



William Floyd School District
2026-2027
Title I School Wide Plan
William Floyd Learning CenterElementary

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](#)

<https://docs.google.com/document/d/11KbYVCjJvC5GaiFosLJ5oWtimAmRgsLRkq1YTvt8hk/edit?tab=t.0>

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>



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<i>Performance Measures used to collect Literacy Data include:</i> • <i>NYS Grades 3-8 ELA Assessment.</i> • <i>NWEA MAP Growth Assessments</i> • <i>NWEA MAP Fluency Assessments</i>		☒ Yes ☐ No	In alignment with the Every Student Succeeds Act (ESSA), we aim to ensure that by June 2027, 40% of the students identified as "Flagged Students" on the 2026 NWEA MAP Fluency Assessment for Grade K will demonstrate significant progress and advance to their appropriate grade level. This commitment underscores our dedication to providing targeted interventions and support to help all students succeed. By June 2027, we aim to achieve a 10% reduction in the number of students flagged on the End-of-Year NWEA MAP Fluency Assessment. This goal is designed to enhance student literacy and ensure that more students meet or exceed the expected fluency benchmarks by the end of the academic year.	The school will implement several strategies to address the diverse needs of students and ensure that all children have the opportunity to meet the challenging state academic standards. We will utilize the 95% Core Reading program in whole-group instruction for kindergarten and first-grade classes. This evidence-based curriculum focuses on foundational reading skills and engages students through interactive lessons designed to build literacy proficiency. Heggerty Curriculum: For kindergarten and first-grade students, we will integrate the Heggerty program, which emphasizes phonemic awareness through engaging activities. This will help young learners develop critical early reading skills necessary for future success. Science of Reading Small Groups: We will implement small group instruction focused on the Science of Reading framework. This approach includes methods such as orthographic mapping, which aids in decoding words by teaching students the relationship between sounds and letters. Decodable Books: To support our readers, we will provide students with access to decodable books that align with their reading level. These texts help reinforce the skills being taught in class and allow students to practice reading independently, enhancing their confidence and fluency.
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				95% RAPS for Struggling Readers: For students identified as struggling readers, we will utilize the 95% RAPS (Reading Achievement Program) intervention. This targeted support will provide intensive instruction tailored to meet individual student needs, ensuring that no child falls behind. Through these strategies, we aim to create an inclusive education environment that fosters literacy development for all students. By addressing varying skill levels and providing differentiated instruction, we will help each child meet and exceed state academic standards.
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>



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<i>Performance Measures used to collect Mathematics Data include:</i> • NYS Grades 3-8 Mathematics Assessment. • NWEA MAP Growth Assessments	An examination of both DataMate assessments and the New York State English Language Arts (ELA) short response data has revealed a pressing need to strengthen students' abilities to accurately answer short response questions associated with reading passages. A significant number of our students received a score of 1 on short responses in the New York State assessments and encountered difficulties during DataMate evaluations. Although students are producing a considerable amount of written work, they are not effectively addressing the questions posed, resulting in the loss of valuable points.	☒ Yes ☐ No	By the end of the academic year, 40% of students in 3rd-5th grade will demonstrate growth of one proficiency level or more on DataMate NYS Constructed Response parallel tasks, as measured by the NYSED Rubric.	1. Professional Development for New 3-5 Teachers Provide foundational understanding and skills in using DataMate effectively. Actions: - Conduct a workshop focused on the DataMate platform and the NYSED Rubric. - Pair new teachers with experienced mentors for ongoing support and guidance. - Schedule check-in sessions to discuss challenges and best practices. 2. Weekly DataMate Assignments Purpose: - Ensure consistent practice and application of skills throughout the year. Actions: - Assign parallel tasks from DataMate weekly to reinforce learning objectives. - Create a calendar outlining the specific assignments for easy tracking. - Provide feedback on assignments within one week to keep students engaged. 3. Regular 3-5 Grade Team Meetings Purpose: Foster collaboration and align teaching strategies across grades. Actions: - Schedule bi-weekly grade-level meetings to discuss student progress and instructional strategies. - Share insights from the weekly assignments and discuss modifications to teaching approaches. - Allow time for teachers to share resources and successful practices.
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				4. Data Meetings Purpose: Analyze student performance data and adjust instruction accordingly. Actions: - Hold monthly data meetings to review results from DataMate assignments. - Utilize data to identify trends, strengths, and areas needing improvement. - Set actionable goals based on data findings to drive instruction. 5. Student Engagement Strategies Purpose: Increase student motivation and involvement in their learning. Actions: - Implement strategies such as student reflections on their learning progress. - Encourage goal-setting with students regarding their proficiency levels. - Provide celebration and recognition for students who show growth. 6. Family Involvement Purpose: Enhance home support for student learning. Actions: - Host informational sessions for families on how to support their children using DataMate resources. - Create and distribute newsletters that summarize student progress and share strategies for home support.
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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>
<i>Performance Measures used to collect Social Emotional Learning Data include:</i> ● <i>Attendance Data</i> ● <i>Behavioral Referrals</i> ● <i>Bus Reports</i> ● <i>Cafeteria Reports</i>		☒ Yes ☐ No	Our goal is to enhance student well-being and engagement by improving attendance data by 85%, reducing behavioral referrals by 85%, decreasing bus reports by 85%, and lowering overall behavioral incidents school-wide by 85%. We will implement targeted social-emotional learning strategies to create a positive and supportive school environment that fosters student success.	To address the diverse needs of our student population and enhance their overall well-being, our school will implement a variety of targeted strategies focused on social-emotional learning and support. These strategies are designed not only to improve attendance and behavioral outcomes but also to increase the quality and quantity of learning time for all students, particularly those who are at risk of not meeting state academic standards. 1. Counseling Services: We will provide comprehensive counseling services to help students navigate personal and academic challenges. This includes individual and group counseling sessions where students can discuss their feelings, build coping strategies, and develop resilience. 2. School-Based Mental Health Programs: We will collaborate with mental health professionals at North Well Center to offer programs that address emotional and psychological needs. These programs will help reduce anxiety and stress, allowing students to engage more fully in their



