William Floyd School District

2026-2027

Title I School Wide Plan

Nathaniel Woodhull 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				
Performance Measures	*Patterns and Targeted Areas*	*Is this an Identified Area of Focus*	*Goal: Baseline Data Points and Specific Goal*	*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?)*
*Nathaniel Woodhull Elementary School serves approximately **840 students from Kindergarten through 5th Grade**. Based on the provided data, here is a summary of the school's current standing, demographic considerations, and recommendations for improvement.* ***School Demographics and District Context:** Nathaniel Woodhull's student population includes diverse ethnicities (American Indian, Black, Hispanic, Asian/Pacific Islander, White, and Multiracial) and significant subgroups,*	**ELA Strengths** 1. **Structural Elements (Grade 4):** Students outperformed regional averages in identifying elements like rhythm, dialogue, and stage directions (RL.5). 2. **Sentence Fluency (Grade 1):** Over **50% of tested students** met or	☐ Yes ☐ No	***I. Primary (K-2) Literacy Goal*** ***Baseline Data Points:*** • ***NWEA/MAP Growth Benchmark:** While the Spring 2026 NWEA MAP Reading Mean RIT scores show steady vertical progression from Kindergarten (154.7) through Grade 1*	*To ensure all students meet state academic standards, Nathaniel Woodhull Elementary School will implement a multi-tiered literacy framework focusing on early foundational structures, intensive progress monitoring, and intermediate contextual vocabulary mapping.* ***Primary (K-2) Text Comprehension Scaffolding*** • ***Strategy:** Utilize the cohort's strong sentence reading fluency (where over 42% of Kindergarteners and 50% of 1st*

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*including **English Language Learners (ELL), Students with Disabilities (SpecEd), and Economically Disadvantaged students**.* *Performance Measures used to collect Literacy Data include:* ● *NYS Grades 3-8 ELA Assessment.* ● *NWEA MAP Growth Assessments* ● *NWEA MAP Fluency Assessments* **I. ELA Achievement and Growth: NWEA/MAP Growth** The **Spring 2026 Reading Mean RIT scores** for Woodhull students demonstrate a steady progression across grade levels: ● **Kindergarten:** 154.7 ● **Grade 1:** 166.3 ● **Grade 2:** 180.6 ● **Grade 3:** 186.5 ● **Grade 4:** 197.5 ● **Grade 5:** 203.8 Growth data indicates that while many students are meeting their projected norms, there is a substantial number of students scoring in the **"Lo" and "LoAvg" percentiles** in the upper grades, with **32% of Grade 3 students** falling below the 21st percentile. In **Kindergarten**,	exceeded expectations in sentence reading fluency. 3. **Determination of Theme (Grade 5):** Specific constructed response items for standard RL.2 showed students earning a higher percentage of full credit than regional peers. **ELA Needs** 1. **Visual Literacy (Grade 3):** There is a critical **-19% gap** in identifying how illustrations contribute to text (RI.7). 2. **Vocabulary and Figurative Language (Grade 4):** Determining word meanings in literature (RL.4) shows a **14% deficit** compared to the region. 3. **Concepts and Relationships (Grade 5):**		*(166.3) and Grade 2 (180.6), the foundational cohort exhibits a wide equity gap.* ● ***Sentence Reading Fluency:** In Kindergarten, 42% of students currently meet or exceed expectations in sentence reading fluency, and over 50% of Grade 1 students meet or exceed those expectations.* ● ***The At-Risk Tail:** Despite these fluency bright spots, the instructional area profile indicates a developing readiness gap. Comprehension struggles with Literary and Informational Text have emerged as a primary friction point in Kindergarten, registering the highest "Low" performance sector block at 21% and the lowest "High Average" block at*	*Graders meet/exceed expectations) as an instructional bridge to target the early comprehension readiness gap.* ● ***Implementation:** Teachers will deploy daily, structured **early non-fiction and narrative text structural awareness routines**. Kindergarten and 1st-grade classrooms will use highly visual, repetitive "text-mapping" anchor charts to scaffold transition from sentence-level decoding to paragraph-level meaning, directly addressing the 21% "Low" performance sector in foundational comprehension.* ***3rd Grade Targeted Tiered Support (MAP & NYS Focus)*** ● ***Strategy:** Address the 32% of 3rd-grade students scoring in the at-risk "Lo" and "LoAvg" quintiles by deploying targeted Tier 2 and Tier 3 interventions.* ● ***Implementation:** The school will continue to use Walk to Intervention as the **3rd Grade Progress Monitoring Block**. Students under the 21st percentile will be placed in*

