EVANS
ELEMENTARY SCHOOL

F.O.C.U.S. PLAN

2026-2027

For The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015



F.O.C.U.S. PLAN

F - Find the starting point.

O - Organize the DATA.

C - Communicate the goals and action steps.

U - Utilize the Stakeholders.

S- Sustain the monitoring.

West Virginia
Standards for Effective Schools

West Virginia DEPARTMENT OF EDUCATION

1. Clear and Focused Mission

Definition: The school's purpose and approach to support learning for all

Key Concepts

- A culture of ownership for student success
- Shared beliefs and values
- Commitment to a shared vision

2. Instructional Leadership

Definition: Ensuring the effectiveness of instruction leads to student achievement

Key Concepts

- 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

3. High Expectations for Success

Definition: Purposefully providing 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

4. Positive and Safe Environment

Definition: Orderly, purposeful, and accommodating of all students' needs

Key Concepts

- Collaboration and cooperation are pervasive among staff and students
- Appropriate behavior is expected and supported
- Student diversity is embraced and respected

5. Equitable Opportunities to Learn and Effective Instruction

Definition: Sufficient time for meaningful learning is provided to all students

Key Concepts

- Instructional time is utilized efficiently and effectively
- Instructional activities are rigorous and aligned to student interest and State Standards
- Feedback is timely, ongoing, and supports individual student growth

6. Frequent Monitoring of Student Progress

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

Key Concepts

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

7. Family and Community Partnerships

Definition: Purposeful relationships exist between families, community, and the school

Key Concepts

- The school community fosters shared responsibility for student success
- Community understands and supports the school's mission
- Partnerships exist between school and community to support academic, social-emotional, and physical needs

Goal 1

The school will maintain and communicate a purpose that commits to high expectations for success as well as shared values and beliefs about teaching and learning.

Objective A

Shared Beliefs and Values

Action Steps:

1. Vision, Mission and Motto
    a. Vision: To equip students for success in a global society
    b. Mission: To develop a foundation of excellence for each student through academic rigor, character education, technology and wellness.
    c. Motto: Respect Yourself, Respect Others, Respect our School
2. Core Beliefs:
        a. We believe our school should be a safe and nurturing environment where every child may learn and succeed.
        b. We believe teachers, students, and the community -operating within a framework of respect, truth and honesty- are essential to student success.
        c. We believe teachers have the responsibility of providing quality instruction to each student, and each student has the responsibility of being an active participant in their learning process.
        d. We believe that learning is a lifelong process for teachers and students.

Objective B

High Expectations for All

Action Steps:

1. APL Strategies
    a. APL strategies consistently used within classrooms
    b. Increased time on task for students
    c. Improved student behavior
    d. Improved student performance
    e. Optimized classroom organization
    f. Motivation of students
    g. Classroom management strategies
2. Walkthroughs
    a. The principal will complete at least one walkthrough per 2 week for each teacher. The teacher will meet with the Principal once per nine weeks to discuss walkthroughs.

3. Staff Handbook
    a. Expectations for all employees is reviewed at the beginning of the school year
    b. Each employee maintains a handbook for reference

4. Evaluations/ Observations
    a. Service Personnel are on an evaluation schedule
    b. Teachers are on a progression schedule and complete a self-reflection, goal setting and End of Year evaluation.
    c. All employees are subject to be observed at any time
    d. The principal will conference with each employee after an observation.
    e. All employees conference with the principal prior to check out for the school year

Objective C

Safe, Orderly and Engaging Environment

Action Steps:

1. School-Wide Discipline Plan
    a. Behavior expectations are explicitly taught and modeled during the first weeks of school and are reinforced throughout the school year. Students are given opportunities to practice routines and demonstrate appropriate behaviors in a variety of settings. Expectations are reviewed regularly to promote consistency and success. When students do not meet established expectations, they may be assigned to a Reteach session to review the expected behavior and develop strategies for making better choices in the future.
    b. The Schoolwide Discipline Plan for every classroom consistently follows the same schoolwide discipline plan and consequences. Students are rewarded with incentives and a daily 15-minute bonus recess for demonstrating positive behavior. Students who receive a warning still participate in the 15-minute bonus recess.Students who receive two infractions (Red) are assigned to Reteach during the 15-minute bonus recess. During this time, they reflect on their behavior and learn appropriate alternatives.Students who receive three infractions (Blue) will receive a Blue Note sent home to parents explaining the behaviors that occurred. In addition, they will be assigned to Reteach and lunch detention.Students who reach Purple status will be required to participate in a parent conference to address concerns regarding their behavior at school and develop a plan for improvement.The school adheres to the Student Code of Conduct, and disciplinary actions will be administered in accordance with West Virginia Board of Education Policy 4373.
    c. Reteach- Students assigned to Reteach will be required to miss the 15-minute bonus recess at the end of the day. During this time, they will complete a written reflection explaining what they did incorrectly and what they should have done differently. A copy of the completed reflection will be sent home with the student.After five Reteach assignments, the school counselor will meet with the student to discuss behavior and strategies for improvement. After ten Reteach assignments within a single nine-week grading period, parents will be notified, and the student will be assigned one-half day of in-school suspension (ISS).
    d. Rewards- Students are recognized and rewarded within the classroom through a variety of incentives. Students who receive minimal Reteach infractions earn a bonus recess once each nine weeks. Students who remain on Green throughout the entire school year

