



William Floyd School District
2026-2027
Title I School Wide Plan
William Floyd 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](#)

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>
Performance Measures used to collect Literacy Data include: • NYS Grades 3-8 ELA Assessment. • NWEA MAP Growth Assessments • NWEA MAP Fluency Assessments	Phonics vs. Fluency Gaps: Students might decode individual words correctly but struggle with automaticity and phrasing, leading to poor comprehension. Vocabulary: A noticeable gap in academic vocabulary, often correlated with socioeconomic factors or	X Yes ☐ No	• Improve the performance of all students in the area of literacy. • Teachers will utilize ESSA Tier 1 approved materials to teach foundational literacy skills. • Valid and Reliable measures will be used to determine student	• Utilize experts in literacy to support Tier 1 Instruction. ○ 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 will provide indirect support to ensure classroom teachers are implementing Science of



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

	English Language Learner (ELL) status. Writing: Writing scores frequently lag behind reading scores, usually because writing is treated as a separate subject rather than integrated into literacy The Science of Reading Alignment: Ensure all K–5 classrooms use explicit, systematic instruction in phonemic awareness, phonics, vocabulary, and comprehension. Protected Literacy Blocks: Guarantee a minimum of 90 to 120 minutes of uninterrupted daily literacy instruction. Content-Rich Literacy: Integrate science and social studies topics into reading units to build background knowledge and vocabulary simultaneously. Targeted Tier 2/3 Support: Create a daily 30-minute "WIN" (What I Need) block		performance in the Science of Reading's six pillars of literacy. • Building data teams will be able to analyze multiple data sources to determine student needs and implement instructional strategies.	Reading aligned instruction. ◦ Teachers of Reading will support classroom teachers when they analyze assessments aligned with the Science of Reading • Utilize experts in literacy to diagnose the needs of students identified as needing Tier 2 and Tier 3 services. ◦ 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 • Secure ESSA Tier 1 approved materials including, but not limited to products from: ◦ 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.
--	---	--	--	---



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

	where students receive targeted intervention based on specific skill deficits (e.g., phonics blending vs. advanced comprehension), ensuring they don't miss core instruction. Unified Language: Train <i>all</i> staff (including music, art, and PE teachers) on schoolwide literacy routines so students encounter the same strategies everywhere.			• Data will be collected from multiple sources and housed in a common platform. • Data/Intervention Teams will analyze data to: ○ evaluate student need ○ assess effectiveness of curriculum ○ assess areas of strength and weaknesses by subgroups • Instructional Support Teams will utilize the platform to develop and share intervention plans for students who receive Tier 2 and Tier 3 support. • 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 modeling will be provided to classroom teaching assistants. • Acting as leads for conversations around NWEA MAP Fluency, NWEA MAP Growth, and 95% Group data points. • Development of parallel tasks imported in the DataMate. • Collaborative scoring using NYS Rubrics • Analysis of DataMate data points.
--	---	--	--	--



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

				• Development of differentiated lessons based on data collected. • September/October 2026: Present Fall NWEA grade-level findings to the Data Team. • November 2026: Review Fall NWEA classroom findings with all teachers via Data Meetings • December 2026: Develop 2026-2027 goals for NWEA & NYS testing • January 2027: Review report card data for the 2026-2027 school year, compare to fall NWEA results to see how they are aligned • February 2027: Review winter NWEA grade-level findings and create an IEP for each student so they can be successful on the NYS ELA Test. • March/April 2027: implement IEP for NYS testing • May 2026: Set plans for data team for the 2027-2028 school year • June 2027: Present data team plans to staff for the 2027-2028 school year
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
William Floyd Elementary

