



2026-2027

Title

**Consultation and
Collaboration**

Title Funding

- Title I, Part A: Improving Basic Programs
- Title II: Supporting Effective Instruction
- Title III English Language Learners: Language Instruction for English Language Learners
- Title III Immigrant: Supporting Immigrant Students
- Title IV: Student Support and Academic Enrichment

Title I Funding (2024/25)

In 2025/26 William Floyd UFSD received \$2,201.863

- required set asides:
 - Non Public Schools (per pupil to participating schools)
 - We had students attending 22 eligible schools
 - 2 accepted a Title I Allocation for eligible students
 - Homeless: minimum set aside \$100 per student
 - Family Engagement: minimum of 1% of the total grant

Title I Requirements

- Non- public schools have the opportunity to secure funds for high needs students enrolled in their program.
- Funds must be allocated to support students who have been identified as homeless.
- Funds must be allocated to support Family Engagement activities at each Title I school.
- Remaining funds must be distributed based in manner where the per pupil allocation is changes based on the poverty level of the building.

Family Engagement

2025-2026

Elementary Schools:

- Salary for Staff Executing Kindergarten Orientation
- Vendors to Attend Family Engagement Events
- Supplies and materials

Distribution of Funds

2026-2027

- William Floyd Learning Center
- John S. Hobart Elementary School
- Tangier Smith Elementary School
- Moriches Elementary School
- William Floyd Elementary School
- Nathaniel Woodhull Elementary School

All Title I Funding will continue to be distributed to students in grades K-5. Therefore William Floyd High School, William Floyd Middle School, and William Paca Middle School will not receive Title I Funding in 2026/2027.

Schoolwide Programs

In 2025/26 all six elementary schools received an allocation to support School Wide Initiatives.

- NYSED has recommends that the District follow a Schoolwide Assistance Model. This is based on the poverty level of the schools. A Schoolwide Plan is designed to support the needs of all students in the building.
- In 2025/26, all eligible schools have worked on developing plans based on the specific needs of their students and stakeholders.
- All six schools identified areas of foci that will be part of their Schoolwide Plan.
- Buildings will focus on:
 - Science of Reading in K-2
 - English Language Arts Written Responses 3-5
 - SEL

Stop the video to reflect on Title I Programming for the 2026/27 School Year. (Question 1 and 2)



Title II

Under ESSA, the Title II, Part A provides funds to all NYS local education agencies (LEAs) for the purposes of:

- Increasing student achievement consistent with NYS academic standards;
- Improving the quality and effectiveness of teachers, principals, and other school leaders;
- Increasing the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
- Providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

2025-2026

- Title IV Transferability (Salary for Robotics Coaches)
- Ambassadors
- Instructional Coach Training- Reading Teachers
- NWEA Report Training Elementary School Leaders/Data Teams
- Science of Reading
- MTSS Workshops to support required shift building plans
- Launch of updated Math Materials

2026-2027- Proposed Use of Funds

- Science of Reading Workshops for Teachers, Building Leaders, and Teaching Assistants
- State Initiatives:
 - Back to Basics Math
 - Portrait of a Graduate
 - Financial Literacy
- Linkit Training
- Multisyllable Routine Cards
- Mathematics Workshops
- Ambassadors: Science, Literacy, Social Studies

Stop the video to reflect on Title II Programming for the 2026/27 School Year. (Question 3)



Title III ELLs and Immigrant

Funds are provided to local educational agencies (LEAs) to provide high-quality language instruction, educational programs, and high-quality professional development by carrying out one or more of the following activities:

- Language instruction programs and academic content instruction programs.
- Locally designed activities to expand or enhance existing language instruction
- educational programs and academic content instruction programs.
- Implementing, within an individual school, school-wide programs for restructuring,
- reforming, and upgrading academic content instruction.
- Implementing, within the entire LEAs, district wide programs for restructuring, reforming,
- and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction.

Title III ELLs and Immigrant

LEAs must use the immigrant subgrant to provide enhanced supplemental instructional opportunities for immigrant children and youth.

Activities may include:

- Support for the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program;
- Supplemental instructional services that are directly attributable to the presence of immigrant children and youth in the LEA, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- Other supplemental instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education;
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services; and
- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children

Title III(s) 2025-2026

- Administrative Lead Bilingual Program
- SIFE Program Development
- Material: Bilingual Classes
- Teaching Assistants in Bilingual Classes
- Proprio
- Family Engagement
- High School summer school buses

It is proposed that funds are used to support the same initiative in 2026/27.

Stop the video to reflect on Title III Programming for the 2026/27 School Year. (Question 4)



Title IV: Three Sub Categories:

- Well Rounded
- Safe and Secure
- Technology (not devices)

2025-2026

- Elementary Robotics Teams
- I-Tri
- Deans
- Music Enrichment
- NWEA MAP Fluency Training

It is proposed that funds are used to support the same initiative in 2026/27.

Stop the video to reflect on Title IV Programming and Final Reflections for the 2026/27 School Year. (Question 5 and 6)



