WILLIAM FLOYD

UNION FREE SCHOOL DISTRICT

of the Mastics-Moriches-Shirley

GOALS & OBJECTIVES

2026-2028

Respectfully Submitted to the Board of Education

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Our rich history builds a promising future!

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Where We Are Now: Understanding Our Current Student Profile and District Context

The William Floyd School District currently serves a diverse student population of approximately 9,647 students (June 2026 enrollment), reflecting a community with significant racial, linguistic, and socioeconomic diversity. Overall enrollment remains relatively stable, with only modest shifts across grade spans. Universal Pre-Kindergarten (UPK) enrollment remains strong despite a slight decline from the previous year.

The District's demographic profile continues to change despite relatively steady overall enrollment. Hispanic/Latino students represent the largest student subgroup, comprising approximately 52% of total enrollment (5,040 students). The Hispanic/Latino population has increased over time, while White students represent approximately 25% of enrollment (2,427 students) and continue to decline. Black/African American students represent approximately 15% (1,418 students) and have remained relatively steady. The District also serves approximately 255 Asian students, 12 American Indian/Alaska Native students, and 495 students who identify as Multiracial. These shifts in the racial and ethnic composition of the student population require the District to continually adapt its instructional practices, programs, and supports to ensure that all students and families experience meaningful access, belonging, and opportunity, informing priorities related to culturally-responsive instruction, multilingual programming, and access to educational opportunities.

The District continues to serve a significant number of students requiring additional academic, linguistic, social-emotional, and wraparound supports. Approximately 1,592 students (16.5%) are identified as students with disabilities, and 1,477 students (15%) are identified as English Language Learners (ELLs). The District's changing linguistic profile, including its substantial ELL population, further underscores the need to adapt instructional practices and supports to meet the needs of an increasingly diverse student population. Economic indicators show that approximately 5,390 students (56%) are identified as economically disadvantaged. However, this indicator should be interpreted with caution, as the reported percentage may not fully capture the extent of economic need among District families. Expanded use of direct certification has reduced the need for families to complete traditional free and reduced-price meal applications, which may result in eligible families being less likely to complete the forms and, consequently, being underrepresented in the reported data. The continued presence of students experiencing additional barriers, including approximately 316 students identified as homeless and 37 students in foster care, reinforces the importance of coordinated supports among schools, families, and community partners.

Special education placement patterns have also shifted. The number of students with disabilities attending BOCES programs full-time decreased from 185 students to 168 students, reflecting both the District's efforts to develop more individualized programming opportunities for students with disabilities and ongoing challenges related to BOCES placement availability and space. As a result, the decrease in BOCES placements does not represent a reduction in the need for specialized services; rather, there has been a shift toward other placement options, including neighboring public schools and private day treatment facilities. These trends reinforce the importance of continuing to expand the District's capacity to provide individualized programming and a range of appropriate placement options within and beyond the District.

Graduation outcomes continue to demonstrate significant progress in supporting student success across all populations. Since 2015-16, four-year graduation rates have steadily increased, reflecting the impact of sustained instructional improvements, targeted interventions, expanded student supports, and increased pathways toward graduation. The four-year graduation rate for general education students increased from 80% in 2015-16 to 95% in 2025-26, representing a 15-percentage-point increase. During the same period, the graduation rate for students with disabilities increased from 46% to 85%, representing a substantial 39-percentage-point increase.

Additionally, the achievement gap between general education students and students with disabilities has narrowed significantly, decreasing from 34 percentage points in 2015-16 to 10 percentage points in 2025-26. These gains reflect the District's continued focus on inclusive practices, evidence-based instruction, individualized programming, social-emotional supports, and systems designed to provide all students with meaningful opportunities for success.

The potential introduction of an additional charter school remains a concern and represents an ongoing competitive and enrollment threat to the District. While charter school enrollment continues to increase, demographic trends within the charter school population indicate a decline in the percentage of Spanish-speaking students and an increase in African American student enrollment. This shift may be influenced, in part, by the District's sustained commitment to creating a warm, welcoming, and inclusive environment for all students and families. The District has also made a concerted effort to recognize and honor the diversity of its community, including the addition of the Eid holidays to the school calendar, reflecting a broader commitment to ensuring that students and families feel seen, valued, and connected to their schools.

