

## ESSA Title 1 Schoolwide Program Planning Document Planning for the 2025/2026 School Year

School Year: 2025–2026

School Name: Tangier Smith Elementary School

Focus Area: Early Literacy, Science of Reading Implementation (K-2) Constructed Responses (3-5)

Goals:

K: 75% of students not meeting or exceeding benchmark will increase their proficiency in phonemic awareness by one or more levels

1: 75% of students not meeting or exceeding benchmark will increase their proficiency in phonemic awareness by one or more levels

2: 85% of students from this group of 68 students will increase their proficiency level in Phonological Awareness and Word Recognition areas by one or more levels

3 and 4: During the 25-26 school year, a building goal will be to have 75% of students receive some or full credit on constructed responses in this standard.

5: During the 25-26 school year, a building goal will be to raise the number of students who received full credit by 25%.

### Stakeholder Participation

<b>Planning Team</b>		
<b>Principal</b>	<b>Other School Leaders (Assistant Principal)</b>	<b>District Administrators</b>
<ul style="list-style-type: none"> <li>● Dominic Ciliotta</li> </ul>	<ul style="list-style-type: none"> <li>● Jackie Cabrera</li> </ul>	<ul style="list-style-type: none"> <li>● Mary Siano</li> </ul>
<b>Members of the Community</b>	<b>Parents</b>	<b>Paraprofessionals/Teaching Assistants</b>
<ul style="list-style-type: none"> <li>● Christina Brigoni</li> </ul>	<ul style="list-style-type: none"> <li>● Jacquie Brayer</li> </ul>	
<b>Specialized Instructional Support</b>	<b>Other Staff</b>	<b>Other individuals invited by the planning team</b>
<ul style="list-style-type: none"> <li>● Michele Carasiti</li> </ul>	<ul style="list-style-type: none"> <li>● Toni Rose Massi</li> </ul>	

<ul style="list-style-type: none"> <li>● Paul Paniccia</li> <li>● Shari Costello</li> <li>● Vickie DeSantis</li> </ul>		
<b>Teachers</b>		
<ul style="list-style-type: none"> <li>● James Asselta</li> <li>● Caitlin Contes</li> </ul>	<ul style="list-style-type: none"> <li>● Britany Castronova</li> <li>● Karla Elarde</li> <li>● Melissa Hayes</li> </ul>	<ul style="list-style-type: none"> <li>● Kristi Dunne</li> <li>● John Melandro</li> </ul>

## Establishing a Vision Through a Comprehensive Needs Assessment

Data Analysis Worksheet

### Understanding the Data:

- What data are we reviewing? NWEA MAP Fluency Assessments (K–2), Grade 3 NYS ELA Constructed Responses proficiency data (pending)
- What does this data measure? Foundational reading skills including phonological awareness, phonics, word recognition, and reading fluency.
- What population is included in this data? All K–2 students, including key subgroups: students with disabilities, multilingual learners, and economically disadvantaged students.
- Are there any limitations to this data? Some assessments may not fully capture comprehension.
- What factors might impact reliability? Instructional variation, attendance, limited monitoring tools, teacher training gaps.

### Making Connections

- Need for consistent, research-based curriculum and assessment.
- Teachers need ongoing support and training in Science of Reading practices

(training will help support them in this area)

## Data Summary

- Consistent Trends: Low early literacy performance, especially in phonics and decoding. Inconsistent interventions and assessment practices.

- Differing Trends: Instructional capacity and assessment implementation vary by grade.
- Questions Remaining: How effective are interventions by subgroup? What’s the depth of staff understanding of SoR? How can we support them in this area?
- Grade 3 Teachers need support in the area of constructed responses
- Grade 5 Teachers have developed a trend of having their students well-prepared to yield the most points possible on constructed responses (over 90% of students outperforming the region)

(Teachers need support in a common way of teaching how to tackle constructed responses. They would also benefit from training in the area of what yields points in this area.)

## Survey Summary

The Early Literacy and Science of Reading (SoR) stakeholder survey was developed to collect feedback from parents, classroom teachers, support staff, and administrators at Tangier Smith Elementary School to inform the development and implementation of early literacy initiatives for Grades K–2. Respondents represented a variety of roles, with the majority identifying as either classroom teachers or support staff. Most participants had been associated with Tangier Smith for two or more years, suggesting a strong understanding of the school’s instructional practices and culture.

