



William Floyd Union Free School District

of the Mastics-Moriches-Shirley

2025-2026 Title 1 Schoolwide Plan Nathaniel Woodhull Elementary School

Building:

Planning Team		
Principal	Other School Leaders (Assistant Principal)	District Administrators
<ul style="list-style-type: none"> Heather Murillo, Ed. D. 	<ul style="list-style-type: none"> Erica Peralta 	<ul style="list-style-type: none"> Mary Siano
Members of the Community	Parents	Paraprofessionals/Teaching Assistants
<ul style="list-style-type: none"> Shaneice Martin 	<ul style="list-style-type: none"> Cheryl Franzese 	<ul style="list-style-type: none"> Gina Mione
Specialized Instructional Support	Other Staff	Other individuals invited by the planning team
<ul style="list-style-type: none"> Nicole Hayes Donna Teller 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Teachers		
<ul style="list-style-type: none"> Brooke Murphy Ashley Kilanowski 	<ul style="list-style-type: none"> Francis Rau Alyssa Noe 	<ul style="list-style-type: none"> Renee Miller Colin Kotarski Leah Kiefer

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). Agenda
January 8, 2025	Strengthening Data-Driven Instruction Through Tiered Team Collaboration and Targeted Interventions Within the MTSS Framework

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"> • Comprehensive Needs Assessment
February 10, 2025	Establishing Consistent Procedures for Comprehensive Class Reviews Through Standardized Questions, Scheduling, and Collaborative Documentation
February 26, 2025	Building a Cohesive Data Culture: Partnering with LIU to Develop Structures, Protocols, and Aligned Practices for Effective Data-Based Decision Making
February 27, 2025	Reflecting on Data Review Practices to Refine Tier Interpretations, Address Curriculum Gaps, and Identify At-Risk Indicators for Improved Student Support
March 6, 2025	Clarifying Tier 2 Criteria to Strengthen Identification and Support of Students Needing Targeted Interventions
March 13, 2025	Grade-Level Intervention Planning: Targeting Foundational Literacy Pillars Through Differentiated, Skill-Based Support Across K–5
March 27, 2025	NWEA MAP Fluency Building Team Meeting
April 23, 2025	Intervention Check-Ins: Strengthening Tiered Supports Through Diagnostic Tools, Skill-Based Instruction, and Collaborative Resource Development Across Grades K–5
May 15, 2025	Deepening Intervention Practice: Leveraging Diagnostic Data and Toolkit Resources for Skill-Aligned Instruction
June 3, 2025	Finalizing End-of-Year Intervention Cycles: Documenting Progress, Refining Tools, and Preparing for Summer Planning
June 10, 2025	Cross-Team Collaboration for 2025–2026: Aligning Tiered Supports, Curriculum Shifts, and Data Systems for Early Literacy Success
June 20, 2025	Year in Review: Progress in Centralizing Data, Aligning Interventions to Reading Pillars, and Enhancing Tiered Supports with Ongoing Collaboration and Next Steps for Improvement

Performance Measures Reviewed		
Data Analyzed (i.e. NWEA Growth, NYS Assessment, Attendance)	Area of Focus	Summary of Analysis
NWEA MAP Fluency	Academics: Literacy ▾	Kindergarten: 48% of students meeting benchmark in Phonological Awareness and letter recognition based off of NWEA MAP Fluency Assessment; 85% of students not meeting or exceeding benchmark will increase their proficiency in phonemic awareness by one or more levels (example, below to approaching, approaching to meets)
NWEA MAP Fluency	Academics: Literacy ▾	Grade 1: 3% of students scored at grade level in Phonics Word Recognition based off of NWEA MAP Fluency

		Assessment; 26% scored below; 85% of students not meeting or exceeding benchmark will increase their proficiency in phonemic awareness by one or more levels (example, below to approaching, approaching to meets)
NWEA MAP Fluency	Academics: Literacy ▾	Grade 2: 52% of students were below grade level in both Phonological Awareness and Phonics Word Recognition; 85% of students from this group of 68 students will increase their proficiency level in both areas by one or more levels
NYS ELA Assessment	Academics: Literacy ▾	<p>We continue to wait for 2024/25 NYS assessment results. Once received, the following datapoint will be analyzed to help establish goals.</p> <p>Grade 3 NYS ELA Proficiency: 33% of students scored proficient (Level 3 or 4), with achievement gaps present among key subgroups on the 2024 - 2025 NYS Assessment.</p> <p>Subgroup Performance</p> <ul style="list-style-type: none"> - Students with Disabilities: 10% proficient (Grade 3) - English Language Learners: 3% proficient (Grade 3) - Economically Disadvantaged Students: 28% proficient (Grade 3)