At the same time, the District recognizes that responding to a changing community requires more than demographic responsiveness; it requires preparing students for a changing world. The development and implementation of the New York State Education Department's "Portrait of a Graduate" provides a framework for identifying the knowledge, skills, dispositions, and experiences students need to be successful beyond graduation. This work calls for continued shifts in teaching and learning, with greater emphasis on student agency, critical thinking, collaboration, communication, problem-solving, and authentic application of learning. In this way, the Portrait of a Graduate serves as both a response to the changing needs of the student population and a framework for ensuring that students are prepared to thrive in an increasingly complex world.

Overall, while enrollment has remained relatively steady, the District is serving a student population whose racial, ethnic, linguistic, and educational needs continue to evolve. William Floyd is a large, diverse suburban district with a growing Hispanic/Latino population, a substantial multilingual learner population, and significant numbers of students requiring specialized academic, social-emotional, and wraparound supports. These characteristics, along with increased competition for students and families, continue to shape the District's strategic priorities, including strengthening literacy and mathematics achievement, expanding multilingual programming, enhancing special education services, supporting student wellness, fostering a strong sense of belonging, and ensuring equitable opportunities and outcomes for every learner.



Domain I: Vision, Leadership & District Culture

Strategic Goal: Establish and sustain a shared vision that fosters a positive, high-expectations district culture and collaborative leadership, promotes academic excellence, and supports the continuous growth and success of every student and staff member.

Objective 1: Foster a Positive, High-Expectations District Culture

Indicators of Success

- Improved employee retention and recruitment rates.
- Increased student attendance and reduced chronic absenteeism.
- Decreased student disciplinary incidents and suspensions.
- Increased stakeholder perception that the district maintains high expectations, inclusion, and professionalism.

Objective 2: Strengthen Collaborative Leadership and Organizational Capacity

Indicators of Success

- Increased participation in district leadership, formal and informal mentoring, and professional learning opportunities.
- Leadership succession plans are developed and maintained for key positions.
- Positive staff feedback regarding collaboration, communication, and shared decision-making.
- Increased formal and informal leadership opportunities across schools and departments.
- Annual progress toward district strategic priorities

Objective 3: **Advance Continuous Improvement Through Data-Informed Decision-Making**

Indicators of Success

- District and school leadership teams routinely review multiple measures of student, operational, and organizational performance.
- Progress is reported to the Board of Education at least annually.
- Resource allocation decisions are aligned with district strategic priorities and

documented needs.

- District improvement initiatives demonstrate measurable progress toward established performance targets.
- Student achievement, growth, attendance, and other key performance indicators show sustained improvement over time.

Objective 4: Strengthen Communication and Shared Ownership of the District Vision

Indicators of Success

- Increased stakeholder awareness of the district's mission, vision, and strategic priorities.
- Increased participation in Board meetings, community forums, and district engagement opportunities.
- Positive stakeholder feedback regarding transparency and district communication.
- District communication is consistently accessible, timely, and available in languages reflective of the community.
- Annual communication plans are implemented and regularly evaluated for effectiveness.



Domain II: Governance & Strategic Planning

Strategic Goal: Maintain transparent, effective governance and organizational accountability by fostering a collaborative partnership with the Board of Education, ensuring legal and regulatory compliance, and implementing systems that support strategic decision-making and high-quality district operations.

Objective 1: Strengthen Board Governance and Collaboration

Indicators of Success

- Board members report having the information necessary to make informed policy and governance decisions.
- Regular monitoring of strategic goals and district priorities is conducted through scheduled progress reports.
- Board meeting agendas, materials, and communications are timely, transparent, and aligned with district priorities.
- Governance practices reflect effective collaboration, clearly defined roles, and adherence to Board policies.

Objective 2: Advance Strategic Planning and Organizational Accountability

Indicators of Success

- Annual progress reports demonstrate measurable advancement toward district strategic goals.
- District goals include clearly defined performance measures and benchmarks.
- Resource allocation and major initiatives are aligned with strategic priorities.
- Strategic goals are reviewed and updated through an established continuous improvement process.

Objective 3: Ensure Legal, Fiscal, and Policy Compliance

Indicators of Success

- Required state and federal reports are submitted accurately and on time.
- Internal and external audits identify no significant findings or demonstrate timely corrective action when needed.

- District policies and administrative procedures are reviewed and updated on a regular cycle.
- The district maintains compliance with applicable legal, fiscal, and regulatory requirements.

