



William Floyd School District
2026-2027
Title I School Wide Plan
Moriches 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>
<i>Performance Measures used to collect Literacy Data include:</i> • <i>NYS Grades 3-5 ELA Assessment.</i> • <i>NWEA MAP Growth Assessments</i> • <i>NWEA MAP Fluency Assessments</i>	1. Bridge the Foundational-to-Fluency Gap (Grades K-2) Rationale: This is the building's highest leverage point in early literacy. Foundational skills are currently exceptionally strong, with 62% of Kindergarteners and 69% of 1st graders exceeding expectations in Phonemic Manipulation .	X Yes ☐ No	1. Bridge the Foundational-to-Fluency Gap (Grades K-2) By Spring 2027, the percentage of students in Grades K-2 achieving proficiency ("Meets" or "Exceeds") in Sentence Reading Fluency will increase from a building average of 34.7% to 48% . 2. Standardize Literary Analysis in Constructed	-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 <i>The Science of Reading</i> . -Teachers of Reading will provide indirect support to ensure classroom teachers are implementing <i>Science of Reading</i> aligned instruction. -Teachers of Reading will support classroom teachers when they analyze assessments aligned with the <i>Science of</i>



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	However, sentence-level fluency lags far behind at 17% and 23%, respectively. The students have the necessary mechanics (phonics/phonemic awareness); we must now focus on the application of those skills to fluent reading. 2. Standardize Literary Analysis in Constructed Responses (Grades 3-5) Rationale: The data shows a stark disparity between genre-based writing skills. In 5th Grade, for example, students achieved a 63% full-credit rate on informational central ideas (RI.2, a +29% gap over the region) but only a 1% full-credit rate on literary themes (RL.2). A similar trend exists in 4th Grade (6% full credit for RL.2). This goal is manageable because teachers can leverage existing strengths in informational writing to bridge the gap in literary		Responses (Grades 3-5) By Spring 2027, the building will increase the full-credit proficiency rate for Standard RL.2 (Theme/Central Idea in Literature) to an average of 40% across Grades 3, 4, and 5. 3.Translate High Growth into Higher Achievement (Grades K-5) By Spring 2027, the percentage of students performing at or above the norm grade-level mean RIT will increase from 60.5% to 66%, while the building will maintain a median conditional growth percentile of at least 65th.	1. Bridge the Foundational-to-Fluency Gap (Grades K-2) -Targeted Strategy: Instructional teams will implement a "Phonics-to-Fluency" bridge. This involves shifting the focus from isolated sound manipulation (Level 4 Phonemic Awareness) to the automatic recognition of Level 4 and 5 Phonics (Decodable One-syllable words) within connected text. 2. Standardized Framework for Literary Analysis (Grades 3-5) -Targeted Strategy: The school will implement a building-wide Standardized Writing Framework for constructed responses. This strategy will leverage the building's existing strength in informational evidence-based claims and explicitly teach students how to apply those same logical structures to literary analysis, specifically targeting Standard RL.2. -Opportunities for All: Teachers will utilize p-Value Comparison Reports to identify the specific distractors that lead students astray on state-level questions. By providing all students with high-quality anchor papers and standard-specific rubrics, the school clarifies the path to "Full Credit," ensuring that students at all achievement levels understand the expectations of the State standards. 3. Data-Driven Differentiation via RIT-Band Instruction (K-5) -Targeted Strategy: Teachers will utilize MAP
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	analysis. Higher Achievement (Grades K-5) Rationale: Moriches Elementary is already a high-growth environment, currently demonstrating a 67th percentile median conditional growth building-wide. However, achievement levels remain uneven, particularly in 2nd and 4th grades (where only ~51.5% and ~57.5% of students are at/above mean RIT). This goal focuses on maintaining the current growth engine while ensuring that progress translates into more students reaching national achievement benchmarks.		Growth Instructional Area RIT Ranges to create flexible, skill-based learning groups. In ELA, instruction will prioritize Vocabulary and Craft and Structure. -Opportunities for All: This model provides a tiered approach to excellence. The 39.5% of students performing below the norm mean will receive targeted remediation in their specific RIT bands, while the 32% of students in the highest quintile (>80th percentile) will be challenged with enrichment materials that align with the next level of standard complexity. This approach ensures that growth remains high for all students while systematically moving more children into higher achievement categories. 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 -Teachers will utilize ESSA Tier 1 approved materials to teach foundational literacy skills. -Secure ESSA Tier 1 approved materials including, but not limited to