Surveying Stakeholders	
Who did you survey? (parents, teachers, students, other)	The data was collaboratively developed by the team in partnership with staff, students, and families of Nathaniel Woodhull Elementary School.
How data was collected?	<p>Data was collected through:</p> <p>Student performance assessments, such as the NWEA MAP Fluency Assessment and NYS ELA assessments.</p> <p>Collaborative discussions and root cause analysis conducted by the team.</p> <p>Stakeholder input, including surveys or feedback sessions with teachers, families, and staff.</p> <p>Walkthroughs, PLC feedback, and progress monitoring using benchmark tools.</p>

<p>What questions were asked? (link a copy of the survey in the box to the right)</p>	<p>The current state of early literacy achievement.</p> <p>Barriers to effective instruction and intervention.</p> <p>Areas where teacher capacity, curriculum alignment, assessment practices, and intervention systems need improvement.</p> <p>Nathaniel Woodhull Elementary School Early Literacy and Science of Reading Survey</p>
<p>Summary of results</p>	<p>Significant gaps exist in early literacy skills across K–2, especially in phonological awareness and phonics.</p> <p>Grade 1 performance is particularly low, with only 3% of students reading at grade level in Phonics Word Recognition. Grade 2 students showed 52% below-level performance in critical literacy domains such as Phonological Awareness and Phonics Word Recognition.</p> <p>Root causes include inconsistent instructional practices, limited professional development, and weak intervention systems.</p> <p>Priority actions include adopting a Science of Reading-aligned instruction, providing extensive teacher training, and implementing effective tiered supports.</p> <p>A strategic goal is set: 75% of students reading on grade level by the end of Grade 3 by June 2027 as well as to close the achievement gap of the third grade students at Nathaniel Woodhull to the district and region.</p>
<p>Comprehensive Needs Assessment Documents are linked in the box to the right</p>	<p>Comprehensive Needs Assessment - Nathaniel Woodhull</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>	<p>Collaborative Commitment to Literacy: The school has demonstrated a strong commitment to improving early literacy outcomes, as seen through the collective work of the Development Team and partnerships with staff, students, and families.</p> <p>Structured Action Plan: A detailed, multi-year strategic plan is in place to guide Science of Reading (SoR) implementation, showing readiness to move from planning to action.</p> <p>Baseline Use of Assessments: Initial use of NWEA MAP</p>

	<p>Fluency assessments across grades K–2 provides a foundation for progress monitoring and goal setting.</p> <p>Goal-Oriented Culture: The school has established clear, measurable goals to ensure 75% of students are reading on grade level by the end of Grade 3, aligning with its vision of academic excellence for all learners.</p>
<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>	<p>Inconsistent Instructional Practices: There is a lack of coherence in how early literacy is taught, particularly in the explicit instruction of foundational reading skills.</p> <p>Limited Professional Development: Staff need more robust and ongoing training in phonemic awareness, decoding, and comprehension strategies rooted in SoR practices.</p> <p>Assessment Misalignment and Use: There is a gap in the consistent use of SoR-aligned screeners and diagnostics, and staff require further support in interpreting and applying data to instruction.</p> <p>Weak Intervention Systems: Tier 2 and Tier 3 supports are inconsistently implemented, and interventions are not always research-based or delivered with fidelity.</p> <p>Low Student Proficiency Levels: Current student achievement data shows that a significant number of students in Grades K–2 are below benchmark in key literacy areas, with only 3% of Grade 1 students on grade level in Phonics Word Recognition.</p>
<p>Based on this information, the schoolwide area of focus will be...</p>	<p>Implementing a cohesive, Science of Reading-aligned approach to early literacy instruction that builds staff capacity, strengthens assessment and intervention practices, and ensures all students, especially those at risk, are supported in reaching grade-level reading proficiency by the end of Grade 3.</p>

Action Plan	
<p>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:</p> <ul style="list-style-type: none"> ● provide opportunities for all children to meet the challenging State academic standards? <i>ESSA Section 1114(b)(7)(A)(i)</i> ● <i>use methods and instructional strategies that strengthen the academic program in the school? ESSA Section 1114(b)(7)(A)(ii)</i> ● increase the amount and quality of learning 	<p><input checked="" type="checkbox"/> Provide opportunities for all children to meet the challenging State academic standards [ESSA Sec. 1114(b)(7)(A)(i)]</p> <p>Adopt and implement a comprehensive, SoR-aligned K–2 reading curriculum.</p> <p>Train 100% of K–2 teachers in SoR-aligned practices (e.g., phonemic awareness, phonics, fluency, and comprehension).</p>

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)**

Use SoR-aligned screeners and diagnostic tools to monitor progress and adjust instruction for all students, including those not meeting benchmarks.

