



William Floyd Union Free School District

of the Mastics-Moriches-Shirley

2025-2026 Title 1 Schoolwide Plan

Moriches Elementary School

Planning Team		
Principal	Other School Leaders (Assistant Principal)	District Administrators
<ul style="list-style-type: none"> Deirdre Redding 	<ul style="list-style-type: none"> Nikki Stallone 	<ul style="list-style-type: none"> Maryann Siano
Members of the Community	Parents	Paraprofessionals/Teaching Assistants
<ul style="list-style-type: none"> Michelle Murtha 	<ul style="list-style-type: none"> Dawn Scheifele 	<ul style="list-style-type: none"> Brianna Evangelista Dianne Thompsen
Specialized Instructional Support	Other Staff	Other individuals invited by the planning team
<ul style="list-style-type: none"> Nancy Dittmeier Jamie Sticht 	<ul style="list-style-type: none"> James Lollo (Dean) 	<ul style="list-style-type: none"> Amanda Cotugno
Teachers		
<ul style="list-style-type: none"> Kerri Dobbeck Leah Olivo Carly Wickers Cassandra Grilli 	<ul style="list-style-type: none"> Jessica Pantke Emily Barnes Madison Gunderson 	<ul style="list-style-type: none"> Brittany Bendetto Heather Foster Melissa Dunbar

Building:

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

[MES Comprehensive Needs Assessment](#)

Planning Meetings (scan and upload sign in sheets, agendas and minutes to Google Drive)	
Date	Topic
9/18/24	Meeting between building leadership and district leadership to discuss ESSA Plans (Targeted vs Schoolwide). Agenda
1/08/25	Meeting with M. Siano, D. Redding, N. Stallone & N. Dittmeier to review parameters of Schoolwide Program and shifting from Targeted Assistance <ul style="list-style-type: none">● Comprehensive Needs Assessment● Planning Document Shared
2/20/25	<ul style="list-style-type: none">● Set intention/goals for team: Establishing School Wide Goals and a Plan for 2025/26
1/31/25, 2/28/25, 3/5/25, 3/14/25, 3/25/25, 4/2/25 4/14/25	Discussion of data points including NSYTP CR and <i>Skills Checklist</i> and identifying needs this information highlights. Identify Areas of Focus for the 2025/2026 School Year: <ul style="list-style-type: none">● K-2: Science of Reading/Pillars of Literacy● 3-5: Constructed Response to text
4/30/25	Meeting with D. Redding & N. Stallone to review plan and targeted areas <ul style="list-style-type: none">● Strategies● Roles of Stakeholders● Data Points
5/8/25	Meeting with M. Siano, D. Redding, N. Stallone & N.Dittmeier to review Schoolwide Program
7/9/25	Meeting with D. Redding & N. Stallone to review plan and targeted areas

Performance Measures Reviewed

Data Analyzed <small>(i.e. NWEA Growth, NYS Assessment, Attendance)</small>	Area of Focus	Summary of Analysis
1/32/25, 2/28/25, 3/14/25, 4/4/25	Academics: Literacy ▾	CR-NYSTP
1/32/25, 2/28/25, 3/14/25, 4/4/25	Academics: Math ▾	CR-NYSTP
1/31/25, 2/28/25, 3/5/25, 3/12/25, 3/19/25, 3/25/25, 3/26/25, 4/2/25	Academics: Literacy ▾	NWEA K-2 Checklist for Reading, MAP Fluency & Science of Reading
1/31/25, 2/28/25, 3/5/25, 3/12/25, 3/19/25, 3/25/25, 3/26/25, 4/2/25	Academics: Math ▾	NWEA K-2 Checklist for Mathematics
6/18/25	Academics: Literacy ▾	NWEA MAP Fluency fall 24-spring 25
	Make Selection ▾	
	Make Selection ▾	

Surveying Stakeholders

Who did you survey? (parents, teachers, students, other)

- All classroom teachers
- Reading teachers/AIS teachers
- School administrators
- Special education and ELL teachers

How data was collected?