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				<i>products from:</i> <i>The 95% Group</i> <i>UFLI</i> <i>Heggerty</i> <i>Utilize materials with fidelity.</i> <i>-Valid and Reliable measures will be used to determine student performance in</i> <i>The Science of Reading's six pillars of literacy.</i> <i>-Valid and reliable tools, including but not limited to NWEA MAP</i> <i>Fluency with Coach, will be used to measure all students' performance in</i> <i>literacy.</i> <i>-Valid and reliable tools, including, but not limited to the 95% Groups</i> <i>PASI/PSI will be used to diagnose the needs of students receiving</i> <i>intervention services.</i> <i>-Building data teams will be able to analyze multiple data sources to determine students' needs and implement instructional strategies.</i> <i>-Data will be collected from multiple sources and housed in a common platform.</i> <i>-Data/Intervention Teams will analyze data to: evaluate student need</i> <i>assess effectiveness of curriculum</i> <i>assess areas of strength and weaknesses by subgroups</i> <i>-Instructional Support Teams will utilize the platform to develop and share</i> <i>intervention plans for students who receive Tier 2 and Tier 3 support.</i>
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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>
Performance Measures used to collect Mathematics Data include: - NYS Grades 3-8 Mathematics Assessment. - NWEA MAP Growth Assessments	1. Sustaining High Growth to Increase Achievement (Grades K-5) Rationale: The building is currently in a "High Growth/High Achievement" quadrant, with every grade level significantly exceeding the 50th percentile in growth (ranging from the 78th percentile in Grade 1 to the 97th percentile in Kindergarten). However, there is a need to translate this growth into higher achievement quintiles, particularly in Grade 5, where the percentage of students at/above the norm mean is the building's lowest at 59.7%.	X Yes ☐ No	1. Sustaining High Growth to Increase Achievement (Grades K-5) By Spring 2027, the building will maintain a median conditional growth percentile of at least 75th (building-wide), while increasing the percentage of students performing at or above the norm grade-level mean RIT score from approximately 66% to 71%. 2. Target Proficiency in the Fractions Domain (Grades 3-5) By Spring 2027, the building will increase the average full-credit proficiency rate on NYS Math Constructed Responses in the domain of Number and Operations - Fractions (NF) to at least 35%	1. Sustaining High Growth to Increase Achievement (Grades K-5) Strategy: Teachers will utilize MAP Growth Instructional Area RIT Ranges to create flexible, skill-based learning groups. Instruction will be tailored to the specific Zone of Proximal Development (ZPD) for each group. For example, in Grade 2, where achievement is a building-wide focus area, groups will be organized specifically around Number and Operations and Measurement and Data RIT bands. 2. Target Proficiency in the Fractions Domain (Grades 3-5) Strategy: Instructional teams will use p-Value Comparison Reports to identify and target these "red flag" standards. Teachers will implement targeted "re-teach" cycles that focus on the specific distractors leading students astray on state-level questions. This includes a renewed focus on measurement conversion practice in Grade 4 (NY-4.MD.3) and volume concepts in Grade 5 (NY-5.MD.5c)



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	2. Target Proficiency in the Fractions Domain (Grades 3-5) Rationale: Fractions represent a consistent area of instructional need across the intermediate grades. In Grade 3, students show a -8% gap to the region in standard NY-3.NF.3d. In Grade 5, only 14% of students achieved full credit on constructed responses for standard NY-5.NF.5b (multiplication and division of fractions), highlighting a major leverage point for moving students toward state proficiency. 3. Close Regional Gaps in Measurement and Data (Grades 3-5) Rationale: While the building generally performs well, specific "red flag" standards in the MD domain trail regional averages. Grade 3 currently has a -11%		across Grades 3, 4, and 5. 3. Close Regional Gaps in Measurement and Data (Grades 3-5) By Spring 2027, the building will eliminate all negative performance gaps relative to the region in the Measurement and Data (MD) domain, specifically targeting NY-3.MD.1 (Time/Mass/Volume) and NY-4.MD.3 (Measurement conversion).	3. Close Regional Gaps in Measurement and Data (Grades 3-5) Strategy: We will implement a building-wide standardized modeling framework for Math Constructed Responses. This strategy involves explicitly teaching students how to provide evidence for their mathematical claims and ensuring all parts of multi-step problems are addressed. Teachers will leverage regional performance data to define the requirements for "Full Credit" and provide students with standard-specific rubrics and anchor papers -Building data teams will be able to analyze multiple data sources to determine student needs and implement instructional strategies. -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.
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	performance gap compared to the region in NY-3.MD.1 . Additionally, Grade 4 proficiency on conversion-based constructed responses (NY-4.MD.3) is low at 13% full credit . Targeting these specific standards will ensure students are prepared for the more complex measurement requirements of the upper elementary grades.			
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>



