

EVANS ELEMENTARY SCHOOL

***F.O.C.U.S. PLAN
2025-2026***



**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
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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
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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
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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
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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
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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
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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
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WHERE WE ARE

INDICATOR	EES	COUNTY	STATE
ELA Achievement Value	77.74	67	59.58
MATH Achievement Value	78.39	70.0	60.79
ELA Progress Value	70.0	66.4	53.5
MATH Progress Value	50.00	60.3	47.01
Attendance	11.54	16.3	18.44
Discipline	100	97.63	96.53

Academic Achievement Value

Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
80% or Higher	65 to 80%	50% to 65%	Less than 50%

Academic Progress Value

Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
65% or Higher	50 up to 65%	35% up to 50%	Less than 35%

Attendance and Discipline

Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
95% or Higher	90% to 95%	80% to 90%	Less than 80%

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 week for each teacher.
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. Expectations are explicitly taught and modeled during the beginning weeks of school and reinforced throughout the school year. Students practice routines and expectations and are subject to Reteach sessions when needed.
- b. Every classroom consistently uses the same schoolwide discipline plan and consequences. Students are rewarded with incentives and daily 15 minute bonus recess for good behavior. Students with a warning also participate in 15 minute bonus recess . Students who have two infractions (red) are assigned to Reteach during the 15 minute bonus recess. Students with Blue (3 infractions) receive a blue note to parents explaining behaviors, assigned to Reteach and Lunch detention. Purple warrants a parent conference concerning the child's behavior at school. The school adheres to the Student Code of Conduct and discipline action will incur in accordance with Policy 4373.
- c. Reteach- students are assigned to reteach will be required to miss the 15 minute bonus recess at the end of the day. During that time, they will be provided written work of what they did incorrectly and what they should have done differently. A copy will be sent home with the child. After 5 periods of Reteach, the counselor will meet with the child. After 10 periods of Reteach within one nine weeks, parents will be informed and the child will be assigned one half day of in-school suspension.
- d. Rewards- students are rewarded within the classroom with incentives. Students with minimal Reteach infractions receive a bonus recess once per nine weeks. Students who remain on Green all year without any infraction are recognized at the end of year Awards Assembly with a metal.

2. BEARS Program- Better Educated and Responsible Student

- a. The BEARS Program encourages students to be responsible and ready for learning. This system includes rewards for students who are prepared for learning with all needed items such as homework, parent communication folders, textbooks, library books, sneakers for PE, iPad, or

instrument for band. Students who have minimal infractions receive a bonus recess per nine weeks and are awarded a Medal at the end of year Awards Assembly.

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.

4. Communication

- a. Communication with staff through emails and weekly Looking Ahead updates
- b. Communication with families weekly through teacher Newsletters and open communication with Remind. Daily communication with Take Home folders in grades PK-2 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

Goal 2

Improve English Language Arts Accountability Measure by using high yield instructional strategies to Meet Standards range for the 2025-26 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. iReady Weekly Checks- The Principal will check weekly to determine minute completion and lesson completion. Student goal is two passed lessons per week in each subject area. Midyear target is approximately 50 lessons and end of year target is approximately 100 lessons per student.

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. iReady 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. iReady Differentiated Instruction
 - a. All students will complete and pass two lessons per week in iReady. This is monitored weekly by teacher and principal
 - b. Classroom teachers offer incentives for passed lessons such as iReady punch cards, sticker charts, tickets and 100% boards. Ticket reward system for iReady 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 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.
- 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 iReady benchmark will be screened using mClass. mClass will identify a learning path for the student targeting skills needed for improvement.
- 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
- 4. iReady
 - a. Students in grades 3-5 will not be permitted to use the audio on iReady unless it is specified in an IEP. Students will be expected to read passages independently to prepare them for GSA independent reading.

Goal 3

Improve Math Accountability Measure by using high yield instructional strategies to Meet Standards range for the 2025-26 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 report 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. iReady 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
 - c. 3-5 teachers will review prior years data and identify targeted needs for improvement.
 - d. 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.
3. iReady 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 iReady punch cards, sticker charts, tickets and 100% boards. 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. iReady 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. iReady
 - b. Students in grades 3-5 will not be permitted to use the audio on iReady 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 2025-26 school year.

Objective A

Accuracy

Action Steps:

1. Student Data- All student data, including parent or guardian contact numbers, addresses, emails, will be inputted accurately, and verified to assist in communication and notification. All support staff responsible for collecting school data will be trained in the state absenteeism codes to allow for accurate coding of parent notes and upcoming school events.
2. Data Collection- Collection and retention of data will be consistent throughout the school and county. All data, including excused and unexcused absences , will be monitored daily to identify individual at-risk students and /or data trends in all subgroups
3. Incentives- Grade levels will be rewarded monthly for the highest attendance rate. At the end of each month the Principal will calculate the grade level attendance percentage. The grade level with the highest attendance rate will receive an incentive. Students will be individually recognised schoolwide for faithful attendance and perfect attendance at the End of Year Awards Assembly .

Objective B

Communication

Action Steps:

1. Well Child Checks- On the third consecutive absence, a call will be made to check on the child if we have not heard from the parent. This information will be recorded and communicated to involved staff.
2. Calls will also be made by the counselor to address excessive tardies and absences to find solutions to barriers creating tardies or absences.
3. A letter from the Jackson County Board of Education will be sent out in September if a student has reached 3 or more absent days. The letter will reinforce the importance of attendance and encourage families to prepare students for school. The letter will initiate conversations between schools and families concerning attendance.
4. Once a student reaches five or more unexcused absences, the Attendance Director will generate letters and send the letters to the individual school administrator to be reviewed and mailed to families. Letters are sent after 3/5/10 days of unexcused absences. Parent Notes must be received within three days of the absence. All teachers will date and sign excuses when received and promptly send them to the office for WVEIS recording.
5. Parents and community stakeholders will be able to identify the difference between Truancy and Chronic Absenteeism. Guardians must understand that every day counts and even a few days a month can lead to significant learning loss and lack of social and academic engagement. This information is shared through the school website, handbook, open house, LSIC 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:

1. County Provided Professional Development
 - a. APL Academy for Employees
 - b. Safe Schools Training
 - c. Teacher Symposium
 - d. Science of Reading Professional Development
 - e. mClass
 - f. Professional Learning & Curriculum Development days embedded into the school calendar
2. School Based Professional Development
 - a. Curriculum Team meetings
 - b. PLC Meetings
 - c. Professional Learning & Curriculum Development Days

Objective C

Staff, Family, and Community Relationships

Action Steps:

1. Staff
 - a. Atmosphere of respect and mutual understanding
 - b. Staff gathering luncheons
 - c. Holiday luncheon

- d. Teacher Appreciation Week

2. Family

- a. PTO
- b. LSIC
- c. Open House
- d. Preschool and Kindergarten Visits
- e. Parent-teacher conferences and Data Chats
- f. OctoberFest
- g. Book Fair evening event
- h. Music Programs
- i. Reading Nights
- j. Evans Art Show
- k. Field Day/ PTO Fun Day
- l. Field Trips
- m. Awards Assembly
- n. Website
- o. Sunshine Committee
- p. Monthly Newsletter

3. Community

- a. WV Read Aloud Program
- b. PTO
- c. LSIC
- d. ECI
- e. Senior Parade
- f. Jackson County Animal Shelter