Objective 4: Strengthen Administrative Systems and Operational Effectiveness

Indicators of Success

- Administrative procedures are regularly reviewed, updated, and consistently implemented across departments.
- Operational performance measures demonstrate increased efficiency and effectiveness.
- Stakeholder feedback reflects confidence in the quality, consistency, and responsiveness of district operations.
- Organizational processes support timely decision-making, effective resource management, and continuous improvement.



Domain III: Family, Community & Communications

Strategic Goal: Advance public engagement and district transparency through proactive, two-way communication strategies that foster community partnerships, bridge linguistic barriers, and welcome family involvement in the educational process.

Objective 1: Effective Two-Way, Multilingual Communication and Family Engagement

Indicators of Success

- Increased participation of multilingual families in district events, engagement opportunities, and decision-making forums.
- Consistent multilingual communication across district and school-level platforms.
- Expanded access to interpretation and translation services across major district communications.
- Evidence of family feedback mechanisms that inform district decisions and improvement efforts.

Objective 2: Innovative Digital Tools for District Communication Systems

Indicators of Success

- Increased engagement with district digital communication platforms.
- Improved accessibility, usability, and functionality of district communication systems, including mobile and multilingual access.
- Regular, timely, and consistent digital communication from district and school leadership.
- Increased community awareness of district programs, achievements, and initiatives.

Objective 3: Strategic Communications Leadership Through Public Relations

Indicators of Success

- District-wide communications are consistent, timely, and aligned with strategic priorities.
- Student achievements, staff successes, and district initiatives are regularly

highlighted through communication channels.
- Crisis and rapid-response communication protocols are established and effectively implemented.
- Increased stakeholder confidence and trust in district communication practices.

Objective 4: Community Partnerships and Transparent Engagement

Indicators of Success

- Growth in meaningful community partnerships and collaborative initiatives.
- Increased participation in district events, programs, and engagement opportunities.
- Increased visibility of district initiatives and accomplishments within the community.
- Improved stakeholder confidence in district transparency, responsiveness, and engagement.



Domain IV: Resource Stewardship & Operational Excellence

Strategic Goal: Ensure the responsible stewardship of district resources through sound fiscal management, strategic long-range planning, and the efficient management of facilities, capital projects, technology, and operational systems to support student success.

Objective 1: Maintain the District's long-term fiscal stability through responsible budgeting, financial planning, and resource allocation.

Indicators of Success

- Annual budget is developed in alignment with district priorities and approved by voters on the first ballot.
- Multi-year financial projections are developed and updated annually to support long-range decision-making.
- Expenditures remain within budget while maintaining appropriate fund balance levels and fiscal stability.
- Cost-saving opportunities, operational efficiencies, and alternative funding sources are identified and implemented where appropriate.

Objective 2: Ensure district facilities, capital improvements, and physical resources are managed strategically to provide safe, efficient, and effective learning environments.

Indicators of Success

- Capital improvement projects are completed on schedule, within budget, and aligned with district priorities.
- Annual facility assessments inform long-range planning and recommendations for maintenance, renovation, and future improvements.
- A systematic inventory and replacement cycle is maintained for instructional materials, equipment, technology, furniture, vehicles, and other district assets.
- Preventive maintenance and capital planning maximize the lifespan, safety, and value of district resources.

Objective 3: **Strengthen technology infrastructure and operational systems to support instruction, business operations, communication, and organizational effectiveness.**

Indicators of Success

- Long-range technology plans are reviewed and updated regularly to address instructional and operational needs.
- Technology infrastructure, information systems, and cybersecurity measures are maintained to ensure reliable, secure, and efficient operations.
- Technology purchases and upgrades are aligned with district priorities, replacement schedules, and available funding.



Domain V: Teaching, Learning & Student Success

Strategic Goal: Develop and sustain intellectually rigorous, coherent, and culturally-responsive systems of curriculum, instruction, assessment, and student support that promote academic excellence, equitable opportunities, and well-rounded success of every learner.

Objective 1: Strengthen instructional programs and specialized services to improve outcomes for all learners, with a particular focus on students with disabilities and those requiring individualized supports.

Indicators of Success

- Expanded in-district programming increases opportunities for students with disabilities while reducing reliance on out-of-district placements.
- Transition programming for students with developmental disabilities ages 16–22 is strengthened through increased access to community-based learning experiences, vocational exploration, employment preparation, and independent living opportunities that promote greater independence and successful adult outcomes.
- Student progress and program effectiveness are monitored through data-driven evaluation and continuous program improvement.

