

THE SCHOOL DISTRICT OF PHILADELPHIA 2023-2024 School-based Planning Tool

School Grade Span	00-08	
ULCS Code	7460	
Name of School	William H. Ziegler School	
Learning Network	Network 9	
Assistant Superintendent	Tamara Edwards	
ESSA Federal Designation	A-TSI & TSI	
Admission Type	Neighborhood	
Principal Name	Mrs. Nicole Patterson (Freeman)	
Planning Team		
Team Member Title	Team Member Name	Organization
Principal	Nicole Patterson	Ziegler
Assistant Principal	Luke Zeller	Ziegler
Literacy/Math Content Specialist/Teacher Leader	Kim Williams	Ziegler
School-based Climate Leader	Adell Shaw	Ziegler
School-based EL Teacher Leader	Kate Daley	Ziegler
School-based Special Education Leader	Melissa Rufo	Ziegler
School-based Attendance Designee	Heather Rodgers	Ziegler
Star Champion	Kim Williams	Ziegler
Technology Teacher Leader	Kelly Kaczmarek	Ziegler
School-based Equity Leader	Adell Shaw	Ziegler
Parent	Corrie Shields	Ziegler
Community member	Andy Dalzell	State Rep's Office
Planning and Evidence-based Support (PESO) staff	Joseph Taylor	SDP

**What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)
How is your school's vision focused on advancing equity?**

Ziegler Elementary exists to give students an education that allows them to choose their future.

PRIORITY AREAS (Essential Practices)

Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

Essential Practices		Rating	Definition of Rating	
Instruction	1	EP01: Align curriculum, assessments, and instruction to the PA Standards	Emerging	Some instructional materials and assessments demonstrate the rigor of the PA Standards.
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	EP03: School teams use a collaborative process to analyze a variety of assessment <i>data</i> (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Emerging	Educators occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed
Leadership Development	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Emerging	The school has a defined theory of action or vision along with established goals and interim benchmarks, but a sense of ownership for the success of all students lies primarily with school leaders and some staff.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary	School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision- making and problem-solving and to build their leadership capacities.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.

	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Climate	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
Family and Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Emerging	Strategies to engage families are evident, but implementation is inconsistent.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Operational	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families)
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research,
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Selected Essential Practice	
Academic Essential Practice #1 (Required)	EP04: Identify and address individual student learning needs
Climate Essential Practice #2 (Required)	EP13: Implement a multi-tiered system of supports for academics and behavior
Additional Practice #3 (Optional)	

William H. Ziegler School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	ELA Curriculum
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - Instructional materials and assessments are aligned to the Common Core Standards. - Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum. - The standards-aligned curriculum is delivered with fidelity to all students. - All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school. 	<ul style="list-style-type: none"> - Quarterly, students will be assessed in Math using the Star assessments. - Annually, the principal will develop a formal observation schedule. - Quarterly, the principal will develop an informal observation schedule. - Weekly, the ILT will review lesson plans.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for ELA instructional minutes.	4/1/2023	8/15/2023	Principal, SBAL's	Master Schedule, Meetings, Rostering, Agendas	Y
Ensure that all leaders and teachers actively participate in the District's professional learning cycles.	8/29/2023	6/14/2024	Principal, SBAL's	PLC learning Cycles from the district	Y
Pending new curriculum selected by district, teachers receive training on curriculum resources as well as strategies for planning and implementation.	8/29/2023	6/14/2024	Principal, SBAL's	PLC learning Cycles from the district	Y
Pending new curriculum selected by the district, teachers plan and implement lessons and assessments aligned to the District's curriculum	8/29/2023	6/14/2024	Assitant Principals, SBAL's	Lesson Plans Look Fors	N
Teachers use the evidence-based practices for ELs, students with IEPs, and students performing below grade level to differentiate instruction and plan scaffolds to support access to grade level instruction.	8/29/2023	6/14/2024	ELL Coordinator	IEPs and student data	N
Instructional Leadership Team (ILT) reviews lesson plans for alignment to District curriculum	8/29/2023	6/14/2024	AP's, SBAL's	Lesson Plans	Y
Develop and implement an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Instructional Strategies" (aka Look Fors) document	8/29/2023	6/14/2024	Principal	Strategy Rubric	Y
Use an initial round of "Instructional Strategies" (aka Look Fors) data collection to determine instructional improvement goals	8/29/2023	10/2/2023	Principal, SBAL-Math	Instructional strategies data	N
Collaborate with Network and Central Office coaching staff to support achievement of implementation goals as determined in step 8.	10/2/2023	11/3/2023	Principal, SBAL-Math		N

