our children and our educators. We wish you continued success today and in the years to come.

A stylized, handwritten signature in black ink, consisting of a large, looping 'R' followed by a horizontal stroke.

L. Paul Hardesty
President, West Virginia Board of Education

SUPERINTENDENT MESSAGE



Congratulations to our 2024 Class of Exemplary Practice Schools.

It is my pleasure to congratulate the first class of Exemplary Practice Schools. You represent research-based, innovative approaches to address complex issues facing our students and the broader school community. You each bring a unique perspective making this a strong cohort to launch the Exemplary Practice Schools program.

We must celebrate the successes of our schools. We know our educators are working extremely hard to support students and prepare them for the next steps of their lives. We cannot overstate the important role of our schools in ensuring the academic, developmental, and basic needs of our children are met each day. The 2024 Exemplary Practice Schools are holding everyone in their buildings to a robust standard that is reflected in their being among the highest-achieving public schools in our state.

On behalf of the West Virginia Board of Education and the West Virginia Department of Education, thank you. You are to be commended for your efforts and your successes.

A handwritten signature in black ink that reads "Michele L. Blatt".

Michele L. Blatt
State Superintendent of Schools

ABOUT THE PROGRAM



The first-ever Exemplary Practice Schools program launched this Spring. The program was designed to highlight outstanding school practice in one or more area(s) of the West Virginia Standards for Effective Schools. Schools with outstanding performance on the 2023 Balanced Scorecard were invited to apply for recognition.

Eligible schools submitted an application including a narrative describing the unique and effective ways they implement a school practice to make a difference for their students. These schools represent approximately 5% of the highest achieving schools at each of the programmatic levels.

Elementary

Sherman Elementary School
Principal Lisa Lowe
Boone County

Secondary

Mountaineer Middle School
Principal Mike Rogers
Monongalia County

Career and Technical Education Program

United Technical Center
Principal Matthew Call
Harrison County

ABOUT THE SCHOOLS



Sherman Elementary School, Boone County

7487 Coal River Road
Comfort, WV 25049

Principal: Lisa Lowe
Email: llowe@k12.wv.us
Phone: 304-837-8310

2023-2024
Enrollment: 249

Mascot: Tide



Exemplary Practice Standard Alignment:

Standard 2 – Instructional Leadership: Ensuring the effectiveness of instruction leads to student achievement

- » *Principal ensures implementation of high-yield instructional strategies.*
 - » *Staff lead and assume responsibility for overall academic success.*
 - » *Students are engaged in age-appropriate leadership opportunities.*
-

At Sherman Elementary School, the leadership structure is based on collaboration. The principal fosters an environment in which each staff member has shared decision-making and shared instructional leadership roles. All grade levels and departments are represented on the School Leadership Team, with biweekly meetings to ensure continuity throughout the school. Grade-level teachers, Title I teachers, and special education teachers meet weekly for Professional Learning Community (PLC) meetings. Students engage in age-appropriate leadership duties and play a vital role in the Local School Improvement Council (LSIC) where students collaborate with parents, stakeholders, community members, and faculty.

Sherman Elementary School:

- Utilizes the PLC structure to ensure the use of high-yield instructional strategies.
- Develops a sense of shared accountability among staff members through shared leadership practices, including Saturday professional learning sessions for staff with teacher-developed and teacher-led content.
- Creates a learning environment in which students are motivated by taking ownership of their education. Students as young as 4-years-old track their attendance to build a sense of accountability and self-awareness.



Mountaineer Middle School, Monongalia County

991 Price Street
Morgantown, WV 26505

Principal: Mike Rogers
Email: jfrogers@k12.wv.us
Phone: 304-594-1165

2023-2024
Enrollment: 619

Mascot: Mountaineers



Exemplary Practice Standard Alignment:

Standards 5 and 6 establish a framework for effective instruction.

» *Standard 5 – Equitable Opportunities to Learn and Effective Instruction*

» *Standard 6 – Frequent Monitoring of Student Progress*

Mountaineer Middle School has designed a highly effective model for tiered intervention called *REAL Time*. This model addresses all students' needs with the flexibility for teachers to design unique supports at each of the grade levels. *REAL* stands for:

R – Relate subject matter to the world

E – Empower students to take charge of their learning, think critically, and question

A – Actively engage in subject matter to increase depth of knowledge

L – Learn content standards to mastery and beyond.

Mountaineer Middle School:

- Believes effective instruction begins at the Tier I (Universal) Level. MMS teachers meet at least once each week to analyze student data, coordinate Tier I instruction, and prepare Tier II/III intervention lessons.
- Schedules dedicate time daily for intervention that includes flexible student groupings based on data analysis. Student groupings change every two weeks and provide opportunities for social-emotional learning.
- Supports educator practice through monthly Learning Walks, during which each teacher observes a peer's classroom to learn from one another.
- Empowers students to take ownership of their learning by scheduling individual student conferences to discuss their progress and set individual goals.



United Technical Center, Harrison County

251 Marietta Street
Clarksburg, WV 26301

Director: Matthew Call
Email: mcall@k12.wv.us
Phone: 304-326-7580

2023-2024
Enrollment: 410



Exemplary Practice Standard Alignment:

Standard 2 – Instructional Leadership: Students are engaged in age-appropriate leadership opportunities

At the heart of the United Technical Center (UTC) school family lies a commitment to excellence in education, one embodied through an unwavering, uninterrupted dedication to instructional leadership. It is understood that it is the cornerstone of student achievement, and it is incumbent upon the entire body, faculty, students, and administration to ensure that it is seamlessly implemented.

“Instructional leadership is not just a standard we meet, it is what we do every day,” said Doug Sands, Machine Tool Technology Instructor at UTC.

The Instructional Leadership at UTC does not start and stop with the administration but is an active, living part of every staff members’ working day. Through a shared vision and collective responsibility, the staff collaborates to engage students in a dynamic and effective learning experience, where the students become the leaders in their own classrooms.

UTC’s approach to instructional leadership is set apart by the sincere belief in the power of student agency and the recognition that true learning occurs when students are actively engaged in the decision-making process about their education. Students take ownership of their educational journey through age-appropriate leadership opportunities that empower them. This happens through student-led initiatives, peer-tutoring, and participation in the decision-making process. The students are not just passive learners, but, instead, are contributors and leaders of the educational ecosystem.



Michele L. Blatt
West Virginia Superintendent of Schools