

Presentation of Grants: ESSA and Universal PreK



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Every Student Succeeds Act (ESSA)

Annually Recurring Grants ~ 2026-2027

\$439,342

Title I Part A <i>Support for Title I Schools</i>	Title I Part D <i>Neglected & Delinquent Programs</i>	Title II Part A <i>Supporting Effective Instruction</i>	Title III ELL <i>Supporting English Language Learners</i>	Title III Immigrant <i>Supporting Immigrant Learners</i>	Title IV Part A <i>Student Support and Academic Enrichment</i>
• RL, SG, BA, APW • Partial salaries for DLs in Title I schools • PD aligned to Title I school plan • Mercy First Neglected Youth Reserve • Homeless Reserve	• Mercy First: academic remediation and vocational skills tutoring • Mercy First: supplies for Building Maintenance class	• Stipends for Teacher Mentors & Coordinators • Stipends for STEM Liaisons at ES • Instructional coaching at ES • St. Edward: PD on differentiating instruction • LISG: PD on differentiating instruction	• Partial salaries for ENL tutors at the MS level	• Partial salaries for ENL tutors at the MS level	• Instructional coaching for MTSS at ES • St. Edward: PD for SEL program Second Step • LISG: Instructional materials to enhance STEM
Allocation: \$210,769	Allocation: \$42,967	Allocation: \$91,510	Allocation: \$36,685	Allocation: \$41,730	Allocation: \$15,681

Universal PreKindergarten (UPK)

Annually Recurring Grant ~ 2026-2027

\$2,499,883

\$2,499,883

Preliminary UPK Grant Allocation

238

Current UPK Enrollment

\$9,500

Per Student to Each CBO

- Continued investment in high-quality, community-based UPK for all students
- Funding supports consistent programming across six sites
- District and CBO collaboration focuses on program quality, professional learning, school readiness, and a coherent transition into kindergarten

UPK Goals

01 Quality Learning Experiences

Ensure high-quality, developmentally appropriate learning experiences across all UPK classrooms

02 Consistent Standards

Promote consistency across community-based organizations (CBOs) while honoring the strengths of each program

03 Educator Capacity Building

Build educator capacity in social-emotional development, responsive behavior supports, and student independence

04 Early Intervention for Smooth Transition to Kindergarten

Use common screening and transition information to identify student strengths and needs early



Quality Learning Experiences

Play-Based Learning

Engage students in developmentally appropriate, play-based learning experiences that foster curiosity and problem-solving.

Hands-On Literacy & Numeracy

Develop early literacy and numeracy skills through purposeful, hands-on learning.

Social-Emotional Growth

Build social-emotional and executive functioning skills that support independence and self-regulation.

Nurturing Communities

Learn in nurturing, responsive classroom communities that build confidence and belonging.

Consistent Standards

- Established consistent UPK expectations aligned with the NYS Pre-K Learning Standards.
- Created a unified districtwide progress report to provide consistent reporting across all UPK providers.
- Strengthened communication with families by sharing student progress across academic, social-emotional, communication, and developmental areas.
- Aligned UPK and Kindergarten articulation to strengthen continuity and provide a clearer picture of student growth as children transition to kindergarten.



Syosset CSD UPK Progress Report Card 2026-2027

Student Name: _____ Teacher Name: _____

Performance Level for Grading	
Name	Score
Consistently meets concepts with independence	C
Progressing towards independence in concepts	P
Not yet meeting concepts	N

(Concept boxes that are shaded are not taught at that time of the year.)

Key Concept	Fall	Spring	Comments
Approaches to Learning			Fall:
Demonstrates persistence			
Attempts to problem-solve			
Exhibits curiosity and initiative			
Key Concept	Fall	Spring	Comments
Social and Emotional Development			Fall:
Expresses emotions in an age-appropriate manner			
Develops positive peer relationships			
Understands and follows routines			

Educator Capacity Building:

PD & Practical Tools for Supporting Social-Emotional Development

In-Person Training

Districtwide Session

November 3, 2026

Districtwide in-person training designed to equip educators with actionable tools

- Approx. 40 UPK Staff members
- 6 UPK Sites participating across the district
- Collaborative professional learning environment

Coaching & Support

Five Coaching Cycles

Phases of Support:

- Baseline observations
- Relationship building
- Classroom goal setting

Core Coaching Focus:

- Responsive behavior strategies
- Building student independence
- Enhancing overall SEL practices

Intended Outcomes

Key Success Measures

Targeted improvements for both instructional staff and students:

- Stronger teacher confidence
- More consistent SEL practices across classrooms
- Improved student social-emotional outcomes
- Reduced challenging classroom behaviors

Early Intervention for Smooth Transition to Kindergarten

Our early learning approach helps us understand each child's strengths and needs, provide support early, and help every student make a successful transition to kindergarten.



Early Screening

Identify student strengths and needs early through screening, progress monitoring, and teacher observations.



Targeted Support

Provide targeted support before kindergarten to address emerging academic, developmental, or social-emotional needs.



Information Sharing

Share meaningful information with kindergarten teams to support instructional planning and a seamless transition.



Impact & Outcomes

Demonstrate the impact of UPK on kindergarten performance through stronger readiness and academic outcomes.

UPK to Kindergarten Transition Committee

Articulation

- Strengthened articulation by joining UPK and elementary educators together to discuss transition practices.
- Reviewed the information currently included in UPK student folders and identified opportunities to make transition data more consistent and useful.

Kindergarten Transition

- Explored how UPK information, orientation observations, and screening data can work together to support thoughtful kindergarten placement.
- Examined kindergarten orientation practices across elementary schools.

Overall Impact of UPK

- Builds a strong foundation for learning before students enter kindergarten.
- Supports the whole child across academic, social-emotional, communication, and developmental areas.
- Creates greater continuity from UPK to kindergarten through aligned expectations, screening, and transition practices.
- Provides lasting benefits beyond UPK as students continue their elementary learning journey.



Thank You!

