



# William Floyd Union Free School District

of the Mastics-Moriches-Shirley

## 2025-2026 Title 1 Schoolwide Plan

### William Floyd Elementary School

#### **Building:**

<b>Planning Team</b>		
<b>Principal</b>	<b>Other School Leaders (Assistant Principal)</b>	<b>District Administrators</b>
<ul style="list-style-type: none"><li>• Keith Fasciana</li></ul>	<ul style="list-style-type: none"><li>• Valerie Ennis</li></ul>	<ul style="list-style-type: none"><li>• Maryann Siano</li></ul>
<b>Members of the Community</b>	<b>Parents</b>	<b>Paraprofessionals/Teaching Assistants</b>
<ul style="list-style-type: none"><li>• Robin Padavana</li></ul>	<ul style="list-style-type: none"><li>• Kristin Rasole</li></ul>	<ul style="list-style-type: none"><li>• Janet Kaszeta</li></ul>
<b>Specialized Instructional Support</b>	<b>Other Staff</b>	<b>Other individuals invited by the planning team</b>
<ul style="list-style-type: none"><li>• Jen Berg</li></ul>	<ul style="list-style-type: none"><li>• Kelly Nelmes</li></ul>	<ul style="list-style-type: none"><li>• Nicole Mullaney</li></ul>
<b>Teachers</b>		
<ul style="list-style-type: none"><li>• Caroline Ceglio</li><li>• Alexa Salerno</li><li>• Jackie Basile</li><li>• Danielle Mocera</li></ul>	<ul style="list-style-type: none"><li>• Jenna Mancini</li><li>• Kim Walsh</li><li>• Kristi Carroll</li></ul>	<ul style="list-style-type: none"><li>• Sydney Bentzig</li><li>• Donna Haakonson</li><li>• Amy Meyer</li><li>• Alba McKibbin</li></ul>

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

[Comprehensive Needs Assessment](#)

## Planning Meetings

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

Date	Topic
September 18, 2024	Meeting between building leadership and district leadership to discuss ESSA Plans (Targeted vs Schoolwide). <a href="#">Agenda</a>
January 13, 2025	Meeting between Building Leadership, Reading Interventionists, and District Leadership to discuss the impacts of moving to a Schoolwide Plan. <ul style="list-style-type: none"><li>● <a href="#">Comprehensive Needs Assessment</a></li><li>● <a href="#">Planning Document Shared</a></li></ul>
February 2025	<ul style="list-style-type: none"><li>● Set intention/goals for team: Establishing School Wide Goals and a Plan for 2025/26</li></ul>
March 11, 18,25, 2025	Discussion of data points including <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"><li>● K-2: Science of Reading/Pillars of Literacy</li><li>● 3-5: Constructed Response to text</li></ul>
April 8, 2025	Development of a the School Wide Plan: <ul style="list-style-type: none"><li>● Strategies</li><li>● Roles of Stakeholders</li><li>● Data Points</li></ul>
May 13, 2025	Identifying Baseline Data and Setting Targets <ul style="list-style-type: none"><li>● NWEA MAP Growth</li><li>● NWEA MAP Fluency (will have data in June)</li></ul>
June 3, 2025	Review of Plan and Targets

## Performance Measures Reviewed

Data Analyzed <small>(i.e. NWEA Growth, NYS Assessment, Attendance)</small>	Area of Focus	Summary of Analysis
2/6, 3/8	Academics: Literacy	CR-NYSTP
4/1,4/8	Academics: Math	CR-NYSTP
3/35	Academics: Literacy	NWEA K-2 Checklist for Reading, MAP Fluency & Science of Reading
4/1	Academics: Math	NWEA K-2 Checklist for Mathematics
6/3	Academics: Literacy	NWEA MAP Fluency

