Wood County Schools (096) Public District - FY 2026 - Vienna Elementary School (096-231) Public School - School Strategic Plan - Rev 0

Plan Items)

G 1 Goal 1. During the 2025-2026 school year, students in grades one through five will improve fundamental writing skills, through practice with complete speech, critical thinking activities and graphic organizers, with discernible development and structure to a 7% increase in student proficiency toward grade appropriate writing objectives.

Description:

ME1. Using rubrics designed by the 1-2 grade level teams, writing benchmark data will be collected 3 times throughout the school year. Data from the first and final benchmarks will be analyzed for growth. Third through fifth grade students will complete a minimum of three Performance Task Writing Assignments which will be scored using the selected General Summative Assessment Task Writing Rubrics. PM 1.1 Data from the first and final benchmarks will be analyzed for growth.

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Description:

Action Step Timeline Person(s) Responsible Funding Source(s) Progress Monitoring Collaborative Lesson Design and Planning Aug. 2025-May 2026 K-5 Staff N/A Weekly Collaboration Pullout with Reading and Intervention Specialists Aug. 2025-May 2026 Support Staff N/A Weekly Collaboration Analysis of individual data Aug. 2025-May 2026 K-5 Staff N/A Weekly Collaboration Daily Brainstretch Questions utilizing target skills for thinking and writing. Aug. 2025-May 2026 Administration N/A Daily Announcements

S 1.1.1 Reading Writing

Description:

Grade level teachers will utilize the Ready Writing program with students and provide supporting data.

AS 1.1.1.1 Improve student writing skills

Description:

Action Step Timeline Person(s) Responsible Funding Source(s) Progress Monitoring Collaborative Lesson Design and Planning Aug. 2025-May 2026 K-5 Staff N/A Weekly Collaboration Pullout with Reading and Intervention Specialists Aug. 2025-May 2026 Support Staff N/A Weekly Collaboration Analysis of individual data Aug. 2025-May 2026 K-5 Staff N/A Weekly Collaboration Daily Brainstretch Questions utilizing target skills for thinking and writing. Aug. 2025-May 2026 Administration N/A Daily Announcements

Person Responsible:

Douglas Jones

Estimated Begin Date:

8/23/2025

Estimated Completion Date:

5/29/2026

AS 1.1.1.2 Collaborative analysis

Description:

Toward attainment of Student Goals Aug. 2025-May 2026 Special Ed. Staff Mid and Full Term Reports and participate in Collaboration With General Education Staff Aug. 2025-May 2026 SpEd and Gen. Staff Lesson Planning. Weekly collaboration between general education staff and interventionist support staff to analyze student growth and progress.

Person Responsible:

Douglas Jones

Estimated Begin Date:

8/23/2025

Estimated Completion Date:

5/29/2026

PM 1.2 Data analysis from established benchmark assessments to determine level of growth.

Description:

ME1. Using rubrics designed by the 1-2 grade level teams, writing benchmark data will be collected 3 times throughout the school year. Data from the first and final benchmarks will be analyzed for growth. Third through fifth grade students will complete a minimum of three Performance Task Writing Assignments which will be scored using the selected General Summative Assessment Task Writing Rubrics.

S 1.2.1 Collaborative Lesson Design and Planning

Description:

Collaborative Lesson Design and Planning

AS 1.2.1.1 Weekly Collaboration

Description:

Weekly Collaboration

Person Responsible:

Douglas Jones

Estimated Begin Date:

8/18/2025

Estimated Completion Date:

5/29/2026

PM 1.3 Performance Task Writing Assignments

Description:

Grade level teachers will utilize the Wonders Reading Program: writing portion with students and provide supporting data.

G 2 Goal2. During the 2025-2026 school year Vienna Elementary students will improve reading comprehension skills through daily skill grouping activities, a focus on vocabulary acquisition and prompting for clarity and understanding, to obtain an increase of 4% as measured by iReady and Interim Benchmark Assessments.

Description:

ME2. iReady Reading Benchmarks will be given each term. Benchmark data will be analyzed continually through collaboration to determine the percent of growth for each student and provide appropriate skill grouping. Grade level teams will continue monitoring progress for each student and work with students to develop data notebooks and support for individualized growth.

PM 2.1 Benchmark data will be analyzed continually through collaboration to determine the percent of growth for each student and provide appropriate skill grouping.

Description:

Action Step Timeline Person(s) Responsible Funding Source(s) Progress Monitoring Guided Reading Assessment Aug. 2025-May 2026 Grade level teachers and support staff N/A Benchmark Data Analysis and collaboration weekly Analysis of individual data Aug. 2025-May 2026 K-5 Staff N/A Weekly Collaboration iReady Data Point Collection and Comparison Aug. 2025-May 2026 K-5 Staff N/A Weekly Collaboration

S 2.1.1 Guided Reading Assessment

Description:

Benchmark Data Analysis and collaboration weekly

AS 2.1.1.1 Guided Reading Assessment

Description:

Benchmark Data Analysis and collaboration weekly

Person Responsible:

Douglas Jones

Estimated Begin Date:

8/23/2025

Estimated Completion Date:

5/29/2026

AS 2.1.1.2 Improving student reading comprehension

Description:

Action Step Timeline Person(s) Responsible Funding Source(s) Progress Monitoring Guided Reading Assessment Aug. 2024-May 2025 Grade level teachers and support staff collaborate to review benchmark assessment results. Data Analysis and collaboration to determine student intervention needs. Aug. 2024-May 2025

Person Responsible:

Douglas Jones

Estimated Begin Date:

8/18/2025

Estimated Completion Date:
5/29/2026

PM 2.2 Collaborative analysis of iReady benchmark assessment data.

