

SOLIS-COHEN SOLOMON SCH

7001 Horrocks St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Solis-Cohen School is committed to ensuring every student is reading on or above grade level by age 8. By providing all K-3 students with the highest-quality literacy instruction and the right books and resources inside their classrooms. Solis-Cohen School has early literacy coaches to ensure the highest-quality literacy instruction. 100% of all students at Solis-Cohen School will make their minimum growth literacy goal target by the end of every academic school year.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Michelina Serianni	Principal	Solis-Cohen School
Dr. Douglas Strobel	Assistant Principal	Solis-Cohen School
Lauren D'Aurizio	Math Teacher Coach	Solis-Cohen
Tamala Montgomery	Literacy Lead	Solis-Cohen
Richard Franchino	Science Content/Teacher Leader	Solis-Cohen
Erin Nolan	School-based Climate Representative	Solis-Cohen
Kiryat Vargas	Parent	Solis-Cohen
Bryan Kleinman	Community Member	CCTC
Diane Waff	Business Partner	University of Pennsylvania
Joshua Culbertson	PESO	SDP
Christine Feeney	Special Ed Case Manager	SDP
Justin Proctor	Network Attendance Coach	SDP
Charles Blackwell	Network Culture & Climate Coach	SDP
Vania Calderon	Grants & Compliance Monitor	SDP
Jennifer Nearn	Central Office Talent Partner	SDP
Donna Jacklin	Network Early Literacy Director	SDP
Jennifer Marsico	Network Professional Learning Specialist	SDP
Deilia McLaughlin	Prevention & Intervention Liasion	SDP

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Need to increase professional development learning for teachers that focuses on improving writing, Science, and Math skills.	Mathematics
	English Language Arts
	Mathematics
Need to research phonics curriculum materials for Grades K-5. Need to provide professional development for phonics instruction for K-5. Need to	Early Literacy
	English Language Arts
	Essential Practices 4: Foster Quality Professional Learning
Need to identify more effective instructional resources that meet the needs of all students, especially EL students, and will focus on interventions for students which meet their differentiation requirements.	English Language Growth and Attainment
	English Language Arts
	Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy	
Imagine Math	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA Adv/Pro Gr 4-5 (Imagine Math)	At least 56% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA. (Using Imagine Math to monitor progress).

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Math PSSA Adv/Pro Gr 3
(Imagine Math)

At least 49% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor)

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

Initiate training for teachers on how to implement Imagine Math within the classroom. Professional Development will enable teachers to explore resources and strategies for generating good questions and design lessons to support math standards and increase student discourse.

2020-08-24 -
2021-06-14

Math Co-
Teachers:
Aimee
Lombardo
(Grade 5)
Lauren
D'Aurizio
(Grade 4)
Imagine Math
Representative

Imagine Learning Online
Curriculum

Set and follow plan for monitoring students' progress as they utilize Imagine Math. Weekly usage checks per classroom, Quarterly in depth review of student data, Math levels, skills deficits..etc. Data will be utilized within PLCs and individual teacher coaching to review classroom instructional strategies and implement targeted feedback from Math co-teachers.

2020-08-24 -
2021-06-14

Math Co-
Teachers:
Aimee
Lombardo
(Grade 5)
Lauren
D'Aurizio
(Grade 4)

Imagine Learning Online
Curriculum

Establish plan for leveraging computer-assisted instruction,

2020-08-24 -
2021-06-14

Math Co-
Teachers:
Aimee

Imagine Learning Online
Curriculum

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
through Google classroom, for students in need of additional supports. Use of blended learning style instruction will guide implementation of norms and expectations		Lombardo (Grade 5) Lauren D'Aurizio (Grade 4)	

Leadership meetings to review Quarterly data reports, feedback from Math co-teachers, and observations of effectiveness.	2020-08-24 - 2021-06-14	Dr. Michelina Serianni, Principal Dr. Douglas Strobel, Assistant Principal	Imagine Learning Online Curriculum
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Anticipated Outcome

Improvements in scores from initial diagnostic, mid-year, and end of year assessment. Co-teachers will utilize classroom observations, coaching, lesson plan review, and targeted professional development. Imagine Math focuses on helping students establish deep understanding and unwavering confidence in their ability to communicate in the language of mathematics and make connections. This builds the aptitude to solve problems and justify reasoning both inside the classroom and in day-to-day life, ultimately moving students beyond computation to real comprehension. Imagine Math provides an emphasis on student discourse and provides live instruction by certified, bilingual math educators to meet the needs of ELL students.