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<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> ● <i>SEL Universal Screener</i>	Targeted Area: -Improve student behavior and reduce discipline referrals in the cafeteria and on the school bus and the building through consistent supervision, clear expectations, use of schoolwide positive behavior supports, positive recognition systems, and staff collaboration. -Identify students in a proactive manner to strengthen Tier 1 SEL and target Tiers 2 & 3 for support. -Attendance: Data will be collected monthly on student attendance percentages by class, grade and building. Students and classes will be celebrated for improving attendance. Classes with the highest rate of attendance each month will be celebrated. Students with consistent	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. -Formal, bus driver initiated, bus reports have decreased by 28%. Parental initiated bus reports have increased by 4% We hope to continue to decrease our number of formal driver initiated bus reports and decrease the number of parental initiated bus reports. Deans will be more proactive and keep record of all reports. -Through our Support Squad and Cafeteria Lunch Loot System, we hope to decrease the number of behavior referrals throughout the building. -Percentages of Attendance indicate that our highest attendance rate was in the month of April, while our lowest attendance rate was in the month of December.	-Integration of the building-wide SEL screener to identify externalizing and internalizing risk factors in the classes. Use that data to identify students in need. -Kindergarten orientation events to meet our UPK students and get them excited about Kindergarten. -Collaboration with our in building UPK class to integrate them into the school community as they prepare for kindergarten. -Deans will check-in with every bus daily to review concerns. Deans will meet with Administration Bi-weekly to review progress with student bus behaviors. -Form an SEL 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). -The team will develop consistent, student-friendly language; the creation of visual signage to support all learners; and the use of assemblies throughout the school year to model and reinforce expectations. Additionally, plans will be made to design brief, accessible lessons for classroom teachers to introduce and reinforce expectations, as well as to establish a system of positive reinforcement and rewards to
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	absences will be enrolled in a daily check-in with the mental health team to encourage attendance. -Cafeteria Behavior: Students will have the opportunity to earn 'lunch loot' for following expectations. Students will have the opportunity to 'purchase' items monthly with their 'lunch loot.' They may also save their loot to make a larger purchase later, or collaborate with a friend to earn an experience. -Attendance/Behavior/Social/Emotional: Teachers will have the opportunity to recommend their students for the 'Support Squad' based on attendance, behavioral or social/emotional concerns. Students will be partnered with a			acknowledge appropriate student behavior. This work reflects a proactive, data-driven approach to strengthening Tier 1 supports and promotes a consistent, positive school climate across all settings. -Support Squad: Students will be collaborating with previous, or requested, teachers during their lunch and recess time. They may help the teacher and support the learning and students in the classroom. Students will build a strong rapport with the teacher and have a new sense of importance when working with other students, becoming a role model for them. This will not impede on the amount or quality of learning time. Feedback from Mentors, students and classroom teachers of recommended students will be collected to show the impact of the program. -Cafeteria Behavior System - Lunch Loot: This behavior incentive system takes place during lunch and recess and will not impact the amount or quality of learning time. This will hopefully enhance the cafeteria and recess experience for all students and staff. The Cafeteria Monitor team will be meeting monthly with Administration to review students in need of further support and
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	previous, or requested, teacher. This will allow students to build strong relationships throughout the building that will help hold them accountable for attendance, behavior and someone to talk to or confide in. -Bus Behavior: Deans will be checking in daily with buses that have regular behavior concerns. Deans will build a rapport with students that display repeated behavior concerns.			students that have made progress. The Mental Health Team and Administration will support monitors throughout the school year on being proactive in addressing behavioral concerns and communicating appropriately with students and teachers. -Attendance Review Model and Initiative: The Mental Health Team will be monitoring students that are at risk for high rates of absences and lateness. The Mental Health Team will be creating attendance groups for students who have displayed at risk academics due to number of absences/tardies/early releases. The Mental Health team will collaborate with the classroom teacher, student and family to assist with obstacles preventing students from coming to school. The Mental Health Team will recognize students that have made marked improvement on their attendance and/or tardies and early releases. The Mental Health Team will reward students who have improved attendance or students who have perfect attendance. The Mental Health team will collaborate monthly with Administration to review student progress, students in need of further support and next steps for students already receiving support. Bus Behavior - Data will be collected and sorted into report categories: formal bus reports, parent reports and student reports.
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				Repeat offenders will meet with Deans/Administration once a week to build a rapport and continue learning about acceptable behavior for transportation. Students will also be recommended to the mental health team to support the learning.
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>
<i>Performance Measures used to collect Parent Involvement Data include:</i> <i>-Sign-in sheets for MTTN and PTC</i> <i>-Sign-in sheets for Title One events</i> <i>-Sign-in sheets for PTO Meetings</i> <i>-ParentSquare engagement reports</i> <i>-Parent Surveys</i>	Patterns Identified -Families regularly participate in traditional school events such as Meet the Teacher Night, Parent-Teacher Conferences, student recognition ceremonies, and family engagement activities. -ParentSquare has become the primary communication platform, increasing timely communication between	X Yes ☐ No	Measurable Outcome: Families who participate in Family Engagement activities will increase by 25% Goals for 2026-2027 <i>Increase participation in Family Engagement activities by providing meaningful opportunities for families to support student learning.</i> <i>Strengthen partnerships between home and school by providing literacy</i>	Objectives: -Secure Teacher Leaders (Family Engagement Ambassadors) to develop literacy resources and family engagement materials aligned to the Science of Reading. -Teacher Leaders will analyze parent survey results and family feedback to determine topics for Family Engagement workshops and resources. -Share Family Engagement resources through ParentSquare, the district website, newsletters, and printed materials. -Continue Meet the Teacher Night, Parent-Teacher Conferences, Title I meetings, and curriculum nights using flexible scheduling options. -Continue providing opportunities for parents to participate on the Parent Engagement



