

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Matthew Howery
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Evans Elementary School
(As it should appear in the official records)

School Mailing Address 205 Schoolhouse Drive
(If address is P.O. Box, also include street address.)

City Evans State WV Zip Code+4 (9 digits total) 25241-9765

County Jackson

Telephone (304) 372-7333 Fax (304) 372-7317

Web site/URL https://evans.jack.k12.wv.us/o/evans E-mail mhowery@k12.wv.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. William Hosaflook E-mail whosaflo@k12.wv.is
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jackson County School District Tel. (304) 372-7300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Jim Frazier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 12 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	15	7	22
1	8	12	20
2	13	12	25
3	12	20	32
4	8	18	26
5	10	7	17
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	66	76	142

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.7 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97.2 % White
 - 2.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 6%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2020	143
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

French, Ukraine

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 142

8. Students receiving special education services with an IEP or 504: 18 %
26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	96%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2015

15. In a couple of sentences, provide the school’s mission or vision statement.

To develop a foundation of excellence for each student in academic rigor, character education, technology, wellness.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://go.boarddocs.com/wv/jac/Board.nsf/Public?open&id=policies#>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Evans Elementary School is located in the community of Evans WV, which is just outside of the City of Ripley WV. Evans is a small rural community made up of mostly middle class families. Many of the families represented at Evans have both parents who work outside the home. Most of the residents work in Ripley, or the relatively close cities of Charleston or Parkersburg.

At Evans, we have a few foundational principles that are instrumental in the success of our school. These strategies all come back to consistency. Curriculum decisions, daily routines, rules and expectations, parent communication methods are consistent throughout in grades K-5. This strategy allows for all stakeholders to have clear expectations throughout their time here at Evans.

Our school motto is "Respect Yourself, Respect Others, Respect Our School." We refer to this throughout the school year. This focus brings in aspects of our assertive discipline plan, character education plan, and responsible student management plan. All three of these devices come together to allow students to recognize how important respect and caring are in building relationships, taking care of daily needs, and increasing overall quality of life.

During the past two years we have faced the same challenges that all schools have faced throughout the pandemic. In March of 2020, our focus was mainly on making sure all our students were fed during the initial school closure. Basic needs were the primary focus and academics were secondary for the remainder of the 2019-2020 school year. That focus transitioned during the 2020-2021 school year. Our school faithfully used SeeSaw to carryout remote learning throughout the school year. The year was interrupted intermittently much of the school year based upon COVID numbers in the county and school. Through all of those interruptions we were able to have live instruction in both reading and mathematics during each scheduled school day.

It was a privilege to have been recognized as a 2015 National Blue Ribbon School. The recognition from that award only raised expectations. For many, it was recognition that what we are doing is working. For some it was motivation to do even more. Outside of the COVID years, we showed improvement in statewide Assessments each year since 2015.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

All classrooms utilize state approved and county adopted textbooks. In addition, the entire staff is a part of the curriculum team. The team makes decisions about curriculum for the whole school. All county adopted text is in line with West Virginia standards. Levy funds also provide students with all materials needed for school. Additionally, we supplement the regular mathematics core curriculum with Saxon mathematics in grades K through 5. We implement two math curriculums daily in every grade. We also believe that school procedures and routines are a valuable piece to the school culture.

Overall, our approach is to focus on math and reading. Many of the social studies and science topics come from the reading stories within our reading stories. Teachers then have the ability to expand upon these topics to go more in depth or become a unit of study based upon the social studies or science topic studied. We utilize a couple of online sources for further reading on science and social studies topics like Newsela.

Additionally, we have implemented a writing initiative in grades K-5 across subject matter modeled after the Brockton High School example. Those writing essays are guided through a ten step process and are about any and all subject matters. The process begins with some active reading strategies then later through a graphic organizer, and eventually a full essay.

1b. Reading/English language arts curriculum content, instruction, and assessment:

In Reading/ELA we use different curriculums. In primary grades(K-2) the focus is on learning how to read and building fluency. In intermediate grades (3-5) the general focus of core reading instruction is on comprehension and vocabulary development. Additionally, we utilize an Interventionist in reading to address student who may be struggling in reading. We use a walk to model to help those students review skills that may be difficult or at a deficit for some students to get to grade level.

We analyze benchmark testing, general summative testing, and classroom performance to identify and provide intervention instruction to small groups when students may need additional instruction in reading. The WVTSS process guides our pacing in working with children who may have difficulty. Targeted instruction gives students an additional 30 minutes of instruction on review reading/phonics skills. If progress is not sufficient after a grading period Intensive instruction gives students an additional 45 minutes of daily reading instruction to help them get caught up. In addition to the WVTSS process, all students continue to get the core reading instruction in their regular classroom with their peers.