Objective 2: Strengthen preschool through Grade 5 instructional programs to ensure students build strong academic, social-emotional, and future-ready skills, while introducing age-appropriate instruction in the ethical and responsible use of artificial intelligence (AI).

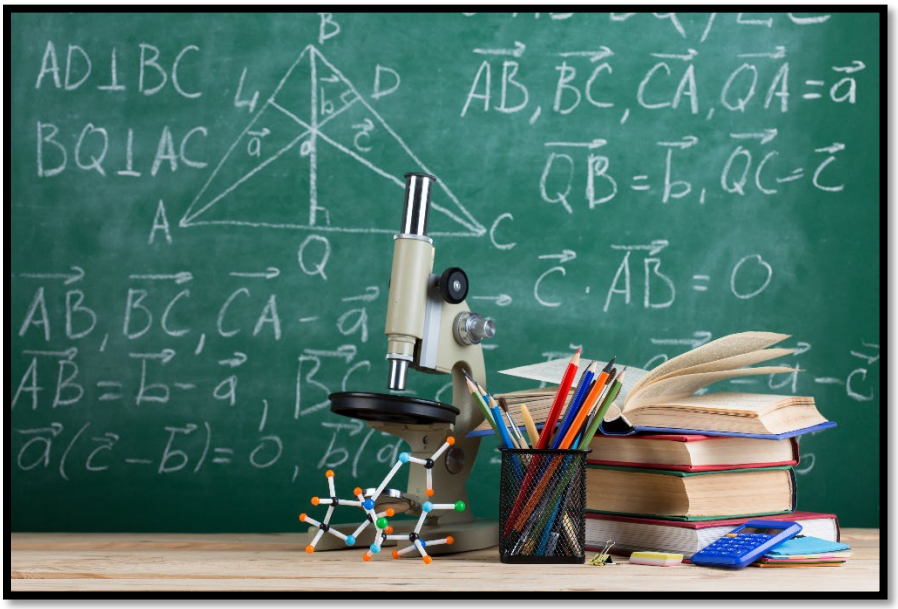
Indicators of Success

- Universal Pre-K programming and expanded services demonstrate improved coordination among district staff, community-based providers, and kindergarten teachers to ensure successful student transitions.
- A high-quality K–5 social studies curriculum is implemented that reflects local history, promotes civic responsibility, and fosters respectful civic engagement.
- Age-appropriate digital literacy skills and foundational concepts related to artificial intelligence are integrated throughout elementary instruction to prepare students for an increasingly digital world.
- Full implementation of the MTSS-I framework results in consistent use of evidence-based Tier 1 instruction, universal screening, progress monitoring, targeted interventions, and collaborative problem-solving across academic, behavioral, attendance, and social-emotional domains.

Objective 3: **Strengthen teaching, learning, and student success in Grades 6–12 by expanding rigorous academic opportunities, personalized pathways, and comprehensive student supports that prepare graduates for college, careers, and civic life, while providing instruction in the ethical and responsible use of artificial intelligence (AI) as a tool.**

Indicators of Success

- Students have increased access to rigorous coursework, career and technical education, work-based learning, and postsecondary opportunities.
- Secondary instructional programs are regularly reviewed and refined using student achievement, engagement, and outcome data.
- Academic, behavioral, attendance, and social-emotional supports are coordinated to improve student performance, graduation rates, and postsecondary readiness.
- Curriculum, instruction, and assessment practices remain aligned with New York State Learning Standards, district priorities, and the evolving needs of students.
- Students demonstrate an increased understanding of how to use AI responsibly as a tool, with an emphasis on academic integrity, critical thinking, privacy, appropriate attribution, fact-checking, and the importance of human judgment.



Domain VI: Continuous Improvement & Innovation

Strategic Goal: Drive continuous improvement and innovation by engaging stakeholders in data-informed planning, implementing structured organizational improvement, and fostering shared leadership to advance the academic success and overall well-being of every student.

Objective 1: Develop and sustain a district-wide culture of continuous improvement through evidence-based practices, collaborative inquiry, and data-informed decision-making.

