



William Floyd School District
2026-2027
Title I School Wide Plan
Tangier Smith 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

[Tangier 26.27 Comprehensive 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>
● NYS Grades 3-8 ELA Assessment. ● NWEA MAP Growth Assessments ● NWEA MAP Fluency Assessments ● Constructed Responses	Data highlights specific literacy domains requiring attention. In Grade 2 , the primary concern is Vocabulary Acquisition and Use (Mean RIT: 178). Grade 4 performance is lowest in Key Ideas, Details, and Connections (Mean	☒ Yes ☐ No	Baseline Data Points and Specific Goal Baseline performance is marked by the current Spring 2026 mean scores in Grade 1 (164.9), Grade 2 (179.3), and Grade 5 (207.6). The specific goal for the 26/27	Action Plan for 26/27 The instructional strategy for the upcoming year includes: ● Theme & Details (3-5): Addressing negative performance gaps in standard RL.2 (determining theme and summarizing),



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	RIT: 200), while Grade 5 needs development in Craft and Structure (Mean RIT: 207)		academic year is to increase the percentage of students meeting Grade-Level Mean RIT norms by 10% school-wide , with an emphasis on exceeding these norms in the currently lagging grades.	which currently range from -1% to -14% compared to district averages. • Literary Structure: Targeting Craft and Structure in Grade 4 to improve student ability to analyze structural elements such as verse, rhythm, and meter (RL.5).
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>NYS Grades 3-5 Mathematics Assessment.</i> • <i>NWEA MAP Growth Assessments</i>	Analysis of instructional area RIT ranges reveals consistent patterns of relative weakness. In Grades K-1 , the lowest-performing domain is Measurement and Data (Mean RITs: 161 and 168). Grades 2-3 show a need for reinforcement in Number and Operations (Mean RITs: 184 and 198). For Grades 4-5 , the critical focus area is Operations and Algebraic Thinking , which lags behind other domains with mean RITs of 209 and 217, respectively	X Yes ☐ No	The baseline for improvement is established by the current Spring 2026 Mean RIT scores for Grade 1 (171.5) and Grade 2 (186.5). The specific goal for the 2026-2027 school year is for all grade levels to meet or exceed national mean RIT norms . This will require a targeted 5-point increase in Grade 1 and a 2-point increase in Grade 2 to bridge existing achievement gaps.	Action Plan for 26/27 Instructional efforts will be prioritized as follows: • Measurement (K-1): Implement targeted interventions for standard NY-3.MD.1/2b, focusing on intervals of time and liquid volume where significant gaps were identified in district comparisons. • Fractions (3-5): Provide intensive support for fractions as numbers (NY-3.NF.1/3a), addressing specific standard gaps of up to 17%. • Multi-Digit Arithmetic: Reinforce place value understanding (NBT.1) in Grades 3 and 4 to build a stronger foundation for complex operations.
Social Emotional Learning				
<i>Performance Measures</i>	<i>Patterns and Targeted Areas</i>	<i>Is this and</i>	<i>Goal: Baseline Data Points and Specific Goal</i>	<i>Action Plan for 26/27</i>



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		Identified Area of Focus		
● Bus Reports ● Cafeteria Referrals	Targeted Area: Improve student behavior and reduce office discipline referrals in the cafeteria and on the school bus through consistent Tier 1 PBIS support.	☒ Yes ☐ No	Goal 1: Reduce Behavioral Referrals By June 2027, office discipline referrals originating from the cafeteria and school bus will decrease by 25% compared to the 2025–2026 school year through the implementation of explicit behavioral instruction, consistent expectations, and positive reinforcement. Goal 2: Explicit Teaching of Expectations By October 2026, 100% of classrooms will have introduced and taught schoolwide expectations for the cafeteria and bus using common lessons focused on	The MTSS/PBIS team recently convened to establish an implementation team to support the rollout of initiatives for the 2026–2027 school year. Following the selection of team members, communication was shared outlining the purpose of the team and the need for collaborative planning to strengthen schoolwide systems and supports. In early April, the implementation team met to identify priority focus areas based on a review of behavioral data. The team determined that a significant number of office referrals originate from the cafeteria and bus, and therefore selected these settings as initial areas of focus. Planning centered on explicitly teaching and reinforcing expected behaviors aligned to the core values of Responsibility, Respect, and Safety. The team discussed the development of consistent, student-friendly



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		Responsibility, Respect, and Safety, with refresher lessons provided following each extended break. Goal 3: Consistent Schoolwide Implementation By December 2026, 100% of cafeteria monitors, bus staff, teachers, and administrators will utilize common language and consistent behavioral expectations aligned to Responsibility, Respect, and Safety as measured through implementation walkthroughs and staff feedback. Goal 4: Positive Reinforcement Throughout the 2026–2027 school year, all students will participate in a schoolwide acknowledgment system	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 were 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 acknowledge appropriate student behavior. This work reflects a proactive, data-driven approach to strengthening Tier 1 supports and promoting a consistent, positive school climate across all settings.
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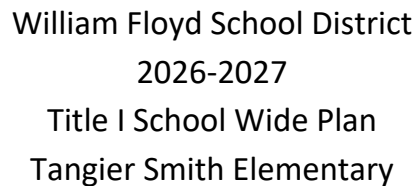
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			recognizing positive behaviors in the cafeteria and on the bus. The implementation team will review participation data quarterly to ensure consistent use across grade levels. Goal 5: Student Understanding By January 2027, at least 90% of students will be able to identify and explain expected cafeteria and bus behaviors related to Responsibility, Respect, and Safety as measured through classroom discussions, student surveys, or teacher observations. Goal 6: Data Review and Continuous Improvement The MTSS/PBIS Implementation Team will	
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			meet monthly to review behavior referral data, evaluate the effectiveness of Tier 1 supports, and adjust instruction, reinforcement systems, or interventions based on identified trends.	
Parent Involvement				
Performance Measures	Patterns and Targeted Areas	Is this and Identified Area of Focus	Goal: Baseline Data Points and Specific Goal	Action Plan for 26/27
Performance Measures used to collect Parent Involvement Data include: Maintain at least 95% participation in Parent-Teacher Conferences through flexible scheduling options.	Patterns Identified Families regularly participate in traditional school events such as Meet the Teacher Night, Parent-Teacher Conferences,	☒ Yes ☐ No	Goals for 2026-2027 - Increase participation in Family Engagement activities by providing meaningful opportunities for families to support student learning. - Strengthen	- 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,