without any infractions are recognized at the End-of-Year Awards Assembly and receive a medal for their achievement.

2. BEARS Program- Better Educated and Responsible Student

   a. The BEARS Program encourages students to be responsible, organized, and ready for learning each day. Students are expected to come to school prepared with all necessary materials, including completed homework, parent communication folders, textbooks, library books, sneakers for Physical Education, and a fully charged iPad. The program recognizes and rewards students who consistently demonstrate responsibility and preparedness. Students who receive minimal behavior infractions are eligible to participate in a BEARS Recess once each nine-week grading period. Students who maintain exemplary behavior and responsibility throughout the school year are recognized at the End-of-Year Awards Assembly and receive a medal for their achievement.

3. Safety Protocol

   a. Review and practice of safety drills throughout the school year. The school will conduct a minimum of 4 Code Red drills and 10 Fire drills.
   b. Constant door locking procedure for all outward facing doors and classroom doors containing students throughout school day.
   c. School staff will utilize Centegix cards for alerts.

4. Communication

   a. Communication with staff through emails and weekly Looking Ahead updates
   b. Communication with families weekly through teacher Newsletters and open communication using the Remind app. Daily communication with Take Home folders in grades PK-5 and Agenda books in grades 3-5. Parents can refer to the Student and Family Handbook.
   c. Website up to date with information and upcoming events
   d. Call-out system for families
   e. Monthly Newsletter from the Principal for monthly reminders, important dates and announcements.

Goal 2

Improve English Language Arts Accountability Measure by using high yield instructional strategies to Meet Standards range for the 2026-27 school year.

Objective A
Data

Action Steps:

1. Professional Learning Communities will meet monthly. Teachers will review weekly iReady data, classroom progress, diagnostic, benchmark and progress monitoring data.
2. GSA- All teachers and principal will analyze data
    a. Compare Cohort Groups
    b. Year-to-Year Teacher Proficiency and Performance Levels
    c. Complete Student Comparison Charts in grades 3rd to 4th and 4th to 5th
    d. Complete Student Breakdown Charts showing current performance levels and determine academic progress targets for each student by the tiered increments
    e. Significant Standards and cross-sectional report will be examined and utilized
3. i-Ready Weekly Checks- The Principal will check weekly to determine lesson completion. Student goal is two passed lessons per week in each subject area.
4. Teachers will utilize the i-Ready WV Standards report to identify mastery of WV Standards

Objective B
Core Instruction

Action Steps:

1. County-Wide Adopted Curriculum
    a. Grades K-2 will use the CKLA Reading Curriculum
    b. Grades 3-5 will use Ready Reading, Ready Writing, SRA Spelling Curriculums
    c. Science of Reading techniques
    d. i-Ready Reading Instruction

2. Literacy Initiative
    a. The nine steps of the initiative are embedded throughout the day in various academic areas. Students use these skills to flip questions, attack questions and identify power verbs.
    b. Students will use steps to complete writing assignments at least once per nine weeks. Grades 3-5 will complete a 5 paragraph essay using all steps in the process. Students will use informational text to complete informational writing and opinion writing. Grades 1-2 will complete the steps and create one paragraph by the end of the year. Kindergarten will complete sentences. Three examples per assignment will be submitted for review to the Principal once per nine weeks.
3. i-Ready Differentiated Instruction

    a. All students will complete and pass two lessons per week in i-Ready. This is monitored weekly by teacher and principal
    b. Classroom teachers offer incentives for passed lessons such as i-Ready punch cards, sticker charts, tickets and 100% boards.Ticket reward system for i-Ready Carnival games. Students who pass over 100 lessons by the end of the year are recognized at the schoolwide awards assembly.
4. GSA Practice
    a. 3-5 teachers will review prior years data and identify targeted needs for improvement. Identifying significant standards and utilizing cross sectional reports.
    b. Teachers will use GSA practice test questions throughout the year to familiarize students with the test format and vocabulary. These will be used as bellringers, daily problems and whole group problems. Teachers will keep a log to track GSA targeted skills that will be submitted to the principal as well as noted in lesson plans weekly.
    c. Teachers will utilize the i-Ready WV Standards Mastery report to target skills.
    d. Teachers will utilize the Test Authoring tools within the non-summative assessment system.
5. APL
    a. All teachers will use APL for classroom management and learning strategies. Strategies are monitored by the principal through walkthroughs.