Indicators of Success

- District and school improvement efforts are guided by the Multi-Tiered System of Supports–Integrated (MTSS-I) framework.
- School and district data teams routinely analyze multiple measures of student performance to inform instructional decision-making and improvement efforts.
- District improvement initiatives demonstrate implementation fidelity and measurable progress through continuous improvement processes.
- Student performance trends demonstrate sustained academic growth across multiple measures.
- Teachers are prepared for New York State's shift toward competency-based learning under NYSED's *NY Inspires* framework and Portrait of a Graduate. As NYS moves beyond traditional Regents exams, educators will receive targeted training in authentic assessment design, performance-based measures, and competency-based grading practices.

Objective 2: Strengthen educator and administrator capacity through high-quality professional learning, coaching, and collaborative leadership.

Indicators of Success

- Professional learning is aligned with district priorities, evidence-based instructional practices, and identified educator needs.
- Educators demonstrate increased implementation of evidence-based instructional and assessment practices.
- Coaching structures and professional learning pathways support continuous growth, instructional effectiveness, and professional reflection.
- Teacher leadership opportunities and collaborative learning structures are

established and sustained across schools.
- Prepare teachers for New York State's shift toward competency-based learning under NYSED's *NY Inspires* framework and Portrait of a Graduate.

Objective 3: Promote innovation and shared leadership while maintaining alignment with district priorities.

Indicators of Success

- Schools implement improvement initiatives aligned with district strategic priorities through School Improvement Plans.
- Building leaders demonstrate effective use of school-based data to monitor progress, evaluate effectiveness, and adjust improvement efforts.
- Distributed leadership opportunities increase educator engagement and ownership of school improvement initiatives.
- Successful instructional and organizational practices are identified, shared, and replicated across the district.

District Indicators of Success

Target Metrics & Growth Indicators

Assessment Measure	Target Metric/Benchmark
NWEA Reading & Math K-2	• Growth at or above 50% percentile • Decrease % of students at low growth/low achievement
NYS Assessments *(ELA, Math & Science Grades 3-5)*	• At or above NYS proficiency • At or above County proficiency • Top of Similar Schools (SES 70%+ and size)
High School Graduation Rate	• At or above 90%
NYS Regents Exams	• At or above NYS proficiency
Dual Enrollment & Advanced Placement (AP) Participation	• Top of Similar Schools (SES 70%+ and size)

Domain VII: Talent Development & Human Capital

Strategic Goal: Build, support, and retain a highly qualified, diverse, and collaborative workforce through effective human resource practices, professional growth, constructive labor relations, and strategic workforce planning that advance student success and organizational effectiveness.

Objective 1: Strengthen recruitment, selection, induction, evaluation, and professional growth systems.

Indicators of Success

- Recruitment and hiring practices attract and retain highly qualified candidates who support District priorities and the needs of the school community.
- Mentoring and professional support systems promote employee success and integration into the District.
- Evaluation practices provide meaningful feedback and support professional growth and continuous improvement.
- Staffing needs and workforce trends are regularly reviewed to inform recruitment and retention strategies.

Objective 2: Promote a diverse, equitable, engaged, and sustainable workforce.

Indicators of Success

- Recruitment and retention efforts promote equitable access to employment opportunities and support a workforce that reflects and serves the District community.
- Personnel practices promote fairness, consistency, professionalism, and equitable opportunity.
- Professional learning, career growth, and leadership-development opportunities support employee advancement and organizational succession.
- Employee feedback and workforce data inform efforts to strengthen workplace culture and organizational effectiveness.

Objective 3: Maintain collaborative, fiscally responsible, and effective human resource and labor relations practices.

Indicators of Success

- Compensation, benefits, and collective bargaining agreements are fair, sustainable, and aligned with District priorities.
- Labor-management relationships support constructive problem-solving, organizational stability, and a positive working environment.
- Human resource decisions reflect legal, contractual, financial, operational, and student-centered considerations.
- Personnel matters are addressed in a timely, consistent, professional, and appropriate manner.

Objective 4: Strengthen workforce planning, organizational capacity, and personnel systems.

Indicators of Success

- Staffing structures and organizational needs are regularly reviewed and aligned with student, programmatic, and operational priorities.
- Personnel data and organizational trends are used to support informed decision-making and long-range planning.
- Human resource systems and procedures support accurate, timely, consistent, and efficient personnel administration.
- Personnel policies, procedures, and practices are regularly reviewed and implemented consistently with applicable laws, regulations, collective bargaining agreements, and District priorities.



