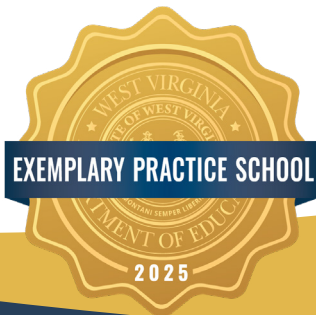




— 2025 —

EXEMPLARY PRACTICE SCHOOL

Celebration





**West Virginia Board of Education
2024-2025**

Nancy J. White, President
Victor L. Gabriel, Vice President
F. Scott Rotruck, Secretary
L. Paul Hardesty, Legislative Liaison

Robert W. Dunlevy, Member
Cathy L. Justice, 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

CONGRATULATIONS



On behalf of the West Virginia Board of Education and the West Virginia Department of Education, it is our pleasure to congratulate this year's Exemplary Practice Schools. This recognition distinguishes them for their continued work to support student excellence. The initiatives, goals, and systems for continuous improvement ensure that their work is rooted in sound principles and robust practices.

Mullens Elementary School, Mylan Park Elementary School, and White Hall Elementary School exemplify the power of setting high expectations through a shared vision and unified goals. Their data-driven approaches and commitment to systemic processes are supporting a culture that encourages students to thrive.

When administrators, teachers, staff, students, and families invest in student achievement, great things happen. Involving the Local School Improvement Council, deploying professional learning communities, and garnering student involvement are the keys to the schools' initiatives, and the data shows growth across a broad range of indicators. We look forward to these exemplary schools working with school communities around the state to not only share insights but to also offer guidance.

Successful tomorrows are ahead, and these schools are among the beacons leading the way. Congratulations, and thank you for your commitment to our students.


President
West Virginia Board of Education


State Superintendent of Schools
West Virginia Department of Education



2025 EXEMPLARY PRACTICE SCHOOLS

Mullens Elementary School


Principal Kara Shumate
Wyoming County

Mylan Park Elementary School

Principal Anne Lupo
Monongalia County

White Hall Elementary School

Principal Taylor Myers
Marion County



ABOUT THE PROGRAM



The Exemplary Practice Schools program was designed to highlight outstanding school practices that lead to improved student results. This year, an internal team reviewed applications and selected three elementary schools as 2025 WVDE Exemplary Practice Schools.

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. The school narrative includes the identification of a school improvement area, goals from school improvement, a description of their school improvement process, and a reflection on continuous improvement.

All three schools will be awarded grants to support their work and travel as they share their expertise with schools across our state.

ABOUT THE SCHOOLS



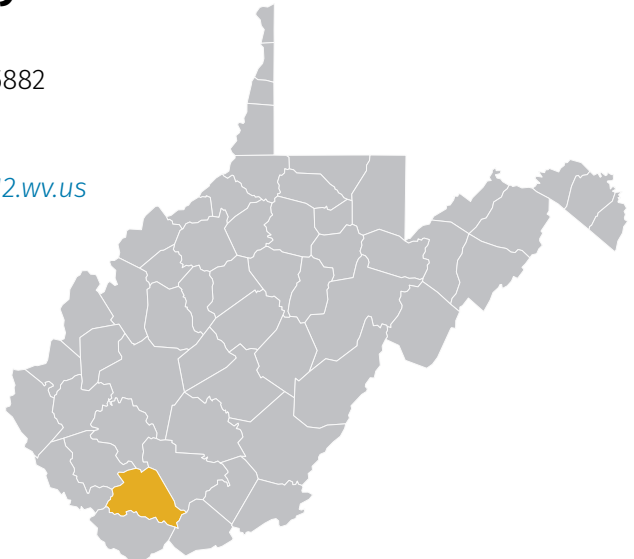
Mullens Elementary School Wyoming County

2107 Caloric Road
Mullens, West Virginia 25882

Principal: Kara Shumate
Email: kara.shumate@k12.wv.us
Phone: 304-294-5252

**2024-2025
Enrollment:** 156

Mascot: Rebels



Exemplary Practice Standard Alignment

Standard 6: Frequent Monitoring of Student Progress

Definition: A variety of data are used as the basis for adjusting the instructional approach.

Key Concepts:

- *Formative assessment processes are utilized to measure student performance.*
 - *Student performance is used to guide instructional decisions.*
 - *Teacher monitors student progress toward established instructional goals.*
-

Over the past three years, Mullens Elementary School has pursued a comprehensive approach to school improvement centered on collaborative processes, data-driven strategies, and continuous reflection. This exemplary practice has enhanced academic performance and fostered a positive, motivated school culture where students, teachers, and families work in tandem toward shared goals.

To ensure their efforts are aligned and targeted, the team holds weekly professional learning communities (PLCs), monthly leadership meetings, and dedicated co-planning sessions where teachers collaborate to set instructional goals. Weekly PLCs are critical hubs for teachers to review student data, including assessment, attendance, and behavior. Teachers work collaboratively to discuss instructional alignment and refine instructional strategies. Moreover, the Local School Improvement Council (LSIC) meetings and input from the Communities In Schools liaison provide valuable insights into attendance patterns and other external factors that impact student success.

The school's approach impacts students' growing self-motivation, increased attendance, and readiness for the next grade level. Students are more engaged in tracking their learning and attendance, which boosts their academic achievement and sense of responsibility.