Objective C

Intervention

Action Steps:

1. WV Tiered System of Support (WVTSS)
    a. Students identified through benchmark data and classroom performance will participate in Tiered Instruction. Tier 2 instruction will occur for 30 minutes per day, 3-5 days per week. Tier 3 instruction will occur 30-60 minutes per day, 3-5 days per week. Targeted skill groups include Phonemic Awareness, Phonics, Vocabulary and Comprehension.
    b. Students identified as deficient following the i-Ready benchmark will be screened using mClass. mClass will identify a learning path for the student targeting skills needed for improvement. mClass groups will be realigned three times per year at minimum.
2. mClass Intervention
    a. Students will use mClass intervention for tiered groups and special education
3. After-School Tutoring
    a. After school tutoring will be available 4 days per week for students in grades 1-5

Goal 3

Improve Math Accountability Measure by using high yield instructional strategies to Meet Standards range for the 2026-27 school year.

Objective A

Data

Action Steps:

1. GSA- All teachers and principal will analyze data
    a. Compare cohort groups
    b. Year-to Year Teacher Proficiency and Performance levels
    c. Complete student breakdown Charts showing current performance level and determine academic progress targets for each student by the tiered increments
    d. Complete Student Breakdown Charts showing current performance level and determine academic progress targets for each student by the tiered increments.
    e. Significant Standards and cross-sectional reports will be examined and utilized.
2. Professional Learning Communities will meet monthly. Teachers will review weekly iReady data, classroom progress, diagnostic, benchmark and progress monitoring data.
3. i-Ready Weekly Checks- The Principal will check weekly to determine minute completion and lesson completion . Midyear target is approximately 50 lessons and end of year target is 100 lessons per student.

Objective B

Core Instruction

Action Steps:

1. County-Wide Adopted Curriculum
    a. Grades K-5 will use Ready Math curriculum
    b. Grades K-5 will use Saxon Math Curriculum
    c. iReady Math Instruction
2. GSA Practice
    e. 3-5 teachers will review prior years data and identify targeted needs for improvement.
    f. Teachers will use GSA practice test questions throughout the year to familiarize students with the test format and vocabulary. These will be used as bellringers, daily problems or whole group problems. Teachers will keep a log to track GSA targeted skills that will be submitted to the principal as well as noted in lesson plans weekly. Teachers will utilize the test authoring tools within the non-summative assessment system.
3. i-Ready Differentiated Instruction
    a. All students will complete and pass two lessons per week.. This is monitored weekly by teacher and principal
    b. Classroom teachers offer incentives for passed lessons such as i-Ready punch cards, sticker charts, tickets and 100% boards. Students can use tickets earned for each passed

lesson to play games at the i-Ready Carnival. Students who pass over 100 lessons by the end of the year are recognized at the schoolwide awards assembly.

Objective C
Intervention

Action Steps:

1. WV Tiered System of Support (WVTSS)
    a. All students K-5 will receive Saxon Math Instruction daily as Tier 2 Math Instruction. Daily instruction will be 30-60 minutes, 5 days a week.
    b. Students identified as Tier 3 will additionally use intensive skill instruction based on the deficit skills. i-Ready target skills for small group instruction.
2. After-School Tutoring
    b. After school tutoring will be available 4 days per week for students in grades 1-5
3. i-Ready
    a. Students in grades 3-5 will not be permitted to use the audio on i-Ready unless it is specified in an IEP. Students will be expected to read problems independently to prepare them for GSA Math. .

Goal 4

Improve Attendance Accountability Measure for the 2026-27 school year.

Objective A

Accuracy

Action Steps:

1. **Student Data** All student data, including parent or guardian contact information, addresses, email addresses, and phone numbers, will be entered accurately and verified regularly to ensure effective communication and timely notification. All staff members responsible for collecting and maintaining student data will be trained in the use of state attendance and absenteeism codes to ensure accurate documentation of absences, parent notes, and other attendance-related information.
2. **Data Collection and Monitoring** The collection, reporting, and retention of attendance data will be consistent throughout the school and county. Attendance data, including both excused and unexcused absences, will be monitored daily to identify individual students who may be at risk of chronic absenteeism and to analyze attendance trends among student subgroups. This information will be used to support early intervention efforts and promote improved attendance outcomes.
3. **Attendance Incentives** Grade levels will be recognized and rewarded monthly for achieving the highest attendance rate. At the end of each month, the principal will calculate attendance percentages for each grade level. The grade level with the highest attendance rate will receive an incentive. In addition, students will be individually recognized schoolwide for faithful attendance and perfect attendance during the End-of-Year Awards Assembly. These recognitions are intended to encourage consistent attendance and emphasize the importance of being present and engaged in learning.