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• <i>Increase family participation in Title I parent workshops, family engagement events, and curriculum nights by 10% over the previous school year.</i> • <i>Increase parent participation in the Parent Engagement Committee, PTO, and Shared Decision-Making Team.</i> • <i>Improve ParentSquare engagement rates (message views and responses) through consistent two-way communication.</i> • <i>Achieve at least a 50% response rate on annual parent surveys used to evaluate the effectiveness of family engagement activities and school programs.</i>	student recognition ceremonies, and family engagement activities. • ParentSquare has become the primary communication platform, increasing timely communication between school and home. • Parents actively participate in decision-making through the Parent Engagement Committee, PTO, and Shared Decision-Making Team. Targeted Areas • Increase participation from families who may face scheduling, transportation, or		<i>partnerships between home and school by providing literacy 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, Shared Decision-Making Team, 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>	<i>the district website, newsletters, and printed materials.</i> • <i>Continue Meet the Teacher Night, Parent-Teacher Conferences, Title I meetings, and curriculum nights using flexible scheduling options.</i> • <i>Continue providing opportunities for parents to participate on the Parent Engagement Committee, PTO, and Shared Decision-Making Team.</i> • <i>Conduct annual parent surveys to evaluate Family Engagement programming and use results to revise the Family Engagement Plan.</i>
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	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. • Continue strengthening two-way communication between families and school staff.			
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Parental Involvement 2				
<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>
Increase family participation in Family Engagement activities by 10% during the 2026-2027 school year, as measured	Patterns	Yes	Goals for 2026-2027	Secure Teacher Leaders (Family Engagement Ambassadors) to develop literacy resources and family engagement materials



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<i>through event attendance and sign-in sheets.</i> • <i>Maintain at least 95% parent participation in Parent-Teacher Conferences through flexible scheduling options.</i> • <i>Increase parent participation in literacy and mathematics workshops that support implementation of the Science of Reading.</i> • <i>Increase ParentSquare engagement rates and the distribution of family learning resources developed by Teacher Leaders.</i> • <i>Achieve at least a 50% response rate on annual parent surveys used to evaluate family engagement programming.</i>	<i>Tangier Smith families consistently participate in Meet the Teacher Night, Parent-Teacher Conferences, student recognition ceremonies, and school-wide family engagement events. ParentSquare has strengthened communication between home and school, while the Parent Engagement Committee, PTO, and Shared Decision-Making Team provide opportunities for parents to contribute to school improvement efforts.</i> Targeted Areas <i>During the 2026-2027 school year, the school will focus on:</i> • <i>Increasing participation among families who have historically attended fewer school events.</i> • <i>Expanding literacy-focused family</i>		1. <i>Increase participation in Family Engagement activities by providing meaningful opportunities for families to support student learning.</i> 2. <i>Strengthen partnerships between home and school by providing literacy 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, Shared Decision-Making Team, and annual surveys.</i> 5. <i>Continue removing</i>	<i>aligned to the Science of Reading.</i> • <i>Teacher Leaders will analyze parent survey results and family feedback to determine topics for Family Engagement workshops and resources.</i> • <i>Share Family Engagement resources through ParentSquare, the district website, newsletters, and printed materials.</i> • <i>Continue Meet the Teacher Night, Parent-Teacher Conferences, Title I meetings, and curriculum nights using flexible scheduling options.</i> • <i>Continue providing opportunities for parents to participate on the Parent Engagement Committee, PTO, and Shared Decision-Making Team.</i> • <i>Conduct annual parent surveys to evaluate Family Engagement programming and use results to revise the Family Engagement Plan.</i>
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	<i>engagement opportunities aligned with the district's implementation of the Science of Reading.</i> • <i>Providing families with resources developed by Teacher Leaders to reinforce literacy skills at home.</i> • <i>Using parent feedback to determine future Family Engagement topics and resources.</i> • <i>Continuing to strengthen two-way communication through ParentSquare and other communication platforms.</i>		<i>barriers to participation by offering flexible meeting times, virtual options, childcare when feasible, and multiple methods of communication.</i>	
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Monitoring (To be completing in the year of implementation)



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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
• Dominic Ciliotta	• Jackie Cabrera	• Maryann Siano
Members of the Community	Parents	Paraprofessionals/Teaching Assistants
• Austen Rowan	• Jessica Serluco and Melanie Knies	• Jacquie Brayer



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Specialized Instructional Support	Other Staff	Other individuals invited by the planning team
• Vickie DeSantis • Shari Costello • Michele Carasiti		• Nicole Katsanis • Jodi Lieberman • Michelle Masone
Teachers		
	• Alexis Cioffero • Deirdre Dentel • Jon Germer • Melissa Hayes • Rebecca Maler • Toni Rose Massi • Chris Tavoraro • Ashley Wingler	