Among staff respondents, familiarity with the Science of Reading varied. While some educators reported being “familiar” and consistently using SoR-aligned practices, a significant portion indicated they were only somewhat familiar or unsure of what SoR entails. Commonly cited professional development needs included additional training in phonemic awareness, decoding strategies, and practical classroom applications of SoR components. Perceptions of the alignment between current curriculum materials and SoR practices were mixed—some staff felt the materials supported SoR-based instruction, while others expressed uncertainty.

From the family perspective, most parents expressed confidence in supporting their child’s reading development at home, while also showing openness to receiving guidance on how to reinforce new Science of Reading (SoR) practices. Many welcomed the idea of additional resources and clearer direction to better align home support with classroom instruction. A small number of families expressed concern about whether their children were receiving adequate reading support at school, highlighting the need for stronger communication between home and school regarding reading progress and intervention strategies.

In the area of assessment and intervention, many educators reported regularly using data to inform instruction. However, uncertainty remained regarding whether current assessments and interventions are fully aligned with SoR principles. When asked about the effectiveness of interventions for struggling readers, responses varied. Several staff members described them as “somewhat effective,” while others expressed uncertainty, indicating a need for more structured intervention systems and clearer progress monitoring practices.

Across open-ended responses, several key themes emerged: the need for a consistent, schoolwide approach to early literacy; more targeted and structured intervention for struggling readers; and increased collaboration time for teachers to plan and reflect on instruction. Both staff and families emphasized the importance of early identification, clearly communicated expectations, and strong foundational instruction. Suggestions to strengthen literacy instruction included continued SoR-based professional development, adoption of fully aligned curricular resources, and regular communication with families about literacy goals and strategies.

Overall, the survey results reflected a high level of engagement and a shared commitment among the Tangier Smith school community to improving literacy outcomes. The feedback highlighted strengths—such as staff dedication and family involvement—alongside areas for growth, including coherence in instructional practices, expanded professional support, and better alignment of assessments and interventions. These insights will help guide Tangier Smith Elementary’s next steps in ensuring that students are moving towards reaching proficiency in the goals listed above.

## **Vision, Strengths, and Opportunities**

### Areas of Strength:

- Supportive leadership
- Invested staff who wants to learn and improve instruction
- Efforts underway to identify struggling readers early (working alongside reading department)
- High Performing Data Team that is well-versed in utilizing DataMate Program

### Opportunities for Growth:

- Instructional consistency and alignment with SoR.
- High-quality Tier 2/3 interventions.
- Staff development in decoding, phonemic awareness.
- Staff Development in the area of Constructed Responses

### Commitment Statement:

Tangier Smith is committed to building a strong foundation in early literacy by implementing Science of Reading-aligned practices, assessments, and supports to ensure all students are moving towards reaching proficiency levels in the areas of phonemic awareness, phonological skills, and word recognition across grades k-2.

Tangier Smith is equally committed to preparing teachers to support their students writing well-constructed responses to extended/constructed responses on state assessments. This commitment will increase the number of students receiving partial and full credit across these types of questions.

## Building Action Plan

### Baseline Data Points:

- Grade K: Only 34% of students meeting benchmark in Phonological Awareness and Word Recognition.
- Grade 2: 52% of students were below grade level in both Phonological Awareness and Phonics Word Recognition
- Grade 3: 18% of students received full credit and 45% of students received some credit. Compared to the region, Tangier Smith was 4% below.

### Change Strategy:

- Adopt SoR-aligned curriculum in K–2.
- Train staff in phonics, decoding, fluency, and constructed responses.
- Launch structured Tier 2/3 interventions.
- Use universal screeners consistently.

### Monitoring:

- Quarterly benchmark reviews.
- Walkthroughs using fidelity rubrics
- Map Fluency (Winter and Spring)
- District-developed progress monitoring assessment

### Evidence to Be Collected:

- Invitations, Agendas, Sign-Ins, Data Team Minutes, Email Exchanges.
- Documentation of stakeholder participation.