<i>Performance Measures used to collect Mathematics Data include:</i> • <i>NYS Grades 3-8 Mathematics Assessment.</i> • <i>NWEA MAP Growth Assessments</i>	Protect the "Math Block": Guarantee a minimum of 60 to 80 minutes of uninterrupted math instruction daily. Standardize the Lesson Structure: Implement a consistent daily framework across all grade levels: • Warm-up/Number Sense (5–10 mins): Number talks, subitizing games, or math sprints. • Core Whole-Group Lesson (20–25 mins): Explicit instruction, modeling, and guided practice. • Differentiated Small Groups / Stations (25–30 mins): Targeted teacher-led intervention, independent practice, and hands-on math centers. • Closure/Exit Ticket (5 mins): A quick check for	☒ Yes ☐ No	• Improve the performance of all students in the area of Mathematics • Teachers will utilize ESSA Tier 1 approved materials to teach Mathematics skills • Valid and Reliable measures will be used to determine student performance in all Math skills • Building data teams will be able to analyze multiple data sources to determine student needs and implement instructional strategies.	• Utilize materials with fidelity. • Data will be collected from multiple sources and housed in a common platform. • Data/Intervention Teams will analyze data to: ○ evaluate student need ○ assess effectiveness of curriculum ○ assess areas of strength and weaknesses by subgroups • 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 modeling will be provided to classroom teaching assistants. • Development of parallel tasks imported in the DataMate. • Collaborative scoring using NYS Rubrics • Analysis of DataMate data points. • Development of differentiated lessons based on data collected. • September/October 2026: Present Fall NWEA grade-level findings to the Data Team. • November 2026: Review Fall NWEA classroom findings with all teachers
--	---	---	--	--



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

understanding to
drive the next day's
groups.

- via Data Meetings
- December 2026: Develop 2026-2027 goals for NWEA & NYS testing
 - January 2027: Review report card data for the 2026-2027 school year, compare to fall NWEA results to see how they are aligned
 - February 2027: Review winter NWEA grade-level findings and create an IEP for each student so they can be successful on the NYS Math Test.
 - March/April 2027: implement IEP for NYS testing
 - May 2026: Set plans for data team for the 2027-2028 school year
 - June 2027: Present data team plans to staff for the 2027-2028 school year

Social Emotional Learning

Performance Measures

*Patterns and Targeted
Areas*

*Is this
and
Identified
Area of
Focus*

*Goal: Baseline Data Points
and Specific Goal*

Action Plan for 26/27



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

<i>Performance Measures used to collect Social Emotional Learning Data include:</i> • Attendance Data • Behavioral Referrals • Bus Reports • Cafeteria Reports	Emotional Literacy: Moving beyond basic descriptors (happy/sad) to more nuanced emotions (frustrated, anxious, proud, disappointed). Growth Mindset: Helping students identify their personal strengths while framing academic or social challenges not as permanent failures, but as opportunities to learn and grow. Self-Regulation: Utilizing sensory strategies, "calm-down corners," and deep breathing techniques to help students navigate big emotions. Impulse Control: Developing the capacity to delay gratification, manage frustrations, and maintain focus during transitions or independent work time.	X Yes ☐ No	• Improve the social emotional learning of all students • Valid and Reliable measures will be used to determine student's social emotional learning • Building SEL Leadership Team will be able to analyze multiple data sources to determine student needs and implement instructional strategies.	• Form an SEL Leadership Team: Create a committee comprising an administrator, school counselor/psychologist, a general education teacher from each grade band (K–2 and 3–5), and a specialist (e.g., PE or Art teacher). • Conduct a Needs Assessment: Survey staff, parents, and older students (grades K–5) to identify the school's primary climate needs (e.g., rising recess conflicts, anxiety, or transition difficulties).
Parent Involvement				
<i>Performance Measures</i>	<i>Patterns and Targeted</i>	<i>Is this</i>	<i>Goal: Baseline Data Points</i>	<i>Action Plan for 26/27</i>



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

	<i>Areas</i>	<i>and Identified Area of Focus</i>	<i>and Specific Goal</i>	
Performance Measures used to collect Parent Involvement Data include: • ParentSquare Communication Logs • Attendance at Parent Teacher Organizations Meetings. • Parent/Guardian participation at school events.		X Yes ☐ No	Increase the percentage of families who participate in Family Engagement activities.	• 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.

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	•	•	•



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

February 2027			
June 2027			

Planning Team		
Principal	Other School Leaders (Assistant Principal)	District Administrators
Keith Fasciana	Valerie Ennis	Maryann Siano
Members of the Community	Parents	Paraprofessionals/Teaching Assistants
Dawn Dorsa	Kristin Rasole	Janet Kaszeta
Specialized Instructional Support	Other Staff	Other individuals invited by the planning team
Jen Berg & Kelly Nelmes	Courtney Kiernan & Donna Haakonson	N/A
Teachers		
- Alexa Salerno - Jackie Cherouvis - Danielle Mocera - Jackie Basile - Nikki Strull	- Kristi Carroll - Jenna Mancini - Toni Lane - Kim Walsh	- Alba McKibbin - Amy Meyer - Sydney Bentzig - Kim Bahr