Monitoring/Evaluation

Use of Diagnostic, Mid-Year, End of Year assessments to monitor student performance. Use of data to inform teacher coaching, lesson-planning, and professional development.

Evidence-based Strategy

Writing/TDA

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Writing (TDA)	At least 60% of students in grades 4-5 will score a 3 or 4 on the TDA portion of the ELA PSSA. (Using quarterly normed TDA assessments to monitor progress)
PSSA ELA/Imagine Reading (ELL)	At least 45% of ELL Students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (Using Benchmarks to monitor progress). Baseline: 27.5%
PSSA ELA BB Reduction Gr 4-5	No more than 9% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).
PSSA ELA Adv/Pro Gr 4-5	At least 56% of all students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA. Baseline: 27.5%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set instructional norms or "look fors" associated with what makes a successful TDA. Utilize state assigned rubric for scoring TDAs to determine best practices.	2020-08-24 - 2021-06-14	Dr. Douglas Strobel (Assistant Principal)	Released and scored sample items of TDAs, Quarterly practice TDAs, common rubrics and graphic organizers, data trackers on Google Sheets, professional development through the use of PLCs
Train teachers in understanding and implementing agreed upon norms or "look fors." Utilize grade banded PLCs to reach 4th and 5th grade teachers regarding grading TDAs. Allow teachers to sort sample TDAs and score them during PLCs, allow discussion, arguments for and against, and share the score assigned by the State grader.	2020-08-24 - 2021-06-14	Dr. Douglas Strobel (Assistant Principal)	Released and scored sample items of TDAs, Quarterly practice TDAs, common rubrics and graphic organizers, data trackers on Google Sheets, professional development through the use of PLCs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Support teachers in leveraging standards-aligned resources and identifying grade-level materials to implement TDAs. Share common rubrics and graphic organizers (directly aligned to rubric) to teach TDA skills in similar styles across all 4th and 5th grade classrooms.	2020-08-24 - 2021-06-14	Dr. Douglas Strobel (Assistant Principal)	Released and scored sample items of TDAs, Quarterly practice TDAs, common rubrics and graphic organizers, data trackers on Google Sheets, professional development through the use of PLCs
Identify strategic scaffolds to support students' access and processing of grade-level texts, content, and TDA skills. Utilize ESOL co-teachers and Learning Support teachers to target student's with deficits in these content areas. Highlight the use of small group and differentiated centers, to access learners in smaller settings and target specific skill groups.	2020-08-24 - 2021-06-14	Dr. Douglas Strobel (Assistant Principal)	Released and scored sample items of TDAs, Quarterly practice TDAs, common rubrics and graphic organizers, data trackers on Google Sheets, professional development through the use of PLCs
Set and follow plan for monitoring consistent implementation of instructional strategies. Common TDAs will be completed and scored for all 4th and 5th grade classrooms. Data gathered from these assessments will show areas where additional	2020-08-24 - 2021-06-14	Dr. Douglas Strobel (Assistant Principal)	Released and scored sample items of TDAs, Quarterly practice TDAs, common rubrics and graphic organizers, data trackers on Google Sheets, professional development through the use of PLCs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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PD or instruction is necessary.