## Surveying Stakeholders

Who did you survey? (parents, teachers, students, other)	<ul style="list-style-type: none"> <li>● All classroom teachers</li> <li>● Reading teachers/AIS teachers</li> <li>● School administrators</li> <li>● Special education and ELL teachers</li> </ul>
How data was collected?	<ul style="list-style-type: none"> <li>● Discussed with teachers during faculty meetings and grade-level meetings</li> <li>● End of year survey for teachers</li> <li>● Administrator input: Direct conversations &amp; leadership team meetings</li> <li>● Instructional specialists: Detailed questionnaire and collaborative planning sessions</li> <li>● Classroom observations: Structured observation protocol focused on constructed responses</li> </ul>
What questions were asked? (link a copy of the survey in the box to the right)	<p>For Teachers K-2:</p> <ul style="list-style-type: none"> <li>● What is your understanding of MAP Fluency?</li> <li>● What questions do you have about MAP Fluency after attending the training?</li> <li>● How confident do you feel using MAP fluency and analyzing the data?</li> <li>● What specific challenges do you observe in student responses?</li> <li>● What instructional strategies have you found most effective?</li> <li>● What additional resources/support would help you improve instruction?</li> <li>● How do you currently provide feedback to students in reading and math?</li> </ul>

	<ul style="list-style-type: none"> <li>● What professional development would help you improve in this area?</li> </ul> <p>For Teachers 3-5:</p> <ul style="list-style-type: none"> <li>● How confident do you feel teaching constructed response writing and extended written responses in math?</li> <li>● What specific challenges do you observe in student constructed responses?</li> <li>● What instructional strategies have you found most effective?</li> <li>● What additional resources/support would help you improve instruction?</li> <li>● How do you currently provide feedback on student writing?</li> <li>● What professional development would help you improve in this area?</li> </ul> <p>For Administrators:</p> <ul style="list-style-type: none"> <li>● What barriers exist to improving writing instruction/MAP Fluency?</li> <li>● How can scheduling support more focused writing instruction/MAP fluency comprehension?</li> <li>● What resources can be allocated to this improvement initiative?</li> <li>● How can we ensure consistent practices across classrooms?</li> <li>● What systems-level changes might support improvement?</li> </ul>
<p>Summary of results</p>	<ul style="list-style-type: none"> <li>● Feedback from stakeholders indicates that there is an inconsistent understanding of what Map Fluency assesses and how to use this information to instruct learners.</li> <li>● We wonder, how does the data we see in MAP Fluency align with data points we currently work with to support learning. What can the new information provide?</li> <li>● Stakeholders indicated that they are unsure about administering and analyzing MAP Fluency student data.</li> <li>● Students are having difficulty explaining how they arrived at answers when solving mathematic problems.</li> <li>● Stakeholders indicate that providing students with opportunities to take assessments on digital platforms is effective.</li> <li>● Stakeholders would like more support in using the Coach component of MAP Fluency with students.</li> </ul>

Comprehensive Needs Assessment Documents are linked in the box to the right	<a href="#">Comprehensive Needs Assessment</a>
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<b>Envision: Reflect, Synthesize, Plan</b>	
In reviewing what has been learned through data analysis and surveys, the following <b>areas of strength</b> have emerged that the school could build on to move closer to its vision, values, and aspirations?	<ul style="list-style-type: none"> <li>• When provided with new data points, classroom teachers reflect upon instruction and seek ways to utilize this information.</li> <li>• WFE performed at or near the top of the District on NYS 3-5 Assessments when compared to other buildings.</li> </ul>
In reviewing what has been learned through data analysis and surveys, the following <b>opportunities for growth</b> have emerged that the school could focus to move closer to its vision, values, and aspirations?	<ul style="list-style-type: none"> <li>• Students in K-2 need additional support in developing Phonemic Awareness and Phonic skills.</li> <li>• Students in 3-5 need direct instruction in the genre of testing and how it is different from other types of writing.</li> <li>• More than 20% of students are identified as needing Tier 2 support.</li> </ul>
Based on this information, the schoolwide area of focus will be...	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Leverage new data and best practices through teacher collaboration to improve student performance on 305 Assessments</li> </ul>