foundational skills remain a relative strong point, with 42% of students meeting or exceeding expectations in sentence reading fluency. **II. ELA Achievement: State Assessment** New York State assessment data reveals varied performance across grade-level standards compared to regional benchmarks. **Grade 4 students** demonstrated competitive performance in identifying structural elements of literature (RL.5), showing positive gaps of **3% to 5%** over the district and region. However, **Grade 3** struggled significantly with informational text, specifically in explaining how illustrations contribute to the understanding of a text (RI.7), where they lagged **19% behind the region**. In **Grade 5**, students showed a **14% regional deficit** in categorizing texts and making connections (RI.9).	Students showed an **11% to 14% gap** in explaining relationships or interactions in informational texts (RI.3).		*19%.* ***Specific Target Goal:*** ● *By June 2027, Nathaniel Woodhull Elementary will expand early text comprehension routines to achieve a minimum **10% absolute reduction** in the percentage of Kindergarten students scoring in the "Low" (21%) comprehension strand sector on the NWEA MAP Reading diagnostic. This will be accomplished by utilizing the cohort's strong sentence reading fluency strengths to scaffold early non-fiction and narrative text structural awareness.* ***II. 3rd Grade Progress Monitoring & Tiered Support (MAP***	*small-group, intensive intervention cohorts. Instruction will focus directly on visual literacy and informational text structures to close the critical -19% regional deficit in standard RI.7 (explaining how illustrations contribute to text) as well as students' needs from varying data sources.* ***Intermediate (4-5) Cross-Text Vocabulary & Analytical Routines*** ● ***Strategy:** Counter compounding regional deficits in upper-elementary informational text analysis (-14% in Grade 4 word meanings and up to -14% in Grade 5 text relationships).* ● ***Implementation:** Implement **schoolwide cross-text vocabulary maps** and multi-step non-fiction text analysis routines. Grade 4 and 5 teachers will integrate explicit contextual vocabulary modules (Standard RL.4) into daily reading blocks. To bridge the gap in making text connections (Standard RI.9), classes will utilize the building's verified strength in "Determination*

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			Growth Focus) ***Baseline:*** *In Grade 3, a substantial number of students face severe achievement gaps, with 32% of the cohort currently scoring in the at-risk "Lo" and "LoAvg" percentiles (below the 21st percentile) on the NWEA MAP Growth Reading assessment.* ***Target Goal:*** *By June 2027, reduce the percentage of Grade 3 students scoring in the "Lo" and "LoAvg" quintiles on the NWEA MAP Reading assessment from 32% to* ***22% or less****, successfully transitioning at least 10% of the at-risk cohort into the "Average" or higher achievement bands.* ***III. Informational Concept & Contextual Vocabulary Integration (Intermediate Grade Focus)*** ***Baseline:*** *Intermediate cohorts (Grades 4 and 5) face compounding*	*of Theme" (Standard RL.2) to scaffold complex comparative text analysis.* ***Focus on Achievement Mobility****: Use MAP mobility data to track students who are in the "LoAvg" and "Low" categories. Providing these students with "High Growth" instructional paths is essential to moving them into the Level 3 (Proficient) range on NYS tests.* ***Area of Focus:*** *Teachers will utilize ESSA Tier 1 approved materials to teach foundational literacy skills.* ***Objectives:*** ● *Secure ESSA Tier 1 approved materials including, but not limited to products from:* ○ *The 95% Group* ○ *UFLI* ○ *Heggerty* ● *Utilize materials with fidelity.* ***Measurable Outcome:*** *50% of student scores on the NWEA MAP Fluency Assessment will improve by 61% or more, on average.*

