



William Floyd Union Free School District
of the Mastics-Moriches-Shirley

2025-2026 Title 1 Schoolwide Plan
John S. Hobart Elementary School

Building:

Planning Team		
Principal	Other School Leaders (Assistant Principal)	District Administrators
<ul style="list-style-type: none">James Westcott	<ul style="list-style-type: none">Thomas Virgona	<ul style="list-style-type: none">Maryann Siano
Members of the Community	Parents	Paraprofessionals/Teaching Assistants
<ul style="list-style-type: none">Nicole Walsh	<ul style="list-style-type: none">Julie Guzik	<ul style="list-style-type: none">Debbie Tepper
Specialized Instructional Support	Other Staff	Other individuals invited by the planning team
<ul style="list-style-type: none">Laura Coffey	<ul style="list-style-type: none">Tory Badamo	<ul style="list-style-type: none">N/A
Teachers		
<ul style="list-style-type: none">Brenden Hickey	<ul style="list-style-type: none">Amy Scanlon	<ul style="list-style-type: none">Julia Mastrup

Comprehensive Needs Assessment: This was collaboratively completed by the stakeholders who developed this plan at the meeting identified in this document.

Link to Comprehensive needs Assessment

https://docs.google.com/document/d/14lyHBu96qO30vr0lai-jixgO8Hs6NiiOspikr_r3uwQ/edit?usp=sharing

Planning Meetings

(scan and upload sign in sheets, agendas and minutes to Google Drive)

Date	Topic
	<p>Meeting 1: Data Overview and Gap Analysis</p> <ul style="list-style-type: none">● Review school-wide performance data on constructed responses● Break down scores by grade level and classroom● Identify specific patterns: Which types of questions had lowest scores?● Establish baseline metrics and set improvement goals● Assign team members to gather sample responses for each score level (1-4)
	<p>Meeting 2: Rubric Deep Dive and Calibration</p> <ul style="list-style-type: none">● Study the state rubric for constructed responses in detail● Compare sample responses at each score level (1-4)● Practice scoring together to ensure consistent understanding● Identify key differences between responses at different score levels● Create simplified student-friendly rubric versions
	<p>Meeting 3: Content-Specific Response Analysis</p> <ul style="list-style-type: none">● Analyze responses by content area/question type● Identify subject-specific vocabulary and concepts students struggled with● Review high-scoring responses to identify exemplary characteristics● Determine if certain classes excelled in specific question types● Develop content-specific scaffolds for improvement
	<p>Meeting 4: Writing Process and Structure Barriers</p> <ul style="list-style-type: none">● Examine organizational patterns in student responses across score levels● Identify common structural issues (lack of evidence, incomplete answers)● Develop graphic organizers and planning tools for different response types● Create response templates/frameworks for different question formats● Plan explicit instruction on response organization
	<p>Meeting 5: Instructional Strategies Development</p>

	<ul style="list-style-type: none"> ● Share effective teaching strategies for constructed responses ● Develop mini-lessons for specific skills (citing evidence, elaboration) ● Create a library of mentor texts/exemplars for each score level ● Design scaffolded practice activities with gradual release ● Establish consistent instructional language across classrooms
	<p>Meeting 6: Assessment and Feedback Methods</p> <ul style="list-style-type: none"> ● Develop formative assessment tools to track progress ● Create peer review protocols and checklists ● Establish consistent feedback methods across grade levels ● Design student self-assessment tools aligned to rubrics ● Plan regular opportunities for practice and feedback
	<p>Meeting 7: Implementation Timeline and Professional Development</p> <ul style="list-style-type: none"> ● Create grade-level implementation plans ● Schedule peer observations of model lessons ● Plan grade-level collaboration time for scoring and analysis ● Identify professional development needs and resources ● Establish coaching support for teachers needing assistance
	<p>Meeting 8: Progress Monitoring and Adjustment Plan</p> <ul style="list-style-type: none"> ● Set benchmarks for checking improvement ● Create data collection protocols to monitor progress ● Plan for periodic review of new student work samples ● Establish process for sharing successful strategies ● Determine criteria for adjusting the improvement plan as needed

Performance Measures Reviewed		
Data Analyzed (i.e. NWEA Growth, NYS Assessment, Attendance)	Area of Focus	Summary of Analysis
NYS Assessment	Academics: Literacy ▾	Constructed Response

		40% of students will grow one level or more on DataMate NYS Constructed Response parallel tasks when scored used the NYSED Rubric
NYS Assessment	Academics: Math ▾	Constructed Response 40% of students will grow one level or more on DataMate NYS Constructed Response parallel tasks when scored used the NYSED Rubric
	Make Selection ▾	
	Make Selection ▾	
	Make Selection ▾	
	Make Selection ▾	
	Make Selection ▾	