Use methods and instructional strategies that strengthen the academic program in the school [ESSA Sec. 1114(b)(7)(A)(ii)]

Implement evidence-based instructional practices grounded in cognitive science and literacy research.

Provide targeted professional development and coaching in decoding, fluency, and comprehension strategies.

Facilitate peer collaboration and PLCs to continuously reflect on and refine instruction.

Increase the amount and quality of learning time [ESSA Sec. 1114(b)(7)(A)(ii)]

Strengthen Tier 2 and Tier 3 intervention blocks with structured, high-impact literacy support.

Use progress monitoring data to intensify support for students needing extended learning opportunities.

Utilize classroom time more effectively through explicit instruction and small group differentiation at students' Zones of Proximal Development (ZPD).

Help provide an enriched and accelerated curriculum for a well-rounded education [ESSA Sec. 1114(b)(7)(A)(ii)]

Embed comprehension-building strategies and vocabulary development across the curriculum to support a broad range of literacy experiences.

Connect foundational reading with science, social studies, and other content areas to create cross-disciplinary literacy enrichment.

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

Support students outside the academic subject areas (counseling, SEL, mentoring, etc.) [ESSA Sec. 1114(b)(7)(A)(iii)(I)]

Counselors and support staff will work with families to address social-emotional needs that impact learning.

School-based support will help improve focus,

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)*

attendance, and readiness to learn, especially for students at risk.

Teachers will build relationships and mentor students needing motivation and encouragement.

Implement a schoolwide tiered model of support for academic and behavioral needs
[ESSA Sec. 1114(b)(7)(A)(iii)(III)]

Launch a tiered intervention model aligned to SoR for reading, targeting struggling students with small-group, high-intensity supports.

Coordinate services by aligning literacy support for students with IEPs through consistent use of data and evidence-based practices.

Monitor behavior and academic concerns jointly through MTSS and Child Study Teams.

Professional development to improve instruction and use of data
[ESSA Sec. 1114(b)(7)(A)(iii)(IV)]

Provide PD for teachers, paraprofessionals, and support staff in SoR-aligned instruction.

Train staff on interpreting benchmark, diagnostic, and progress monitoring data.

Use PLCs to support data-based decision making, differentiated instruction, and intervention planning.

Prepare students for postsecondary success and broaden access
[ESSA Sec. 1114(b)(7)(A)(iii)(II)]

While this primarily applies to secondary schools, early literacy efforts lay the groundwork for college and career readiness by ensuring foundational skills are solidified before Grade 4.

Assist preschool children transitioning into kindergarten
[ESSA Sec. 1114(b)(7)(A)(iii)(V)]

Collaborate with Pre-K providers and families to support smooth entry into kindergarten, including early literacy readiness skills and parent resources.

Use screeners to identify needs early and begin intervention from the start of K.

<p>At the end of each trimester, the following data will be reviewed to measure impact and be included in evaluation of the plan.</p>	<p>At the end of each trimester, the following data will be reviewed:</p> <p>Student performance on SoR-aligned screeners and diagnostics (NWEA MAP Fluency, classroom-based tools)</p> <p>Intervention tracking and progress reports</p> <p>Instructional walkthrough data using fidelity rubrics</p> <p>PLC feedback and instructional reflections</p> <p>Subgroup performance and equity data</p>
<p>The following stakeholders will be committed to supporting/leading the implementation and evaluation of the plan. (i.e Principal, School Counselors, Reading Teachers etc)</p>	<p>Principal (Heather Murillo)</p> <p>Assistant Principal (Erica Peralta)</p> <p>Data Team</p> <p>Reading Teachers & AIS Team</p> <p>Classroom Teachers (K–3)</p> <p>PD Facilitators & Instructional Coaches</p> <p>School Counselors & Mental Health Team</p> <p>Development Team</p> <p>Parents and Families</p>

Action Plan			
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 data-driven tiered supports	Fall 2025	Classroom teachers, Reading Specialists, AIS Team	Intervention progress tracked and reported
Monitor implementation via PLCs	Ongoing 2025 - 2027	Building Leadership Team/Data Team	Walkthrough logs, PLC notes, student outcomes

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.
	Quarterly data reviews of benchmark assessment results		
	Instructional walkthroughs with SoR-aligned fidelity rubrics		
	Professional Learning Community (PLC) feedback and collaborative analysis		
	Annual review reports detailing progress toward literacy goals		