Mylan Park Elementary School Monongalia County

901 Mylan Park Lane
Morgantown, West Virginia 26501

Principal: Anne Lupo

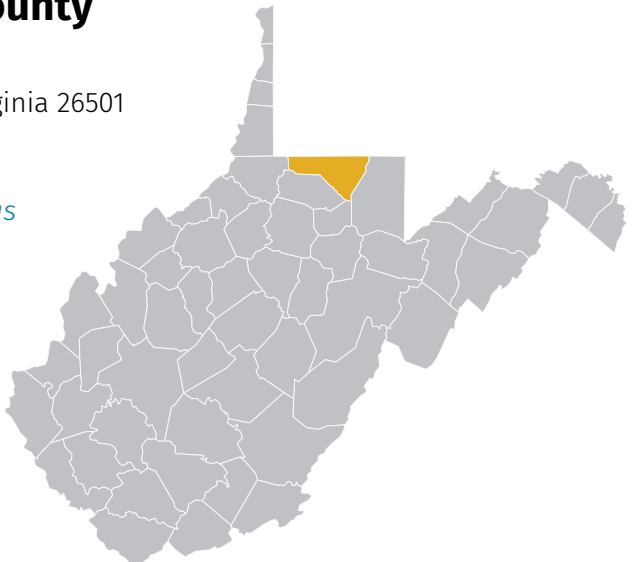
Email: alupo@k12.wv.us

Phone: 304-983-7700

2024-2025

Enrollment: 453

Mascot: Patriots



Exemplary Practice Standard Alignment

Standard 3: High Expectations for Success

Definition: The school purposefully provides a climate in which all students can learn and succeed.

Key Concepts:

- Staff believe in and demonstrate their ability to successfully teach all students.
- Staff believe all students can and will obtain mastery.
- Responses and adjustments occur to assure mastery when some students do not learn, or have already mastered the concept.

Standard 6: Frequent Monitoring of Student Progress

Definition: A variety of data are used as the basis for adjusting the instructional approach.

Key Concepts:

- Formative assessment processes are utilized to measure student performance.
 - Student performance is used to guide instructional decisions.
 - Teacher monitors student progress toward established instructional goals.
-

“Be the Best Version of You” is more than a motto. These six words characterize a school mindset of high expectations for both staff and students, as well as accountability for student data. Mylan Park teachers and staff build positive relationships, embrace challenges, celebrate successes, learn from mistakes, and move forward. The staff implements practices that highlight an “all hands on deck” approach, supporting the perspective that all students can learn. The school states that its welcoming environment, consistent attendance, accountability, and belief that “poverty is not a disability” contribute to its success.

Educators at Mylan Park utilize assessment and observation data in collaborative settings to effectively identify needs and inform instruction. Their PLC meetings offer opportunities for rich conversations. PLCs have three major components: team collaboration, data-driven common assessments, and instructional planning. Teachers analyze assessments, identify students who have mastered or not mastered standards, and plan immediate interventions and enrichment. Interventionists and special education teachers provide key information and take an active role in communicating concerns, areas for growth, or potential adjustments to intervention plans.



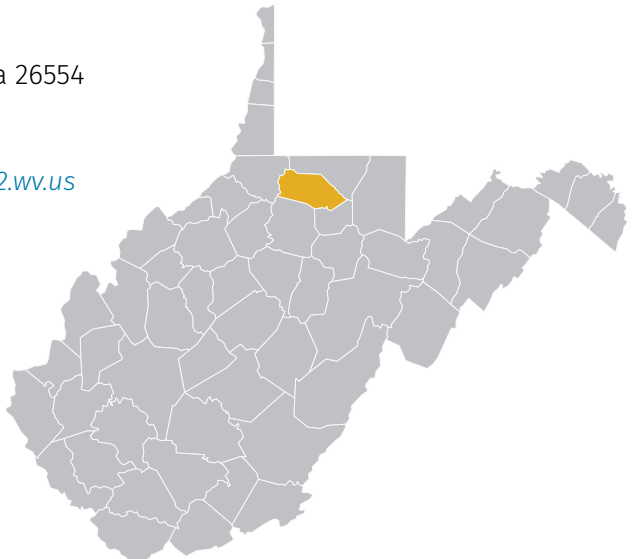
White Hall Elementary School Marion County

38 Emerald Lane
Fairmont, West Virginia 26554

Director: Taylor Myers
Email: taylor.myers@k12.wv.us
Phone: 304-367-2158

2024-2025
Enrollment: 184

Mascot: Wildcats



Exemplary Practice Standard Alignment

Standard 6: Frequent Monitoring of Student Progress

Definition: A variety of data are used as the basis for adjusting the instructional approach.

Key Concepts:

- *Formative assessment processes are utilized to measure student performance.*
 - *Student performance is used to guide instructional decisions.*
 - *Teacher monitors student progress toward established instructional goals.*
-

Starting in the 2021-2022 school year, teachers of students in Grades 2-4 collaborated with their classes to create student data notebooks. These notebooks enable students to monitor their academic progress across various subjects that impact their education. In the following school year, 2022-2023, the student data notebooks were expanded to include all grades from kindergarten through 4th grade. Additionally, student-led conferences were introduced. Students use the data notebooks to present their progress to their families every nine weeks. This practice encourages students to take responsibility for reviewing and tracking their data and progress, while fostering a sense of ownership and desire to improve their performance. Student conferences have also supported improved family engagement, with a focus on individual student progress.

Teachers also empower their students to take ownership of their learning and their school through student leadership teams. Every nine weeks, four 4th-grade students are selected to join this team. These students learn leadership skills and model expected behaviors for their peers.



Michele L. Blatt
West Virginia Superintendent of Schools