



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

This Schoolwide Plan was developed based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the need of children who are failing, or who are at risk of failing, to meet the challenging State academic standards. *ESSA Section 1114(b) 6* A copy of this Needs Assessment is linked below

[Link Needs Assessment](#)

 **Hobart 26.27 Comprehensive Needs Assessment**

Literacy				
<i>Performance Measures</i>	<i>Patterns and Targeted Areas</i>	<i>Is this and Identified Area of Focus</i>	<i>Goal: Baseline Data Points and Specific Goal</i>	<i>Action Plan for 26/27 (description of the 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?)</i>
<ul style="list-style-type: none">• NYS Grades 3-8 ELA Assessment.• NWEA MAP Growth Assessments• NWEA MAP Fluency Assessments• MyView Assessments	<ul style="list-style-type: none">• Improve the performance of all students in literacy• Teachers will utilize ESSA Tier 1 approved materials to teach foundational literacy skills.	<div>X Yes</div> <div>☐ No</div>	<ul style="list-style-type: none">• 5% of student scores on the NWEA MAP Growth Assessment will show an average increase of 61% or more.• 5% of student	<ul style="list-style-type: none">• Utilize experts in literacy to support Tier 1 Instruction.<ul style="list-style-type: none">○ Teachers of Reading will be used to support classroom teachers as they navigate shifts in instruction aligned with the implementation of the Science of Reading.○ Teachers of Reading



William Floyd School District

2026-2027

Title I School Wide Plan

Hobart Elementary

	<ul style="list-style-type: none">Valid and reliable measures will be used to determine student performance in the Science of Reading's six pillars of literacy.		<p>scores on the NWEA MAP Fluency Assessment will improve by 61% or more, on average.</p> <ul style="list-style-type: none">Increase the percentage of students scoring a level 3 or 4 on the NYS ELA Assessment by 5%	<p>will provide indirect support to ensure classroom teachers are implementing Science of Reading aligned instruction.</p> <ul style="list-style-type: none">Teachers of Reading will support classroom teachers when they analyze assessments aligned with the Science of Reading <ul style="list-style-type: none">Utilize experts in literacy to diagnose the needs of students identified as needing Tier 2 and Tier 3 services.<ul style="list-style-type: none">Teachers of Reading will assess targeted students to identify their academic needs.Teachers of Reading will develop instructional plans for assessed students.Teachers of Reading will implement targeted interventions with students who qualify for AIS services
--	--	--	--	--



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

				<ul style="list-style-type: none">● Secure ESSA Tier 1 approved materials including, but not limited to products from:<ul style="list-style-type: none">○ The 95% Group○ UFLI○ Heggerty● Utilize materials with fidelity.● Valid and reliable tools, including but not limited to NWEA MAP Fluency with Coach, will be used to measure all students' performance in literacy.● Valid and reliable tools, including, but not limited to the 95% Groups PASI/PSI will be used to diagnose the needs of students receiving intervention services.● Complete regular parallel tasks from DataMate● Strengthen daily Tier 1 literacy instruction using myView Literacy with consistent implementation of the workshop model (mini-lesson, guided practice, independent reading, conferring)● Use NWEA MAP Growth data (Fall, Winter, Spring) to
--	--	--	--	--



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

				<p>identify skill gaps and group students for targeted instruction and intervention</p> <ul style="list-style-type: none">● Monitor foundational reading skills using NWEA MAP Fluency to drive explicit instruction in phonics, phonemic awareness, and fluency● Implement frequent MyView unit and weekly assessments to guide instructional adjustments and reteaching● Provide structured Tier 2 and Tier 3 interventions aligned to specific reading deficits (decoding, comprehension, vocabulary)● Increase opportunities for daily close reading, text-dependent questioning, and evidence-based writing aligned to NYS ELA expectations● Use data meetings to analyze MAP, MAP Fluency, and MyView assessment results to track progress toward proficiency goals● Ensure consistent use of scaffolds (sentence stems,
--	--	--	--	---



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

				<p>graphic organizers, read-alouds) to support ENL and struggling readers</p> <ul style="list-style-type: none">● Build student stamina through sustained independent reading with accountable talk and comprehension checks● Provide targeted vocabulary instruction embedded across all reading and content-area instruction to support comprehension growth
Mathematics				
<i>Performance Measures</i>	<i>Patterns and Targeted Areas</i>	<i>Is this and Identified Area of Focus</i>	<i>Goal: Baseline Data Points and Specific Goal</i>	<i>Action Plan for 26/27</i>