<b>Action Plan</b>	
<p>Summary of <b>Action Plan</b> including a description of strategies that the school will implement to address school and student needs, including a description of how such strategies will:</p> <ul style="list-style-type: none"> <li>• <b>provide opportunities for all children to meet the challenging State academic standards? <i>ESSA Section 1114(b)(7)(A)(i)</i></b></li> <li>• <b><i>use methods and instructional strategies that strengthen the academic program in the school? ESSA Section 1114(b)(7)(A)(ii)</i></b></li> <li>• <b>increase the amount and quality of learning time? <i>ESSA Section 1114(b)(7)(A)(ii)</i></b></li> <li>• <b>help provide an enriched and accelerated</b></li> </ul>	<p>K-2</p> <ul style="list-style-type: none"> <li>• Additional PD on how to understand the scores on MAP Fluency.</li> <li>• Once we understand the scores, how are the scores being used to guide our instruction.</li> <li>• Explaining how they solved a math problem.</li> <li>• Explaining how they know an answer is correct.</li> <li>• Prioritizing online platforms to make them effective and beneficial for students.</li> <li>• More support for using the Coach component in our classrooms.</li> </ul> <p>3-5</p>

**curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education? ESSA Section 1114(b)(7)(A)(ii)**

- 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
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- September 2025: Present NWEA grade-level findings through bridge meetings (2024-2025 data)
  - October 2025: Present NYS grade-level findings through bridge meetings (2024-2025 data)
  - November 2025: Review fall NWEA grade-level findings through bridge meetings (2025-2026 data)
  - December 2025: Develop 2025-2026 goals for NWEA & NYS testing
  - January 2026: Review benchmark and report card data for the 2025-2026 school year, compare to fall NWEA results to see how they are aligned
  - February 2026: Review winter NWEA grade-level findings (2025-2026 data)
  - March 2026: Summarize data findings
  - April 2026: Prepare data findings and create presentation for staff meeting
  - May 2026: Set plans for data team for the 2026-2027 school year
  - June 2026: Present data team plans to staff for the 2026-2027 school year

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)*

A schoolwide plan to support literacy will be developed. Reading Interventionists will provide support in multiple ways:

- Indirect support to classroom teachers will be used as a way to provide evidence based strategies that can inform small group instruction.
- Direct support to students will be provided in both push in and pull out models
- Support through professional learning and

<ul style="list-style-type: none"> <li>• <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)</i></li> <li>• <i>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)</i></li> <li>• <i>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)</i></li> <li>• <i>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)</i></li> </ul>	<p>modeling will be provided to classroom teaching assistants.</p> <ul style="list-style-type: none"> <li>• Acting as leads for conversations around NWEA MAP Fluency, NWEA MAP Growth, and 95% Group data points.</li> </ul> <p>Professional Learning Communities on grades 3-5 focusing on NYS ELA Constructed Response:</p> <ul style="list-style-type: none"> <li>• Development of parallel tasks imported in the DataMate.</li> <li>• Collaborative scoring using NYS Rubrics</li> <li>• Analysis of DataMate data points.</li> <li>• Development of differentiated lessons based on data collected.</li> </ul>
<p>At the end of each trimester, the following <b>data</b> will be reviewed to measure impact and be included in evaluation of the plan.</p>	<ul style="list-style-type: none"> <li>• NWEA MAP Growth</li> <li>• NWEA MAP Fluency</li> <li>• DataMate Constructed Response for NYS Assessments and Parallel Tasks.</li> </ul>
<p>The following <b>stakeholders</b> will be committed to supporting/leading the implementation and evaluation of the plan. (ie Principal, School Counselors, Reading Teachers etc.)</p>	<ul style="list-style-type: none"> <li>• Reading Interventionists</li> <li>• Data Teams</li> <li>• School Principal</li> <li>• School Counselor</li> </ul>

**Monitoring (To be completing in the year of implementation)**

<p style="text-align: center;"><b>This plan has been regularly monitored.</b></p>			
<p><b>Date(s) of Review</b></p>	<p><b>Measures Reviewed</b></p>	<p><b>Summary of Data</b></p>	<p><b>List and changes to the plan that were made based on the data reviewed.</b></p>