Within PLCs, teachers will utilize prior data to identify students who will need a differentiated instructional plan for upcoming state assessments. Teachers will reflect on data, align student groups, and determine next steps (reteach concepts, reinforce skills) for those groups in order to make intentional instructional decisions.	2020-08-24 - 2021-06-14	Dr. Douglas Strobel (Assistant Principal)	Released and scored sample items of TDAs, Quarterly practice TDAs, common rubrics and graphic organizers, data trackers on Google Sheets, professional development through the use of PLCs
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Anticipated Outcome

Improving student scores on TDAs through rigorous practice, quarterly practice TDAs, common assessments, and professional development. Improving the percentages of 4th and 5th grade students receiving a 3 or a 4 on quarterly TDAs and on the ELA PSSA. Professional development on utilizing common rubrics, norming teacher grading, and teaching writing strategies

Monitoring/Evaluation

Data collected through quarterly common TDAs completed by all 4th and 5th grade students to assess progress and monitor next steps. Targeting overall goal of 60% of students in grades 4-5 scoring a 3 or 4 on the TDA portion of the ELA PSSA

Evidence-based Strategy

Phonics: Heggerty Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname	Measurable Goal Statement (Smart Goal)
K-3 AIMSweb	At least 70% (K) and 50% (1st-3rd) of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
PSSA ELA/Imagine Reading (ELL)	At least 45% of ELL Students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (Using Benchmarks to monitor progress). Baseline: 27.5%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set instructional norms or "look fors" associated with best practices for implementing Heggerty Phonemic Awareness Curriculum.	2020-08-24 - 2021-06-14	Tamala Montgomery (Literacy Lead)	Heggerty Phonemic Awareness Curriculum, teacher professional development & coaching
Train teachers in understanding and implementing norms or "look fors" associated with best practices for implementing Heggerty Phonemic Awareness Curriculum. Utilize PLCs to develop teacher confidence in program initiation and execution.	2020-08-24 - 2021-06-14	Tamala Montgomery (Literacy Lead)	Heggerty Phonemic Awareness Curriculum, teacher professional development & coaching
Support teachers in leveraging standards-aligned resources and identifying grade-level materials to implement Heggerty Phonemic Awareness Curriculum with fidelity.	2020-08-24 - 2021-06-14	Tamala Montgomery (Literacy Lead)	Heggerty Phonemic Awareness Curriculum, teacher professional development & coaching
Identify strategic scaffolds to support students' access and	2020-08-24 - 2021-06-14	Tamala Montgomery (Literacy Lead)	Heggerty Phonemic Awareness Curriculum, teacher professional

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
processing of grade-level texts, content, and skills. ESOL co-teachers and Learning Support teachers to target student's with deficits in these content areas. Highlight the use of small group and differentiated centers, to access learners in smaller settings and target specific skill groups.			development & coaching
Set and follow plan for monitoring consistent implementation of instructional strategies. Track usage data across classrooms and student progress on AIMSweb assessments. Review progress through data analysis and observation.	2020-08-24 - 2021-06-14	Tamala Montgomery (Literacy Lead) Dr. Michelina Serianni (Principal)	Heggerty Phonemic Awareness Curriculum, teacher professional development & coaching

Anticipated Outcome

Increased student comprehension in phonemic awareness. Improved percentages on students reading on Tier 1 as measured by AIMSweb assessment. Literacy lead will utilize data and classroom observation in order to establish targeted teacher coaching, lesson-planning and professional development. Heggerty Phonemic Awareness Curriculum will provide professional development and materials for teachers to supplement Saxon program. Heggerty Phonemic Awareness is a well-organized 35-week curriculum of daily phonemic awareness lesson plans. Developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness Skills, along with two additional activities to develop Letter and Sound recognition, and Language Awareness. Phonemic awareness skills will particularly benefit our ELL students, small group literacy instruction, and build strong foundations for K-1 students. Good to Great Grant was awarded in order to facilitate the use of new materials.