			*informational literacy deficits on state assessments, characterized by a **14% regional deficit** in Grade 4 word meanings/figurative language (**NY-4.RL.4**) and an **11% to 14% gap** in Grade 5 informational text relationships and quality judgment (**NY-5.RI.3** / **NY-5.RI.9**).* ***Target Goal:** By June 2027, close the regional performance gaps in Grade 4 context vocabulary (RL.4) and Grade 5 informational relationships (RI.3/RI.9) to **within 5% or better of the regional average line** by implementing schoolwide cross-text vocabulary maps and multi-step non-fiction text analysis routines.*	***Area of Focus:*** *Improve the performance of all students in the area of literacy.* ***Objectives:*** ● *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 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* ***Measurable Outcome:*** *50% of student scores on the NWEA MAP Growth Assessment will show an average increase of 61% or more.* ***Area of Focus:*** *Valid and Reliable measures will be used to determine student performance in the Science of Reading's six pillars of literacy.* ***Objectives:*** ● *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.* ***Measurable Outcome:*** *50% of student scores on the NWEA MAP Growth Assessment will show an average increase of 61% or more.* ***Area of Focus:*** *Building data teams will be able to analyze multiple data sources to determine student needs and implement instructional strategies.* ***Objectives:*** ● *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. ***Measurable Outcome:*** *50% of student scores on the NWEA MAP Growth Assessment will show an average increase of 61% or more.* ***Continue to:*** ● ***Implement Walk to Intervention*** ● ***Implement universal screeners and diagnostics*** ● ***Provide data-driven tiered supports*** ● ***Targeted Subgroup Support: Develop specialized instructional plans for ELL and SpecEd students***
Mathematics				
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*

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Performance Measures used to collect Mathematics Data include: ● *NYS Grades 3-8 Mathematics Assessment.* ● *NWEA MAP Growth Assessments* **I. Math Achievement and Growth: NWEA/MAP Growth** The **Spring 2026 Mathematics Mean RIT scores** reflect consistent achievement across the K-5 spectrum: ● **Kindergarten:** 162.1 ● **Grade 1:** 174.5 ● **Grade 2:** 187.0 ● **Grade 3:** 195.9 ● **Grade 4:** 210.4 ● **Grade 5:** 216.9 Growth remains a priority for subgroups; for example, **Grade 5 Spanish Math** students had a mean RIT of **192.7**, significantly lower than the general grade mean of 216.9. Instructional area data shows that **Measurement and Data** is a consistent area of concern, with **34% of Grade 1 students** scoring in the "Lo" percentile. **II. Math Achievement: State Assessment** State test results highlight critical gaps in specific mathematical domains. **Grade 3 students** showed a notable strength in **Fractions (NF.2a)**,	**Math Strengths** 1. **Multi-Digit Division (Grade 4):** Standard NBT.6 showed a strong **+11% performance gap** compared to regional results. 2. **Fraction Basics (Grade 3):** Understanding fractions on a number line (NF.2a) remains a regional strength. 3. **Place Value Mastery (Grade 3):** Standard NBT.4b (properties of operations) showed high achievement with **84% full credit**. **Math Needs** 1. **Geometric Measurement (Grade 3):** The **-19% regional gap** in relating area to multiplication (MD.7d) is the school's largest math deficit.	☐ Yes ☐ No	**Goal 1: Targeted Domain Improvement (Measurement & Data)** **Focus:** Address the school-wide deficit in the "Measurement and Data" domain across all grade levels. ● **Objective:** Reduce the percentage of K-2 students scoring in the "Lo" percentile on NWEA/MAP for Measurement and Data, and close the regional gaps in Grades 3-5 state testing (specifically targeting the -19% gap in Grade 3 geometric measurement and the -8% gap in Grade 5 unit conversions). ● **Actionable Strategy:** Align vertical planning so that early foundational skills (Grade 1 Measurement &	To boost mathematics proficiency, the school will streamline vertical alignment in problem-dense domains, deliver culturally and linguistically responsive small-group interventions, and build structural endurance for multi-step word problems. **Vertical Alignment for Targeted Domain Improvement (Measurement & Data)** ● **Strategy:** Address the extensive school-wide deficit in "Measurement and Data," which impacts ~34% of Grade 1 students and heavily drives the -19% gap in Grade 3 geometric measurement and -8% gap in Grade 5 unit conversions. ● **Implementation:** Establish a **Vertical Math Planning Council** to align foundational instruction. Grade 1 and 2 educators will explicitly teach early measurement concepts using hands-on manipulative progressions designed to feed directly into Grade 3 area-multiplication formulas (MD.7d) and Grade 5 multi-unit conversions (MD.1). **Subgroup & Tier 2 Intervention Alignment**