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	school and home. -Parents actively participate in decision-making through the Parent Engagement Committee, PTO, and ongoing regular conversations. Targeted Areas -Increase participation from families who may face scheduling, transportation, or childcare barriers. -Expand curriculum-based workshops that provide families with strategies to support literacy and mathematics learning at home. -Increase parent feedback through surveys and committee participation to ensure family voices continue to inform school improvement efforts.		<i>resources aligned to the Science of Reading and district curriculum initiatives.</i> 3. <i>Build family capacity to support literacy development through workshops, instructional resources, and ongoing communication.</i> 4. <i>Increase family participation in school decision-making through the Parent Engagement Committee, PTO, and annual surveys.</i> 5. <i>Continue removing barriers to participation by offering flexible meeting times, virtual options, childcare when feasible, and multiple methods of communication</i>	Committee, PTO, and other building led events. -Conduct annual parent surveys to evaluate Family Engagement programming and use results to revise the Family Engagement Plan.
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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			

Planning Team		
Principal	Other School Leaders (Assistant Principal)	District Administrators
• Deirdre Redding	• Nikki Stallone	• Maryann Siano
Members of the Community	Parents	Paraprofessionals/Teaching Assistants
• Michelle Murtha	• Dawn Scheifele • Ginine Duda	• Brianna Evangelista
Specialized Instructional Support	Other Staff	Other individuals invited by the planning team



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• Jessica King	• Jamie Sticht • Amanda Cotugno	• N/A
Teachers		
• Kerri Dobbeck • Leah Olivo • Carly Wickers • Cassandra Grilli	• Jessica Pantke • Emily Barnes • Briana Ferguson • Madison Gunderson	• Brittany Bendetto • Melissa Dunbar • James Lollo