Surveying Stakeholders	
Who did you survey? (parents, teachers, students, other)	<ul style="list-style-type: none"> • All classroom teachers (across grade levels and subject areas) • Instructional coaches and literacy specialists • School administrators (principals, assistant principals) • Special education and ELL teachers
How data was collected?	<ul style="list-style-type: none"> • Teacher surveys: Online questionnaire via Google Forms • Administrator input: One-on-one interviews and leadership team meetings • Instructional specialists: Detailed questionnaire and collaborative planning sessions • Classroom observations: Structured observation protocol focused on writing instruction

What questions were asked? (link a copy of the survey in the box to the right)

For Teachers: (2025-2026 School Year)

- How confident do you feel teaching constructed response writing? (Scale 1-5)
- What specific challenges do you observe in student constructed responses?
- What instructional strategies have you found most effective?
- What additional resources/support would help you improve instruction?
- How do you currently provide feedback on student writing?
- What professional development would help you improve in this area?

For Administrators:

- What structural barriers exist to improving writing instruction?
- How can scheduling support more focused writing instruction?
- What resources can be allocated to this improvement initiative?
- How can we ensure consistent practices across classrooms?
- What systems-level changes might support improvement?

Action Plan

Summary of **Action Plan** including a description of strategies that the school will implement to address school and student needs, including a description of how such strategies will:

- **provide opportunities for all children to meet the challenging State academic standards? *ESSA Section 1114(b)(7)(A)(i)***
- ***use methods and instructional strategies***

This comprehensive action plan addresses the schoolwide need to improve student performance on constructed response questions in NYS state assessments. Based on data analysis showing poor performance on constructed responses across the school, we will implement a multi-faceted approach

that strengthen the academic program in the school? ESSA Section 1114(b)(7)(A)(ii)

- **increase the amount and quality of learning time? ESSA Section 1114(b)(7)(A)(ii)**
- **help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education? ESSA Section 1114(b)(7)(A)(ii)**

focusing on explicit instruction, consistent practices, scaffolded support, and regular monitoring.

Key Strategies Overview:

1. Structured Writing Framework

Implementation: A consistent school-wide approach to teaching constructed responses using the ADD (Answer- Detail-Detail) strategy adapted for various content areas and grade levels.

2. Differentiated Instructional Support:

Tiered interventions to support students at each performance level (1-4), with targeted scaffolding for students at risk of not meeting standards.

3. Professional Learning Communities:

Grade-level and content-area collaborative teams that analyze student work, calibrate scoring, and share effective practices.

4. Feedback Protocols: Consistent methods for providing actionable feedback to students that builds metacognitive awareness of what constitutes quality responses.

5. Integrated Mental Health Support:

Addressing writing anxiety and building confidence through positive reinforcement and targeted counseling support.

These strategies are designed to meet the needs of all students by providing multiple entry points, scaffolded supports, and enrichment opportunities appropriate to each student's current performance level. The approach integrates academic skill development with social-emotional support to address both the technical aspects of writing and the confidence needed to succeed.

A description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will

Strategy 1: Structured Writing Framework

address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include:

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. *ESSA Section 1114(b)(7)(A)(iii)(I)*
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). ESSA Section 1114(b)(7)(A)(iii)(III)*
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. ESSA Section 1114(b)(7)(A)(iii)(IV)*
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). ESSA Section 1114(b)(7)(A)(iii)(II)*
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. ESSA Section 1114(b)(7)(A)(iii)(V)*

Implementation

Description: Establish a consistent school-wide approach to constructed response writing using modified ADD strategy.

Implementation Components:

- Create grade-appropriate visual aids and anchor charts for all classrooms
- Develop content-specific exemplars at each score level (1-4)
- Design lesson modules for explicit instruction of each component
- Create simplified rubrics in student-friendly language

Addressing All Students' Needs:

- For advanced students (Level 4): Focus on elaboration and making sophisticated connections
- For proficient students (Level 3): Enhance specificity of evidence and explanation
- For developing students (Level 2): Provide sentence starters and organizational templates
- For beginning students (Level 1): Use guided practice with visual supports and chunked tasks

Supporting At-Risk Students:

- Small group instruction with literacy specialists 3x weekly
- Visual step-by-step guides for response construction
- Vocabulary support through word banks and concept maps

Strategy 2: Differentiated Instructional Support

Description: Implement a tiered support system based on current performance levels.