Pending new curriculum selection, administer pre and post assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-req skills and (2) to assess student mastery of standards-based objectives	8/29/2023	6/14/2024	Testing Team, SBAL's	Student pre/post assessments	N
Teachers will analyze formative and summative student assessment data during PLC utilizing Protocols from the Common Planning Time Toolkit to (1) monitor progress towards expected student outcomes.	8/29/2023	6/14/2024	SBAL's, AP's, Principal	Formative and summative student assessment data Progress Monitoring Data (Star/CBMs, OAPs)	N
Teachers will reflect on student strengths and areas of concern to plan appropriate Tier 1 scaffolds for both individuals and student groups so that students at all levels can access grade-level content. This includes practices to support closing the gap for unfinished learning and high leverage practices for advanced learners.	8/29/2023	6/14/2024	SBAL's, AP's	Formative and summative student assessment data Progress Monitoring Data (Star/CBMs, OAPs)	N
During designated monthly MTSS meeting time, use identified areas of concern to determine students in need of enrichment (advanced learners) or intervention (striving learners) in addition to Tier 1 instruction. Link those students to appropriate resources for support (implementation of Tier 2-3 strategies)	8/29/2023	6/14/2024	SBAL's, AP's, Counselors, Dean, principal	Formative and summative student assessment data Progress Monitoring Data (Star/CBMs, OAPs)	Y

William H. Ziegler School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Math Curriculum	
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation	
<ul style="list-style-type: none"> - Instructional materials and assessments are aligned to the Common Core Standards. - Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum. - The standards-aligned curriculum is delivered with fidelity to all students. - All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school. 	<ul style="list-style-type: none"> - Quarterly, students will be assessed in Math using the Star assessments. - Annually, the principal will develop a formal observation schedule. - Quarterly, the principal will develop an informal observation schedule. - Weekly, the ILT will review lesson plans. 	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Mathematics instructional minutes.	7/1/2023	8/15/2023	Principal, SBAL-Math	Meeting Agendas	N
Determine members for an Instructional Leadership Team (with at least one member on the MTSS Tier 1 team) with clear roles and responsibilities.	7/1/2023	8/1/2023	Principal	ILT overview and protocols with roles and responsibilities	N
Instructional Leadership Team members participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	7/1/2023	8/18/2023	Principal	PD Calendar	Y
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles, with a focus on training teachers to implement core instructional resources for Math.	8/1/2023	8/28/2023	Principal	Districtwide PD Calendar	Y
Ensure that all leaders and teachers actively participate in the District's professional learning cycles.	8/29/2023	6/14/24	Principal, SBAL-Math	PD attendance records	N
Pending new curriculum selected by district, teachers receive training on curriculum resources as well as strategies for planning and implementation.	8/29/2023	6/14/2024	Principal, SBAL's	PLC learning Cycles from the district	N
Pending new curriculum selected by the district, teachers plan and implement lessons and assessments aligned to the District's curriculum (or QAG)	8/29/2023	6/14/24	Assitant Principals, SBAL's	Lesson Plans Look Fors	N
Teachers use the evidence-based practices for ELs, students with IEPs, and students performing below grade level to differentiate instruction and plan scaffolds to support access to grade level instruction.	8/29/2023	6/14/24	ELL Coordinator	IEPs and student data	N
Instructional Leadership Team (ILT) reviews lesson plans for alignment to District curriculum	8/29/2023	6/14/24	AP's, SBAL's	Lesson Plans	N

Develop and implement an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Instructional Strategies" (aka Look Fors) document	8/29/2023	6/14/24	Principal	Strategy Rubric	N
Use an initial round of "Instructional Strategies" (aka Look Fors) data collection to determine instructional improvement goals	8/29/2023	10/2/2023	Principal, SBAL-Math	Instructional strategies data	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation schedule, coaching schedule	N
Utilize SDP coaching and feedback model to deliver structured support	9/5/2023	6/14/2024	Principal and Assistant Principal	Look-fors Documents Observation Schedule Observation Protocol Form Coaching Logs	N
Administer pre and post assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-req skills and (2) to assess student mastery of standards-based objectives	8/29/2023	6/14/24	Testing Team, SBAL's	Student pre/post assessments	N
Teachers will analyze formative and summative student assessment data during Common Planning Time utilizing Protocols from the Common Planning Time Toolkit to (1) monitor progress towards expected student outcomes.	8/29/2023	6/14/24	SBAL's, AP's, Principal	Formative and summative student assessment data Progress Monitoring Data (Star/CBMs, OAPs)	N
Teachers will reflect on student strengths and areas of concern to plan appropriate Tier 1 scaffolds for both individuals and student groups so that students at all levels can access grade-level content. This includes practices to support closing the gap for unfinished learning and high leverage practices for advanced learners.	8/29/2023	6/14/24	SBAL's, AP's	Formative and summative student assessment data Progress Monitoring Data (Star/CBMs, OAPs)	N
During designated monthly MTSS meeting time, use identified areas of concern to determine students in need of enrichment (advanced learners) or intervention (striving learners) in addition to Tier 1 instruction. Link those students to appropriate resources for support (implementation of Tier 2-3 strategies)	8/29/2023	6/14/24	SBAL's, AP's, Counselors, Dean, principal	Formative and summative student assessment data Progress Monitoring Data (Star/CBMs, OAPs)	N
Identify practices to enhance or maximize engagement with standards-aligned grade-level instructional resources for all students, including English Learners and students with IEPs. Create access as opposed to remediation strategies (e.g. appropriate scaffolds).	9/5/2023	6/14/2024	Instructional Leadership Team	Math Curriculum Resources	N
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	9/5/2023	6/14/2024	PLC Facilitators	Math Curriculum Resources	N
Implement quarterly benchmark assessments to provide teachers, parents, guardians, and students with information about learning progress.	9/5/2023	6/14/2024	Teachers	Assessment Calendar Star Assessment Star Reports	N