Description:

ME2. iReady Reading Benchmarks will be given in the fall, winter and spring. Benchmark data will be analyzed continually through collaboration to determine the percent of growth for each student and provide appropriate skill grouping. Grade level teams will continue monitoring progress for each student and work with students to develop data notebooks and support for individualized growth.

S 2.2.1 Analysis of individual data

Description:

Benchmark Data Analysis and collaboration weekly

PM 2.3 Improve Reading Comprehension

Description:

Data source is iReady interim assessment and guided reading assessment results.

G 3 Goal3. During the 2025-2026 school year, Vienna Elementary third through fifth grade students, through scaffolding, achievement data analysis, a focus on Power Standards and mastery of critical concepts and analysis of Interim Benchmark Assessment, will demonstrate annual growth by class, of at least 3% proficiency for mathematics.

Description:

ME3. Formative Classroom Assessments and iReady Benchmark progress will be analyzed to determine student progress throughout the year, while General Summative Assessment data will be utilized to determine general skill gaps for each class as it proceeds at the intermediate level.

PM 3.1 Year to year analysis of achievement data for specific graduating classes as a means of determining class growth.

Description:

ME3. Formative Classroom Assessments from the Ready Math Program and iReady interim assessments will be analyzed to determine student progress throughout the year, while general summative assessment data will be utilized to determine general skill gaps for each class as it proceeds. Collaboration to determine weaker skill areas will provide a focus for scaffolding.

S 3.1.1 Assessment and Benchmark Assessment Data Analysis

Description:

Weekly Collaboration of grade level teachers for Assessment and Benchmark Assessment Data Analysis

AS 3.1.1.1 Benchmark Assessment Data Analysis

Description:

Benchmark Assessment Data Analysis

Person Responsible:

Douglas Jones

Estimated Begin Date:

8/23/2025

Estimated Completion Date:

5/29/2026

G 4 Goal4. During the 2025-2026 school year, Vienna Elementary School's most at-risk students, including the special education and low SES population, will work toward age and grade appropriate mastery of reading fluency and comprehension skills to close the grade level gap by 5% (SwD)and 7% (Low SES)as measured by iReady and Interim Benchmark Assessments and confirmed through General Summative Assessment results.

Description:

Description: Students identified in school demographics as most challenged, with regard to achieving grade level performance, will receive additional small group and individualized instruction, with actual growth to be determined from iReady Benchmark Assessment and General Summative Assessment Data.

PM 4.1 iReady Benchmark Assessment and General Summative Assessment Data.

Description:

Action Step Timeline Person(s)Responsible Principal and School Curriculum Team Funding Source(s) N/A Progress Monitoring Benchmark Assessment Data Collection Aug. 2025-May 2026 Special Ed. Staff N/A Weekly through Collaboration Progress Monitoring Toward Attainment of Student Goals Aug. 2025-May 2026 Special Ed. Staff N/A Mid and Full Term Reports Collaboration With General Education Staff Aug. 2025-May 2026 SpEd and Gen. Staff N/A Lesson Planning

S 4.1.1 iReady Benchmark Assessment and General Summative Assessment Data.

Description:

Staff Collaboration with Progress Monitoring Toward Attainment of Student Goals

AS 4.1.1.1 Collaboration With General Education Staff

Description:

Professional staff will establish through planning times for Collaboration With General Education Staff regarding at-risk student goals and progress.

Person Responsible:

Douglas Jones

Estimated Begin Date:

8/23/2025

Estimated Completion Date:

5/29/2026

AS 4.1.1.2 Sub-group improvement to mastery

Description:

Action Step Timeline Person(s) Responsible Funding Source(s) Progress Monitoring Benchmark Assessment Data Collection Aug. 2024-May 2025 Special Ed. Staff- Weekly through Collaboration and Progress Monitoring Toward Attainment of Student Goals Aug. 2024-May 2025 SpEd and Gen. Staff- through purposeful Lesson Planning

Person Responsible:

Douglas Jones

Estimated Begin Date:

8/19/2025

Estimated Completion Date:

5/29/2026

PM 4.2 ME4. iReady Benchmark Assessment and General Summative Assessment Data.

Description:

Special Education and General Education Staff will collaborate using benchmark and GSA data to establish student goals, recognize skill gaps and plan for modified instruction that will assist students in these subgroups to reach grade level mastery.

S 4.2.1 Vertical Teaming/Scaffolding

Description:

All professional staff, during weekly collaboration and scheduled school-based staff development opportunities, will review writing and reading strategies and determine what has been successful and what needs to be reinforced to better meet the needs of at-risk students.

G 5 Goal 5: For the 2025-2026 school year, improve overall student attendance to 95% or higher.

Description:

Through tracking, discussion, student incentives and parental contacts Vienna Elementary School will prevent chronic attendance problems and raise overall student attendance to school.

PM 5.1 Daily and monthly attendance rates by grade level.

Description:

The office staff will update, print and review all student attendance rates, by grade level, on a daily and monthly basis to be shared with need-to-know staff and followed up through outlined county attendance procedures.

S 5.1.1 School-Wide Attendance Incentive

Description:

Inform staff, students and parents of planned attendance incentive. Monitor, track and post daily/weekly attendance for the incentive. Inform staff, students and parents of progress toward incentive. Hold designed incentive to reward students who met the attendance goal. Conduct

the incentive each nine week grading period.