Implementation Components:

- Weekly skill-focused mini-lessons

differentiated by performance level

- Digital resource library of scaffolded templates and guides
- Peer mentoring partnerships between students

Addressing All Students' Needs:

- Flexible grouping based on specific skill needs rather than overall performance
- Multiple modes of instruction (visual, auditory, kinesthetic)
- Student choice in practice topics to increase engagement
- Regular celebration of improvement, not just high achievement

Supporting At-Risk Students:

- Push-in support from reading specialists during writing sessions
- Modified assignments that maintain rigor while providing appropriate scaffolding
- Progress monitoring with individualized goals
- Home-school connection with parent-friendly support materials

Strategy 3: Professional Learning Communities

Description: Foster collaborative teacher teams focused on improving constructed response instruction.

Implementation Components:

- Digital repository of effective lessons and strategies

Addressing All Students' Needs:

- Collective problem-solving around diverse learning needs
- Shared analysis of work from students at all performance levels
- Collaborative creation of enrichment and intervention materials
- Regular recalibration of expectations and

scoring practices

Supporting At-Risk Students:

- Case study reviews of struggling writers to identify patterns
- Consultation with special education and ELL specialists
- Analysis of accommodations and modifications effectiveness
- Targeted professional development on writing interventions

Strategy 4: Feedback Protocols

Description: Establish consistent, growth-oriented feedback practices across all classrooms.

Implementation Components:

- Standardized feedback codes and symbols
- Student-friendly rubrics for self-assessment
- Structured peer review protocols
- Regular teacher-student writing conferences

Addressing All Students' Needs:

- Personalized next steps for each student regardless of level
- Balance of reinforcement and refinement feedback
- Multiple opportunities to revise based on feedback

Supporting At-Risk Students:

- More frequent check-ins during writing process
- Feedback focused on manageable goals to build confidence
- Celebration of incremental progress

Strategy 5: Integrated Mental Health Support

Description: Address writing anxiety and build academic confidence through targeted support.

Implementation Components:

- Classroom strategies for reducing writing anxiety
- Small group sessions with school counselors for students with severe writing anxiety
- Growth mindset curriculum specifically focused on academic writing

Addressing All Students' Needs:

- Whole-class lessons on managing academic stress
- Celebration of effort and improvement
- Student reflection on personal writing journey

Supporting At-Risk Students:

- Individual counseling for students with significant writing avoidance
- Consultation with mental health professionals for severe cases
- Family outreach to address homework-related anxiety
- Gradual exposure techniques for building writing stamina

At the end of each trimester, the following **data** will be reviewed to measure impact and be included in evaluation of the plan.

At the end of each trimester, the following data will be reviewed to measure impact:

Academic Performance Metrics:

1. Formative Assessment Scores:

- Classroom-based constructed response assessments (pre/post comparisons)
- Performance breakdown by ADD component mastery
- Growth tracking for each student by performance level (1-4)

2. Writing Sample Analysis:

- Random sampling of student work scored by calibrated team
- Comparison to baseline samples from

- beginning of implementation
- Analysis of specific skill improvements (e.g., evidence use, elaboration)
- Length and complexity measures of student responses

3. Mock Assessment Results:

- School-created assessments mirroring state format
- Item analysis focused on constructed response components
- Cross-class and cross-grade comparisons
- Subgroup performance analysis (special education, ELL, etc.)

Implementation Fidelity Metrics:

1. Classroom Observations:

- Frequency of explicit writing instruction
- Evidence of scaffold use and differentiation
- Student engagement during writing tasks
- Teacher feedback quality and consistency

2. Teacher Surveys: (2025-2026)

- Self-reported implementation of key strategies
- Confidence levels in teaching constructed responses
- Professional development needs
- Resource utilization and effectiveness

3. Student Learning Experience:

- Student self-assessment of writing confidence
- Student understanding of quality criteria
- Help-seeking behaviors during writing tasks

Social-Emotional Impact Metrics:

1. Anxiety Measures:

	<ul style="list-style-type: none"> ○ Counselor referrals related to academic anxiety ○ Student self-reported confidence levels ○ Task avoidance behaviors during writing activities <p>2. Engagement Indicators:</p> <ul style="list-style-type: none"> ○ Attendance during writing-focused lessons ○ Completion rates for constructed response assignments ○ Time on task during writing activities ○ Voluntary participation in writing support opportunities
The following stakeholders will be committed to supporting/leading the implementation and evaluation of the plan. (i.e Principal, School Counselors, Reading Teachers etc)	Principal, Assistant Principal, Guidance Counselor, Data Team, Grade Level Teacher Lead

Monitoring (To be completing in the year of implementation)

This plan has been regularly monitored.			
Date(s) of Review	Measures Reviewed	Summary of Data	List and changes to the plan that were made based on the data reviewed.