1c. Mathematics curriculum content, instruction, and assessment:

In mathematics all students receive core instruction in the ready math program. This is the county adopted curriculum that has lots of nice features to meet student where they are leveled at. This program has an online component that is self paced to the students ability. In addition to the core program, all students at Evans have an additional 45 minutes of mathematics instruction in Saxon math. We feel the spiraled design practice of skills is beneficial to our students retention of skills. Additionally, for struggling learners, the simplified methods of solving problems can be easier than the multiple problem solving methods taught in the core math series. Overall, we feel that time is valuable. Daily, we commit time beyond what is required to address mathematics. We feel this commitment demonstrates just how important math is to each of our students success.

1d. Science curriculum content, instruction, and assessment:

Many of the discussion in Science arise from the material in the reading literature. Additional informational text is brought in to add to those discussions. Additionally, we have a few supplements like brain pop that is an online source of informational videos. Magazine subscriptions to Scholastic Science allow teachers to supplement as needed. Also, many teachers utilize hands-on science activities when the opportunity arises. Additionally, we take on topics through our writing initiative that often have science topics as the main idea. Students are assessed just like other subjects and performance is reflected on student grade cards.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Much like science, Social Studies is discussed largely from the material in the reading text. Teachers also supplement with services such as News ELA, Scholastic News, BrainPop, and others. Students are assessed just like other subjects and performance is reflected on student grade cards.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

All students in grades K-5 receive instruction two days a week in music, two days a week in physical education, and one day a week in art. Each of these teachers have state adopted standards that guide instruction. Additionally, all those courses implement some writing instruction into the course. This is a part of a countywide writing initiative designed to help reading skills through a 10-step active reading and response strategy. Each of these subjects are taught by a certified teacher in art, Physical education, and music education. Curriculum is designed to help each child and flourish as a well rounded individual. All of these subjects have been proven to be vital pieces in brain development and overall general health.

Technology skills are addressed daily. Our county provides all students with an iPad. Classroom teachers utilize this technology through a variety of assignments. Everyone's comfort level has only increased since the pandemic and the ways to utilize student technology for learning are endless.

Classroom teachers also daily address character lessons and topics. Additionally, our school counselors have a minimum of six classroom guidance lessons to address all sorts of topics from career exploration to dealing with emotions.

3. Academic Supports

3a. Students performing below grade level:

As was mentioned in the Reading instruction portion earlier, we review data from multiple sources to create groups to address learning deficiencies. Students who are not passing the statewide assessment or not scoring as average to their peers are identified and placed in targeted or intensive instructional groups to receive additional learning supports in the area of reading. These supports are small group instruction with an reading certified interventionist to review skill deficits. The hope is to get students caught up with grade level peers and dismissed from intervention. The WVTSS process guides students progression. If progress comes along to move a child into the average score range, the student will be dismissed from the targeted or intensive group. If progress continues to not move the child closer to peers, a special education evaluation could be in the future.

3b. Students performing above grade level:

Throughout the year benchmark data is reviewed. Students who score at the 90th percentile on benchmark exams in both math and reading are considered for evaluation for enrichment activities. A conversation with

parents takes place, and if parents want an evaluation to see if they qualify will be carried out.

For those scoring above grade level, but not qualifying for enrichment services we continue to challenge students with the use of leveled iready lessons in reading and math. Also, teachers enrich activities to continue to challenge students throughout their day.

3c. Special education:

We currently employ a multicategorical special education teacher and one paraprofessional in a special education classroom. We also have a half time speech/language therapist. In both the classroom setting and speech/language setting goals are developed to address the specific concerns of the identified children. These professionals work closely with classroom teachers to address the specific needs of each child. In some cases, resource services are provided to help students with core classroom instruction. In others, students get an entirely different curriculum in a replacement setting within the special education classroom. This is all determined by the needs of the students on the caseload of the special educator.

Resource services are when the classroom teacher and special education teacher work closely together in daily communication. Assignments are taught in the core classroom. The special education teacher will reteach in the special education setting to further develop understanding with the student.

3d. English Language Learners, if a special program or intervention is offered:

There are currently zero ELL learners attending. When an ELL student does attend a district identified case manager works with school staff to assess the needs and provide the supports and services needed to assist the English learner.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

When migrant or homeless children attend the district provides services, food, clothing, or any other needed support through the district's attendance director and the federal program's director. They utilize resources from the McKinney-Vento act to assist the student whenever possible.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We continue to engage, motivate and provide students a positive environment through the caring culture, routines, and high expectations throughout the school. A school culture is not an easy thing to describe. However, when students know what to expect and want to please the adults the students feel empowered to succeed. Through encouragement and caring relationships students feel safe to push themselves and grow even when they may fail. This culture is paramount to overcoming obstacles.