outperforming the region by **2%**. Conversely, they faced a **-19% gap** compared to the region in geometric measurement and relating area to multiplication (MD.7d). **Grade 4 students** performed exceptionally well in using place value for multi-digit division (NBT.6), achieving an **11% positive gap** over the region. In **Grade 5**, the most significant need was identified in unit conversions (MD.1), where students trailed the region by **8%**.	2. **Measurement Conversions (Grade 5):** Students demonstrated a **-8% gap** in solving problems involving unit conversions from larger to smaller units (MD.1). 3. **Small Group Intervention for "Lo" Percentiles:** Nearly **one-third of students** in Grades 1 and 3 are in the "Lo" percentile for **Measurement and Data**, indicating a school-wide instructional need in this domain. 4. **Multi-Step Technical Word Problems:** Students lack the structural endurance to map text-heavy information to quantitative formulas, making them vulnerable to complex word		Data) directly support upper-elementary concepts (Grade 3 area and Grade 5 conversions). **Goal 2: Subgroup & Tier 2 Intervention Alignment** **Focus:** Provide targeted, small-group support for historically underserved subgroups and low-performing percentiles. ● **Objective:** Narrow the achievement gap for the Grade 5 Spanish Math subgroup (currently trailing the general mean by 24.2 RIT points) and provide immediate Tier 2 intervention for the ~33% of Grade 1 and 3 students scoring in the "Lo" percentile. ● **Actionable Strategy:** Implement data-driven, small-group intervention blocks	● **Strategy:** Close the acute 24.2 RIT point achievement gap affecting the Grade 5 Spanish Math subgroup and provide immediate remediation to the ~33% of 1st and 3rd graders in the "Lo" percentile. ● **Implementation:** Embed a daily, data-driven **Math Intervention Block** within the master schedule. For the Grade 5 Spanish Math cohort, the school will introduce translated, culturally responsive mathematical frameworks and dual-language instructional models. Tier 2 interventionists will utilize small-group math labs to remediate prerequisite skills for lower-percentile students. **Structural Endurance for Multi-Step Technical Word Problems** ● **Strategy:** Train intermediate students to navigate text-heavy, complex word problems where they currently lack the structural stamina to map text to formulas. ● **Implementation:** Integrate **Daily Multi-Step Word Problem Routines** across upper elementary grades. Teachers will

	problems on upper elementary state assessments.		using translated or culturally responsive frameworks for Spanish Math students, focusing heavily on foundational skills to boost NWEA/MAP growth. **Goal 3: Stamina for Multi-Step & Complex Problem Solving** **Focus:** Build "structural endurance" in upper elementary students to tackle text-heavy, complex word problems. ● **Objective:** Increase student proficiency on state-assessment word problems by teaching students how to effectively map text-heavy information to quantitative formulas. ● **Actionable Strategy:** Integrate daily multi-step word problems into the curriculum. Use	use high-performing areas - specifically Grade 4's multi-digit division mastery (+11% regional gap) and Grade 3's fraction baseline (+2% regional gap) as high-confidence entry points. From these strengths, students will be taught structured "CUBES" or "3-Read" text-mapping strategies to systematically convert complex prose into actionable quantitative formulas. ***Focus on Achievement Mobility****: Use MAP mobility data to track students who are in the "LoAvg" and "Low" categories. Providing these students with "High Growth" instructional paths is essential to moving them into the Level 3 (Proficient) range on NYS tests.* ***Continue to:*** ● ***Implement Walk to Intervention*** ● ***Prioritize Math Intervention*** ○ *Implement a "Math Tier 2/3" task force. This should include diagnostic testing to identify specific deficit areas* ● ***Identify & implement universal screeners and diagnostics***

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			high-performing areas—like Grade 4's multi-digit division (+11% gap) and Grade 3's fraction mastery—as a confidence-building bridge to introduce more complex, technical problem solving.	● ***Provide data-driven tiered supports*** ● ***Targeted Subgroup Support: Develop specialized instructional plans for ELL and SpecEd students***
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*
Performance Measures used to collect Social Emotional Learning Data include: ● *Attendance Data* *The dataset tracks individual student attendance for students flagged in* ***Level 1 (< 85%)*** *attendance rate, all of whom are officially designated as* ***Chronically Absent*** *(defined here as an absence rate of less than 10.0%).*	1. Grade-Level Distribution Chronic absenteeism is evenly distributed throughout the elementary pipeline, indicating a systemic issue rather than an isolated grade-level anomaly: ● Grade 1: 11 students	☐ Yes ☐ No	**Baseline Data Point (2025-26):** * 51 students are identified in the Level 1 Attendance tier (< 85%). ● The baseline average attendance rate for this specific tier is **78.9%**. **Specific, Measurable Goal for 2026-27:** ● **Reduce the number**	***Early Warning Tracking:*** *Monitor the 40+ students who sat between 78% and 84% attendance this year. Flag them the moment they miss 2 days in the first month of school.* ***Mentorship (Check-In / Check-Out):*** *Assign a school staff member (teacher, building aide, specialist) to act as an "Attendance Buddy" for these students. They will check in with the student every morning to build a positive connection to*