Domain VIII: Educational Excellence, Ethics & Leadership

Strategic Goal: Advance equity, ethical leadership, and inclusive practices by ensuring all students have equitable access to high-quality programs, supports, and learning environments that recognize individual needs and promote academic achievement, social-emotional growth, and overall student success.

Objective 1: Expand equitable access to high-quality instructional programs and supports for all learners.

Indicators of Success

- Bilingual programming continues to expand toward full grade-level access across elementary schools and department-specific programming at secondary schools.
- Multilingual learners and students with disabilities demonstrate increased access to rigorous, grade-level instruction, enrichment opportunities, and appropriate learning environments.
- Student placement, programming, and support decisions reflect a commitment to equity, inclusion, and the least restrictive and most appropriate educational settings.
- Measurable reductions in disparities related to program access and participation across student subgroups are demonstrated.

Objective 2: Identify and address opportunity gaps through systematic analysis of equity data and targeted improvement strategies.

Indicators of Success

- Academic achievement, behavioral, attendance, discipline, and program access data are regularly disaggregated and analyzed to identify inequities and inform decision-making.
- Targeted interventions and supports are implemented, monitored, and adjusted based on measurable student outcomes.
- Documented reductions in subgroup performance gaps and access disparities are demonstrated over time.
- Equity-focused improvement efforts are integrated into school and district planning processes.

Objective 3: Strengthen school culture and promote belonging, student voice, and respect for all members of the school community.

Indicators of Success

- School climate, student engagement, and belonging metrics demonstrate positive trends across student groups.
- Student voice and leadership opportunities are expanded throughout schools and programs.
- Culturally responsive practices and social-emotional learning strategies are embedded within instructional and student support systems.
- Students experience learning environments where they feel valued, respected, safe, and supported.



Domain IX: Safe, Healthy & Supportive Learning Environments

Strategic Goal: Promote a culture in which the district works collaboratively with all employee units, families, and community partners to cultivate safe, healthy, and supportive learning environments that are conducive to achieving the academic, social-emotional, and developmental goals of all students.

Objective 1: Strengthen district-wide safety systems, emergency preparedness, and regulatory compliance to ensure safe and secure learning environments.

Indicators of Success

- District and building-level safety plans are current, comprehensive, and fully compliant with NYSED requirements and applicable regulations.
- Emergency response procedures, including evacuation, lockdown, and related protocols, are consistently implemented across all schools.
- Drill outcomes, incident reviews, and stakeholder feedback are used to continuously evaluate and improve emergency preparedness systems.
- Safety procedures and expectations are clearly communicated to students, staff, and families.

Objective 2: **Enhance collaboration with internal and external partners to strengthen school safety planning and prevention efforts.**

Indicators of Success

- Regular safety reviews are conducted in collaboration with external partners, including the Suffolk County Police Department and Department of Homeland Security, to evaluate and strengthen district practices.
- Recommendations from safety partners are reviewed, prioritized, and implemented as appropriate.
- District safety practices remain aligned with current research, regulatory expectations, and recognized best practices in school safety.
- A collaborative culture exists among district leaders, employee units, first responders, and community partners to support student and staff safety.

Objective 3: Build organizational capacity through comprehensive safety training, communication, and continuous improvement structures.

Indicators of Success

- All required staff safety trainings (e.g., lockdown, evacuation, Stop the Bleed, and other mandated protocols) are completed annually.
- Staff demonstrate increased awareness, confidence, and clarity regarding emergency responsibilities and safety expectations.
- The District-Wide Safety Committee regularly reviews safety procedures, drill results, incidents, and feedback to identify opportunities for improvement.
- Safety recommendations are documented, monitored, and implemented through a data-informed continuous improvement process.

Objective 4: Strengthen coordinated and effective safety and security operations throughout the District.

Indicators of Success

- Safety and security staffing, procedures, and resources are regularly reviewed to support District needs.
- Schools and departments maintain clear and consistent practices related to building safety, access, communication, and emergency response.
- District administrators, employees, security personnel, first responders, and community partners collaborate effectively to support prevention, preparedness, and response.
- Safety incidents, drills, and operational practices are reviewed to identify trends and opportunities for improvement.
- Safety and security practices promote a professional, responsive, supportive, and student-centered environment.