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

<ul style="list-style-type: none">• NYS Grades 3-8 Mathematics Assessment.• NWEA MAP Growth Assessments• enVisions Assessments	<ul style="list-style-type: none">• Students will improve computational fluency• Students will demonstrate the ability to meet standards on enVisions assessments• Develop stronger conceptual understanding in priority domains such as fractions, fractions-to-decimals, ratio/proportion, and algebraic thinking.• Build capacity in mathematical reasoning and explanation so students can justify their answers, explain strategies and use precise mathematical	<p>☒ Yes</p> <p>☐ No</p>	<ul style="list-style-type: none">• 5% of student scores on the NWEA MAP Growth Assessment will show an average increase of 61% or more.• Increase the percentage of students scoring a level 3 or 4 on the NYS Mathematics Assessment by 5%	<ul style="list-style-type: none">• Strengthen daily Tier 1 math instruction using enVision Mathematics with a focus on explicit instruction, problem-solving routines, and conceptual understanding• Use NWEA MAP Growth (Fall, Winter, Spring) data to identify skill gaps early and regroup students for targeted instruction• Implement short-cycle assessments and exit tickets to adjust instruction within and between lessons• Provide targeted Tier 2 small-group interventions based on MAP and classroom assessment data• Increase use of math discourse routines so students explain reasoning and justify answers• Align classroom assessments and common formative assessments to NYS math standards and rigor• Provide strategic spiral review and fluency practice to reinforce priority standards
--	--	---	---	--



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

	<p>language aligned to NYS expectations</p> <ul style="list-style-type: none">• Data teams will be able to analyze multiple data sources to determine student needs and implement instructional strategies.			<p>throughout the year</p> <ul style="list-style-type: none">• Use data meetings regularly to monitor progress toward the goal of increasing students scoring Level 3–4 on the NYS Mathematics Assessment by 5%• Incorporate intentional scaffolds (visual models, manipulatives, sentence stems) within enVision lessons to support access for all learners• Provide enrichment and extension tasks for students already meeting or exceeding benchmarks to support continued growth toward the 61% MAP Growth target• Data will be collected from multiple sources and housed in a common platform.• Data/Intervention Teams will analyze data to:<ul style="list-style-type: none">○ evaluate student need○ assess effectiveness of curriculum○ assess areas of strength and weaknesses by subgroups• Instructional Support Teams
--	---	--	--	---



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

				will utilize the platform to develop and share intervention plans for students who receive Tier 2 and Tier 3 support.
Social Emotional Learning				
<i>Performance Measures</i>	<i>Patterns and Targeted Areas</i>	<i>Is this and Identified Area of Focus</i>	<i>Goal: Baseline Data Points and Specific Goal</i>	<i>Action Plan for 26/27</i>
<ul style="list-style-type: none">● Attendance Data● Office Referrals● Bus Reports	<ul style="list-style-type: none">● Avoid spike in bus reports for month of October which would be a growth area from 2025-2026 when we saw an increase of 29 reports● Improve average daily attendance for all sub-groups	<div>X Yes</div> <div>☐ No</div>	<ul style="list-style-type: none">● Decrease the amount of students chronically absent by 5%● Decrease the amount of office referrals by 5%● Decrease the amount of bus reports by 5%	<ul style="list-style-type: none">● Early identification of students with chronic absenteeism● Proactive communication with parents● Attendance incentives● Attendance groups facilitated by Mental Health staff for students struggling to maintain strong attendance● Provide explicit behavioral expectations during assemblies in September● Build in positive incentives (Super Leaders of the Week, Monthly Citizen of the Month awards)● Focused and needs specific



William Floyd School District

2026-2027

Title I School Wide Plan

Hobart Elementary

				<ul style="list-style-type: none">counseling groups● Maintain a high level of Dean presence on the buses and in the bus loop at arrival and dismissal
Parent Involvement				
<i>Performance Measures</i>	<i>Patterns and Targeted Areas</i>	<i>Is this and Identified Area of Focus</i>	<i>Goal: Baseline Data Points and Specific Goal</i>	<i>Action Plan for 26/27</i>
<ul style="list-style-type: none">● ParentSquare Communication Logs● Attendance at Parent Teacher Organizations Meetings.● Parent/Guardian participation at school events.	<ul style="list-style-type: none">● Increase the percentage of families who participate in Family Engagement activities.	<div>X Yes</div> <div>☐ No</div>	Families who participate in Family Engagement activities will increase by 5%.	<ul style="list-style-type: none">● Secure Teacher Leaders to develop Family Engagement Resources.● Teacher Leaders will consider the feedback provided by families to determine areas of focus.● Resources will be shared in multiple ways with families, including, but not limited to, sending it out on ParentSquare.● Hold regular family events that pair a recreational activity with a learning experience for parents



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

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.
November 2026	•	•	•
February 2027			
June 2027			

Planning Team		
Principal	Other School Leaders (Assistant Principal)	District Administrators
• James Westcott	• Thomas Virgona	• Maryann Siano
Members of the Community	Parents	Paraprofessionals/Teaching Assistants
• Stefani Hynes	• Nicole Walsh	• Debra Tepper
Specialized Instructional Support	Other Staff	Other individuals invited by the planning team
• Tory Badamo	• Elena Cahn	• N/A



William Floyd School District
2026-2027
Title I School Wide Plan
Hobart Elementary

Teachers		
<ul style="list-style-type: none">• Laura Coffey	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•