- Teacher surveys: Online questionnaire via Google Forms
- Administrator input: Direct conversations & leadership team meetings
- Instructional specialists: Detailed questionnaire and collaborative planning sessions
- Classroom observations: Structured observation protocol focused on constructed responses

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

For Teachers 3-5:

- How confident do you feel teaching constructed response writing and extended written responses in ELA and math?
- 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 Teachers K-2:

- How confident do you feel using MAP fluency and analyzing the data?
- What specific challenges do you observe in student responses?
- What instructional strategies have you found most effective?
- What additional resources/support would help you improve instruction?
- How do you currently provide feedback to students in reading and math?
- What professional development would help you improve in this area?

For Administrators:

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

<p>Summary of results</p>	<p>*Will conduct additional survey in September 2025 and link results</p> <p>3-5</p> <ul style="list-style-type: none"> • Some topics are difficult for students to explain their thinking, especially when a model is not required. • Expectations for short response questions on Math CBT. • Application of strategies on state testing. • More support is needed to teach writing across all levels and subjects. • The opportunity to view our own student work on the state assessments to see how many points they earned. • Meeting with other testing grades to discuss consistent language and strategy use. <p>K-2</p> <ul style="list-style-type: none"> • Additional PD on how to understand the scores on MAP Fluency. • Once we understand the scores, how are the scores being used to guide our instruction. • Explaining how they solved a math problem. • Explaining how they know an answer is correct. • Prioritizing online platforms to make them effective and beneficial for students. • More support for using the Coach component in our classrooms.
<p>Comprehensive Needs Assessment Documents are linked in the box to the right</p>	<p>MES Comprehensive Needs Assessment</p>

<p style="text-align: center;">Envision: Reflect, Synthesize, Plan</p>	
<p>In reviewing what has been learned through data analysis and surveys, the following areas of strength have emerged that the school could build on to move closer to its vision, values, and aspirations?</p>	<ul style="list-style-type: none"> • Strong administrative support and commitment to improving constructed response performance & MAP fluency utilization • Teachers demonstrating willingness to analyze and improve instructional practices • MES performed in the middle or top of the district on the NYSTP • School culture that values evidence-based practices and continuous improvement • Access to exemplar responses at various score levels for analysis • Established rapport with students that will facilitate honest feedback • Additional PD from outside resources that will be obtained

<p>In reviewing what has been learned through data analysis and surveys, the following opportunities for growth have emerged that the school could focus to move closer to its vision, values, and aspirations?</p>	<ul style="list-style-type: none"> • Inconsistent understanding of MAP Fluency data and use across grade levels and content areas • Varying levels of teacher confidence/ability in teaching writing strategies for constructed responses • Limited explicit instruction in response structure and organization • Insufficient time dedicated to writing practice across content areas • Inconsistent feedback practices among teachers • Limited strategies for helping students analyze and deconstruct questions • Need for more systematic approach to vocabulary development for academic writing • Gaps in vertical alignment from grade to grade • Focusing on specific areas in which students need support with diagnosing and prescribing targeted plans • Using data from MAP fluency and providing tailored interventions and instruction
<p>Based on this information, the schoolwide area of focus will be...</p>	<p>The focus in grades 3-5 will address the critical gap between content knowledge and written expression while building teacher capacity to support various types of constructed responses in ELA and math.. By creating consistency in instruction, scaffolding, and feedback, we will help students transfer skills between classes and develop greater independence in constructing effective written responses explaining their answers.</p> <p>In addition, in grades K-2, the schoolwide focus will be on improving early learners' foundational skills in reading, improving oral reading fluency and focusing on comprehension of text read. By focusing on foundational skills, students will be prepared to expand into analytical and evaluative strategies in the area of reading.</p> <ol style="list-style-type: none"> 1. Explicit teaching of question analysis and planning strategies 2. Content-specific scaffolds that gradually release responsibility to students 3. Common rubric language and scoring practices across classrooms 4. Regular opportunities for guided practice with immediate feedback 5. Systematic instruction in using evidence and elaboration to strengthen responses 6. Early learners focus on foundational reading skills, oral reading fluency and comprehension 7. Use of Reading TA's in Kindergarten to support small group instruction of foundational reading skills. 8. Utilize Reading Interventionists to support the provision instruction that is differentiated based on student performance

in the 6 Pillars of Literacy to K-2 students.