Objective B

Communication

Action Steps:

1. Well Child Checks and Attendance Interventions- On the third consecutive day of absence, a well-child check call will be made if the school has not received communication from the parent or guardian. Information gathered during the call will be documented and shared with appropriate staff members as needed.
2. The school counselor will also contact families regarding excessive tardies and absences to identify and address barriers that may be contributing to attendance concerns. The goal of these conversations is to develop solutions and provide support to improve student attendance.
3. In September, a letter from the Jackson County Board of Education will be sent to families of students who have accumulated three or more absences. This letter will emphasize the importance of regular school attendance, encourage families to prepare students for school each day, and initiate conversations between the school and families regarding attendance concerns.
4. When a student reaches five or more unexcused absences, the Attendance Director will generate attendance notification letters and provide them to the school administrator for review and mailing. Attendance letters are issued after three, five, and ten unexcused absences in accordance with county procedures. Parent or guardian notes must be submitted within three days of the student's return to school. All teachers will date and sign excuse notes upon receipt and promptly forward them to the office for entry into WVEIS.
5. Parents, guardians, and community stakeholders will be informed of the distinction between truancy and chronic absenteeism. Families will be reminded that every day of attendance matters and that even a few missed days each month can result in significant learning loss and reduced

social and academic engagement. This information will be shared through the school website, student handbook, Open House events, Local School Improvement Council (LSIC) meetings, and school newsletters.

Goal 5

Cultivate a workplace environment where professional growth is a priority to strengthen employees' belonging and impact.

Objective A

Instructional Leadership

Action Steps:

1. Facilitate- Share the vision and set the tone for climate and foundation for culture
2. Initiate- Create an environment for collaboration and growth mindset. Model instruction and implementation.
3. Sustain- Monitor and observe, provide feedback and allow time for collaboration
4. Evaluate- Analyze and disseminate data. Then reflect and modify as necessary.

Objective B

Professional Development

Action Steps:

Professional Development Opportunities

Staff members participate in a variety of county-provided and school-based professional development opportunities designed to support continuous growth and improve student achievement.

County-Provided Professional Development

- APL Academy for Employees
- SafeSchools Training
- Teacher Symposium
- Science of Reading Professional Development
- mCLASS Training
- Professional Learning and Curriculum Development Days embedded within the school calendar
- Professional development End of year Camp at Ripley High School

School-Based Professional Development

- Curriculum Team Meetings
- Professional Learning Community (PLC) Meetings
- Professional Learning and Curriculum Development Days
- Data Analysis and Instructional Planning Sessions
- Collaborative Grade-Level and Content-Area Meetings

These professional learning opportunities provide staff with ongoing training, collaboration, and support to strengthen instructional practices, implement curriculum effectively, analyze student data, and meet the diverse needs of all learners.

Objective C

Staff, Family, and Community Relationships

Action Steps:

Staff Engagement and School Culture

The school promotes a positive atmosphere of respect, collaboration, and mutual understanding among staff members. Staff are supported through opportunities that build morale and strengthen relationships, including staff gathering luncheons, holiday luncheons, Teacher Appreciation Week activities, and support from the Sunshine Committee.

Family Engagement Opportunities

The school values strong partnerships with families and provides multiple opportunities for engagement throughout the year, including:

- PTO meetings and volunteer opportunities
- Local School Improvement Council (LSIC) meetings
- Open House events
- Preschool and Kindergarten transition visits
- Parent-Teacher conferences and Data Chats
- OctoberFest Community & Volunteer Event
- Book Fair evening events
- Music programs and performances
- Evans Art Show
- Field Day / PTO Fun Day
- Field trips
- End-of-Year Awards Assembly
- Evans Elementary School website
- Evans monthly newsletters
- Volunteer opportunity with monthly Birthday Table
- Volunteer opportunity with i-Ready Carnival

Community Partnerships

The school actively builds relationships with community organizations and partners to enhance student learning experiences and school involvement, including:

- West Virginia Read Aloud Program
- PTO and LSIC collaborations
- Early Childhood Initiative (ECI)
- Head Start West Virginia
- Senior Walkthrough Parade and reception
- Jackson County Animal Shelter partnerships
- TIMET STEAM Projects
- Toyota of Buffalo STEAM Day
- Discovery World of Parkersburg STEAM Day
- ArtCart with Preschool
- Parkersburg Area Community Foundation

These partnerships and engagement opportunities strengthen the connection between school, home, and community while supporting student growth and achievement.