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				education. 3. Specialized Instructional Support Services: Tailored instructional support will be offered to students who require additional assistance. This may include tutoring, study skills workshops, and individualized learning plans that cater to various learning styles and needs. 4. Sensory Room: Our sensory room will serve as a calming space where students can go to self-regulate and manage stress. This environment supports students with sensory processing needs and helps enhance their focus and readiness to learn upon returning to the classroom. 5. Group Play Counseling: To promote social skills and teamwork, we will utilize group play counseling. This approach allows students to learn through play, encouraging communication, cooperation, and conflict resolution in a structured environment. 6. The Spot SEL Curriculum: We will implement The Spot curriculum, focusing on social-emotional learning to help students identify their emotions, develop empathy, and build healthy relationships. This curriculum is structured to fit seamlessly into the school day, maximizing learning time. 7. Flexible Seating and Workspaces: Flexible seating arrangements will be incorporated into classrooms and common areas to allow
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				students to choose their learning environment. This flexibility can enhance comfort and engagement, leading to improved academic performance. 9. Professional Development for Staff: Ongoing professional development sessions for staff will ensure that all educators are equipped with the latest strategies and tools for supporting student well-being. This training will also promote a cohesive approach to implementing SEL initiatives school-wide. By integrating these strategies, our school aims to create a holistic educational environment that prioritizes both academic achievement and the social-emotional health of all students. These efforts will contribute
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>



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<i>Performance Measures used to collect Parent Involvement Data include:</i> ● <i>ParentSquare Communication Logs</i> ● <i>Attendance at Parent Teacher Organizations Meetings.</i> ● <i>Parent/Guardian participation at school events.</i>	ParentSquare data indicates a considerable number of parents are not accessing the platform, which has resulted in low interaction rates, including minimal responses to messages and announcements. The Parent-Teacher Organization (PTO) is experiencing low participation in its meetings. Attendance records suggest a consistent decline in the number of parents attending PTO meetings compared to other schools within the district, with many meetings seeing only a limited number of participants. This academic year has also witnessed minimal attendance at school events. The data reveals poor turnout, especially at events designed for low-income families or those residing in shelters or public housing, suggesting a disconnect between these opportunities and the needs of parents. Moreover, an analysis	☒ Yes ☐ No	By the end of the academic year, our school aims to increase parent and guardian involvement by 50% as measured by ParentSquare communication logs, attendance at Parent-Teacher Organization (PTO) meetings, and participation in school events designed for families of students with IEPs.	1. Utilization of ParentSquare: We will regularly update ParentSquare with important information, events, and resources to foster ongoing communication between school staff and families. Weekly highlights of student achievements and behavioral successes will be shared to encourage engagement. 2. PTO Meetings: We will schedule regular, accessible PTO meetings that focus on topics relevant to parents of students with IEPs. These meetings will include guest speakers who specialize in special education and behavioral support, along with opportunities for parents to share their insights and concerns. 3. Inclusive School Events: Our school will organize various events tailored for families, such as workshops on advocacy for IEPs, family fun nights, and informational sessions about behavioral support strategies at home. We will ensure these events are scheduled at convenient times to maximize participation. 4. Feedback Mechanism: We will implement a feedback system through ParentSquare and paper surveys to gather input from families about their needs and preferences regarding school communication and events. This feedback will inform our planning and ensure we cater to family interests. 5. Parent Ambassadors: We will establish a Parent Ambassador program where selected parents can help reach out to other families,
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	indicates an underrepresentation of certain demographic groups. Specifically, low-income families and families with English language learners are notably absent from both meetings and events, highlighting the need for targeted outreach strategies.			share information about school initiatives, and encourage participation. These ambassadors will also facilitate discussions and support networks among families. 6. Recognition of Participation: We will recognize and celebrate parent involvement by highlighting active families in monthly newsletters and during school events. This recognition will inspire other parents to engage and promote a sense of community. By implementing these strategies, we hope to build strong partnerships with parents and guardians, ensuring they feel valued and connected to the school while supporting the success of their children with IEPs. Enhanced parent involvement will contribute positively to our school climate and student outcomes.
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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.
November2026	•	•	•



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February 2027			
June 2027			

Planning Team		
Principal	Other School Leaders (Assistant Principal)	District Administrators
Gary Bretton	Lisa Tanturri	Maryann Siano
Members of the Community	Parents	Paraprofessionals/Teaching Assistants
	- Jimmie Smiley - Caprice Smiley - Danielle Lingg	- Kelly Lotterhos - Christina Hans
Specialized Instructional Support	Other Staff	Other individuals invited by the planning team
		Skandal Delince
Teachers		
	- Matthew Cook - Kathleen Colluci - Gabriella Montanaro	



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