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 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)**

This comprehensive action plan addresses the schoolwide need to improve student performance on constructed response questions in NYS state assessments as well as K-2 focus on foundational reading skills, oral reading fluency and comprehension. Based on data analysis showing poor performance on constructed responses across the school, we will implement a multi-faceted approach focusing on explicit instruction, consistent practices, scaffolded support, and regular monitoring. Our goal is for 50% of students to achieve a NWEA Growth score of 50% or more as well as to grow one level or more on DataMate NYS CR via NYSED rubric and 50% of students in grades K-2 will score Meets or better on the NWEA Map Fluency assessment for Phonemic Awareness.

Key Strategies Overview:

1. Structured Writing Framework Implementation: A consistent school-wide approach to teaching constructed responses using ADD (Answer, Detail, Detail) and also the RACE (Restate, Answer, Cite, Explain) strategies adapted for various content areas and grade levels.
2. Differentiated Instructional Support: Tiered interventions to support students at each performance level, 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. This would be the data team.
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.
6. Kindergarten Reading Teaching Assistants: Kindergarten Reading TA's will be assigned to each Kindergarten class. They will support the instruction of foundational reading skills in the classroom.

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

Strategy 1: Structured Writing Framework Implementation

Description: Establish a consistent school-wide approach to constructed response writing using modified ADD (Answer, Detail, Detail) and RACE (Restate, Answer, Cite, Explain) strategy.

Implementation Components:

- Create grade-appropriate visual aids and anchor charts for all classrooms
- Develop content-specific exemplars at each score level
- 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 3-5x weekly
- Visual step-by-step guides for response construction
- Audio recording options for planning before writing
- 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
- Before school writing support sessions or possible club
- 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 teachers
- Modified assignments that maintain rigor while providing appropriate scaffolding
- Progress monitoring with individualized goals
- Home-school connection with parent-friendly support materials
- Initiating Kindergarten Reading TA's to provide supportive literacy instruction in Kindergarten to at-risk students to build a strong knowledge of foundational reading skills.

Strategy 3: Professional Learning Communities

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

Implementation Components:

- Grade level meetings for work analysis and planning
- Cross-grade vertical teams to ensure skill progression
- Peer observation cycles focused on writing instruction
- 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:

- Student-friendly rubrics for self-assessment
- Regular teacher-student writing conferences

Addressing All Students' Needs:

- Personalized next steps for each student regardless of level
- Balance of reinforcement and refinement feedback
- Student goal-setting integrated with feedback cycles
- 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
- Text read for students with reading challenges

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
- Mindfulness practices integrated into writing workshops

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.

- NWEA MAP Growth
- NWEA MAP Fluency
- DataMate Constructed Response for NYS Assessments and Parallel Tasks.

The following **stakeholders** will be committed to

Principal, Assistant Principal, Data Team/ Grade

supporting/leading the implementation and evaluation of the plan. (i.e Principal, School Counselors, Reading Teachers etc)	Level Teacher Lead, School Counselor
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Evidence of Impact			
Action Item	Timeline	Responsible Party	Evidence of Success
Adopt SoR-aligned K–2 instruction	Fall 2025	Principal, Assistant Principal, K-2 Teachers	Implemented by Jan 2026
Staff training in SoR components	Fall 2025	PD Team	100% K–2 teachers trained
Implement universal screeners and diagnostics	Fall 2025	Classroom teachers & Support Staff	Baseline and growth data collected quarterly
Launch and monitor data-driven tiered supports	Fall 2025-Spring 2026/	Classroom teachers, Reading Specialists, AIS Team	Progress monitoring data indicating that 85% or more of students are growing at a rate of more than 50%.
Monitor implementation via PLCs	Ongoing 2025 - 2027	Building Leadership Team/Data Team	Walkthrough logs, PLC notes, student outcomes for grades 3-5.
Launch data driven monitoring of grades 3-5 constructed response implementation plan.	Fall 2025-Spring 2026/	Classroom teachers, Reading Specialists, AIS Team	DataMate Constructed Response Data showing increased proficiency in 20% of students' performance on parallel tasks.

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.