Monitoring/Evaluation

AIMSweb quarterly assessments, Teacher observation and monitoring, targeted professional development

Evidence-based Strategy

Imagine Language

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA ELA/Imagine Reading (ELL)	At least 45% of ELL Students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (Using Benchmarks to monitor progress). Baseline: 27.5%
PSSA ELA BB Reduction Gr 4-5	No more than 9% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).
PSSA ELA Adv/Pro Gr 4-5	At least 56% of all students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA. Baseline: 27.5%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Initiate training for teachers on how to implement Imagine Language & Literacy within the classroom. Professional Development will enable teachers to explore resources and strategies for generating good questions and design lessons to support ELA standards and increase student discourse.	2020-08-24 - 2021-06-14	Mr. Richard Franchino (ESOL Coordinator) Imagine Language & Literacy Representative	Imagine Language & Literacy Curriculum, Professional Development, Data analysis and review
Set and follow plan for monitoring students' progress as they utilize	2020-08-24 - 2021-06-14	Mr. Richard Franchino (ESOL	Imagine Language & Literacy Curriculum, Professional Development,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Imagine Language & Literacy. Weekly usage checks per classroom, Quarterly in depth review of student data, Reading levels, skills deficits..etc. Data will be utilized within PLCs and individual teacher coaching to review classroom instructional strategies and implement targeted feedback from ESOL Coordinator.		Coordinator)	Data analysis and review
Establish plan for leveraging computer-assisted instruction, through Google classroom, for students in need of additional supports. Use of blended learning style instruction will guide implementation of norms and expectations	2020-08-24 - 2021-06-14	Mr. Richard Franchino (ESOL Coordinator)	Imagine Language & Literacy Curriculum, Professional Development, Data analysis and review
Leadership meetings to review Quarterly data reports, feedback from ESOL Coordinator, and observations of effectiveness.	2020-08-24 - 2021-06-14	Mr. Richard Franchino (ESOL Coordinator) Dr. Michelina Serianni (Principal)	Imagine Language & Literacy Curriculum, Professional Development, Data analysis and review
Anticipated Outcome			
Increases in Language development among ELL students as measured by Imagine Language & Literacy Diagnostics, Mid-Year and End of Year assessments, Benchmark, and ELA PSSA scores. Imagine Language & Literacy is an adaptive learning solution that accelerates reading and language proficiency for students in grades PreK–6. Designed to supplement core literacy instruction, Imagine Language & Literacy provides instruction and practice in all			

four domains of literacy—reading, writing, listening, and speaking. Imagine Language & Literacy has specific applications to ELL students. The program provides English Learners strategic first-language support in fifteen languages, as well as explicit instruction in English phonemes. Vocabulary is taught through extensive, direct instruction and contextualized through multimedia examples and connected text. Grammar lessons focus on areas of challenge for ELLs, such as regular and irregular verbs, plurals, and subject-verb agreement.

Monitoring/Evaluation

Quarterly data review from teachers and administrators, target professional development to guide this process, classroom observations, teacher feedback and coaching.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 56% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA. (Using Imagine Math to monitor progress). (Math PSSA Adv/Pro Gr 4-5 (Imagine Math))	Imagine Math	Initiate training for teachers on how to implement Imagine Math within the classroom.	08/24/2020 - 06/14/2021
At least 49% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (Math PSSA Adv/Pro Gr 3 (Imagine Math))		Professional Development will enable teachers to explore resources and strategies for generating good questions and design lessons to support math standards and increase student discourse.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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At least 45% of ELL Students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (Using Benchmarks to monitor progress). Baseline: 27.5% (PSSA ELA/Imagine Reading (ELL))			
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At least 56% of all students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA. Baseline: 27.5% (PSSA ELA Adv/Pro Gr 4-5)			

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At least 45% of ELL Students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (Using Benchmarks to monitor progress). Baseline: 27.5% (PSSA ELA/Imagine Reading (ELL))			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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At least 45% of ELL Students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (Using Benchmarks to monitor progress). Baseline: 27.5% (PSSA ELA/Imagine Reading (ELL))			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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At least 45% of ELL Students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (Using Benchmarks to monitor progress). Baseline: 27.5% (PSSA ELA/Imagine Reading (ELL))	Imagine Language	Initiate training for teachers on how to implement Imagine Language & Literacy within the classroom.	08/24/2020 - 06/14/2021
No more than 9% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (PSSA ELA BB Reduction Gr 4-5)		Professional Development will enable teachers to explore resources and strategies for generating good questions and design lessons to support ELA standards and increase student discourse.	
At least 56% of all students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA. Baseline: 27.5% (PSSA ELA Adv/Pro Gr 4-5)			