William H. Ziegler School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	PBIS - Currently Implementing (Tier I Climate Framework)
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms. - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain PBIS practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - There are clear procedures for reporting and responding to behavioral concerns. - Stakeholders perceive the school as warm, inviting, and safe. 	<ul style="list-style-type: none"> - Monthly, PBIS team will hold TIPS meetings to identify celebrations/concerns and monitor progress. - Quarterly, PBIS implementation data will be collected and reviewed by the PBIS team. - Quarterly, behavioral data will be reviewed by the PBIS team, and progress toward meeting behavioral goals will be evaluated.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Allocate time for SY 23-24 Planning Meeting-summer planning meetings	6/1/2023	8/28/2023	Principal/Deans	CR-PBIS Coach, Training PPT, PBIS Manual	Y
Schedule time to teach PBIS Behavior Norms	6/1/2023	8/28/2023	PBIS Team	CR-PBIS Team	N
Plan Launch of School Acknowledgment System	6/1/2023	8/28/2023	CR-PBIS Team	PBIS Rewards Application, PBIS Coach	N
Update and Share Progressive Discipline System (Flow Chart)	6/1/2023	8/28/2023	CR-PBIS Team, Deans, Principal	SDP Code of Conduct	N
Allocate time for CR-PBIS staff training throughout the school year	6/1/2023	8/28/2023	CR-PBIS Team, Deans, Principal	PBIS PPT, PBIS Coach	N
Allocatime for beginning of year PBIS Student & Family Engagement Liaison training	8/28/2023	10/1/2023	Princippal, PBIS Coach, CR-PBIS Team	PBIS PPT, PBIS Coach	N
Roster time to implement Daily Community Meetings	9/7/2023	6/14/2024	Principal/ Scheduler	School Schedule	N
Ensure Culturally Responsive PBIS Team Exist	10/1/2023	6/14/2024	CR-PBIS Team, Deans, Principal	Team Member info sheet	N
Establish tam operating procedures, roles, and a year long monthly meeting schedule	10/1/2023	6/14/2024	CR-PBIS Team, Deans, Principal	Roles and Responsibilities	N
Hold monthly TIPS & MTSS Tier 1 meetings	10/1/2023	6/14/2024	CR-PBIS Team, Deans, Principal	CR-PBIS Facilitator, PBIS Coach	Y
Schedule time for PBIS (schoolwide and classroom) staff and student refresher training/reviews throughout the year	After all breaks	6/14/2024	CR-PBIS Team, Deans, Principal	PBIS/SEL Teaching Guides	N

Implement Tier 1 classroom practices	8/28/2023	6/14/2024	Principal /Leadership Team	Implementing classwie PBIS Guide, PBIS Lead	Y
Share Tier 1 data with school staff	Monthly	6/14/2024	Principal / PBIS Data Analyst /Deans	PBIS Behavior Monitoring Dashboard, Monthly TIPS Meeting Agenda	N
Allocate time to complete the EOY CR-TFI / Self Assessment	3/1/2024	3/30/2024	Principal / PBIS Data Analyst /Deans	CR-TFI, SAS Survey, PBIS COach	N

		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target	
GOAL:	Board Goal 1	All Students	At least 30% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 21% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 24% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 27% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 30% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance Met Target?				
GOAL:	Board Goal 2	All Students	At least 23% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 14% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 17% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 20% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 23% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance Met Target?				
GOAL:	Board Goal 3	All Students	At least 18% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 12% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 16% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 18% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance Met Target?				
GOAL:	Suspension	All Students	At least 98% of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions in Q1	At least 99% of students will have zero out-of-school suspensions in Q2	At least 99% of students will have zero out-of-school suspensions in Q3	At least 98% of students will have zero out-of-school suspensions in Q4
			Actual Performance Met Target?				
GOAL:	90%+ Attendance	All Students	At least 65% of all students will attend school 90% of days or more	At least 80% of all students will attend school 90% of days or more in Q1	At least 75% of all students will attend school 90% of days or more in Q2	At least 70% of all students will attend school 90% of days or more in Q3	At least 65% of all students will attend school 90% of days or more in Q4
			Actual Performance Met Target?				