One way we engage and motivate students is through accelerated reader. We offer a swim party near the end of year for students in grades 2-5 who get 100 AR points, and 1st graders who get 50 points. We also offer shorter term rewards such as pencils and books for 10 point increments. Motivating our kids to read independently leads to more fluent readers and an overall better outcome for our students. We also do this by offering nine weeks behavior rewards. These small rewards have been helpful in keeping student engaged and on task in school settings.

No bigger obstacle has been faced in public education than the pandemic and how it virtually closed school buildings. Through the use of technology, hard work, and creativity the attendance rates of online classes during the pandemic were higher than in person attendance before and after school closures.

2. Engaging Families and Community:

Evans is a rural community. Outside of a couple small businesses, there is no business in Evans. Therefore, we have found the best strategy to recruit business partners is to link up with businesses that parents of our students are connected to. That could be a parent owned business, a business a parent works at, or one they simply refer to us as a business they know would like to support public education. Many of the partners come from the town of Ripley or the greater Jackson County area. They have assisted us through donations, membership in LSIC committees, mentorship programs with students, and providing good for some of our lower income students.

Additionally, we have recently began a partnership with West Virginia University at Parkersburg to host student teachers. It is a partnership that should benefit both Evans and WVU-P.

3. Creating Professional Culture:

In the March of 2020, schools in West Virginia were suddenly closed with little warning. The school supplied students with iPads, but it was unprepared for such a transition to remote learning. The teachers of the school began working together and quickly identified a platform to communicate with families as well as provide links for teams meetings virtually. This was time and effort that was volunteered by teachers.

In the fall of 2020, we began the year in virtual or hybrid approaches to instruction. Each school in our county was to use a learning software platform of some kind to provide this model of instruction. Because the staff had given their own time and effort to put the work into learning the program from last year, we felt it imperative to use that program to reward the effort put in. Additionally, the school purchased the school wide licenses that provided technical support and professional development help videos.

Outside of COVID and with the return to school, we provide professional development for all staff to continue their lifelong learning. Topics range from book studies about topics that can be applied to help anyone in life, to specific skills teachers can use to manage classes better using APL strategies, to new textbook training, or training about interpreting summative data and best practices from that data.

4. School Leadership:

The leadership of Evans Elementary is truly a group effort. While the Principal is the figure head of the organization, the entire staff is a member of the team. Team decisions are made about curriculum matters and those are carried out throughout the school. All the stakeholders of the team feel important, and everyone is willing to jump in and help on any task. Many times they help on tasks that are not usual for their job. Everyone works hard to take care of anything to help out our students. This strategy can be seen daily when you witness the Principal doing daily lunch duty, sweeping floors after lunches, or greeting and sending kids home each evening.

Teachers are an important part of the leadership at the school. Often a message that could be taken incorrectly from the Principal can resonate and be helpful advice from a colleague. Teachers take on that leadership role and help teachers that are new to the building. This fosters a relationship of trust between coworkers. All the members of the staff trust one another and work together for the betterment of "our kids."

5. Culturally Responsive Teaching and Learning:

First and foremost, all who enter the doors of Evans Elementary are made to feel welcome as a part of our family. We focus on building positive relationships between staff, students, and families. Our goal is to build not one, but several staff relationships that give many positive role models for students to look up to.

In addition to teachers, the counselors are an important piece in assuring that students develop cultural awareness. In classroom guidance lessons kindness is the underlying theme in every message. When world events dictate that certain topics come up, we guide with the message of kindness. Additionally, the counselors lead in providing for those economically disadvantaged by providing clothing, backpacks, snack packs, or whatever else we need to provide for those in need of a helping hand.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

More than any quality, consistency has been most instrumental in the sustained success at Evans Elementary. The consistent strategies of parent communication through folders and planners, the consistent application of a school wide positive behavior support plan, and the consistent approach of implementing curriculum choices throughout the school have allowed for us to perform at a high level for a long period of time. This type of decision making is vital to the culture of a school. This way the culture of the school views every kid as "our kids".

Consistent parent communication needs to occur. This allows families to know that parents are informed and engaged. It is helpful when the parent feels comfortable sharing details with the school. We offer daily communication by way of a student planner that each student is required to have signed each night. Additionally, we have began using Seesaw, a technology based app to allow quick and easy communication.

Our school wide behavior support plan and school rules are carried out throughout each grade and each setting. When expectations are communicated consistently we have found tremendous results in student behavior. Rewards on nine week schedules to incentivize this have been helpful. Conversely, a reminder for a mistake and communication to parents has proven to be helpful for us as well.

Finally, we feel committed to making whole school curriculum decisions are made. Continuity between each grade is important so there is not wasted time each year reteaching the routines and expectations of classroom discussion. Additionally, when parents know what the expectations are from year to year it is helpful in maximizing our instructional time daily.