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• ***Total Students Listed:*** *51 students across Grades 1 through 5.* • ***Average Attendance Rate:*** *Approximately **78.9%** across this critical cohort.* • ***Total Days Absent:*** *This specific group of 51 students missed a combined total of **1,444 instructional days** over the school year.* • ***Severe Chronic Absence (< 70% attendance):*** *Three students fall into this highly critical zone (Thiago Flores at 58.5%, Jamaal Drewery at 67.5%, and Antonella Marin Camejo at 55.7%).*	• Grade 2: 8 students • Grade 3: 10 students • Grade 4: 11 students • Grade 5: 11 students 2. High Absence Densities A majority of the students hover right around the 81% to 84% attendance mark. This means a substantial number of students are missing roughly 24 to 30 days of school. Because they are just under the 85% threshold, they are highly prime targets for intervention—minor adjustments could successfully push them back into regular attendance zones. 3. Student Subgroups • Section 504 Students: There are 4 students listed with Section		**of students in the Level 1 tier by 40%** (moving at least 20 of these 51 students up into Level 2 or higher by ensuring they achieve an attendance rate of greater than 85%). • **Raise the average attendance rate of the remaining Tier 1/Chronic cohort to a minimum of 83%** through aggressive early interventions.	*the school building.* ***Parent Outreach:*** *Send automated yet warm notifications immediately upon absence, followed by a personal phone call from the classroom teacher, guidance, or administration after consecutive absences.*

	504 accommodations (*Jaiella Batton, Atreau Schelmety, Alani Paz, and Jedidiah Okobiah*). Their chronic absenteeism may be linked to documented health, medical, or psychological needs that require tailored, supportive interventions.			
Parent Involvement				
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*

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Performance Measures **Data Sources:** Annual Parent Engagement Surveys (offered in multiple languages) and event attendance logs disaggregated by student subgroup.	Attendance data and survey feedback indicate lower parent participation and a lower sense of school connection among families within the ELL and Economically Disadvantaged subgroups due to language barriers and scheduling.	☐ Yes ☐ No	Baseline Data Point: According to the 2025/2026 Spring Parent Survey, 45% of families within the ELL and Economically Disadvantaged subgroups reported feeling "actively connected and supported" by the school. Specific Goal (2026/2027): By June 2027, at least 70% of families within the ELL and Economically Disadvantaged subgroups will report feeling "actively connected and supported" on the annual survey, alongside a 25% increase in diverse parent attendance at school-wide events.	**Current Framework:** The school hosts standard PTO meetings and seasonal events, but attendance fluctuates across diverse student subgroups, particularly among families of ELL and Economically Disadvantaged students. **Targeted Strategy:** Launch targeted events featuring multilingual workshops, student showcases, and community resources to actively lower barriers to engagement at PTO meetings. **Area of Focus:** Increase the percentage of families who participate in Family Engagement activities. *Objectives*: ● Secure Teacher Leaders to develop Family Engagement Resources. ● Teacher Leaders will consider the feedback provided by families to Resources will be shared in multiple ways with families, including, but not limited to, sending it out on ParentSquare. ● Measurable Outcome: Families who participate in Family Engagement activities will increase by 50%.

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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			

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

Planning Team		
Principal	**Other School Leaders (Assistant Principal)**	**District Administrators**
• Heather Murillo, Ed. D.	• Erica Peralta	• Maryann Siano
Members of the Community	**Parents**	**Paraprofessionals/Teaching Assistants**
• Shaneice Martin	• Erin Crouthamel • Jessica Giovannettone (teacher) • Rosita Raccuglia (TA) • Gail Albano (TA) • Wilma Amaya (TA)	• Gina Mione • Alison Rice

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	• Andres Vargas (TA) • Jocelyn Sicignano (TA) • Corinne Corso (TA) • Giuseppina Caravella • Amanda Wildman	
Specialized Instructional Support	**Other Staff**	**Other individuals invited by the planning team**
• Liz Caffrey • Jillian Lee • Nicole Lanza • Melissa Worthington	• Nicole Hayes (School Psych) • Donna Teller (Guidance)	• N/A
Teachers		
• Kathleen Milano • Ashley Kilanowski	• Francis Rau • Alyssa Ebbitts	• Renee Miller • Colin Kotarski • Leah Kiefer