

ZIEGLER

– ELEMENTARY –

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Welcome to Ziegler University
This is your guidebook.
SY2024-25

*We're aiming to be a **Gap-Closing, Blue Ribbon** School.*

August 29, 2024

Team,

1. This handbook has been revised and *shortened* to provide specific guidance for your work during our operation as a school after a Pandemic Year and Re-opening year.
2. Please read the entire handbook carefully – you're accountable for the expectations.
3. The material contained is not **all-inclusive** – especially since we're learning how to be a Gap-Closing, Blue Ribbon school as we go. If I update it, I will let you know via the Google Classroom PD Hub.
4. Let's bring communities together and find JOY in closing GAPS..

All my best,

Nicole Patterson (Freeman)
Principal

MISSION, VISION, & CORE VALUES

Mission

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

Vision

We will be a Gap-Closing, Blue Ribbon school by 2026. The Ziegler community will be able to participate and create learning opportunities that embrace diverse identities. Our students engage in owning their learning through self-advocacy in order to become contributing members of our community. Students and families will participate in collaborative learning environments that teachers plan and prepare focused on student mastery in Reading and Mathematics that prepares them to choose their college and career paths. Families are celebrated and encouraged to participate in the educational journey to enhance the partnership between home and school.

Learning Core Values

We keep our core values simple: We are SAFE, RESPECTFUL, and RESPONSIBLE

We demonstrate these values by prioritizing below...

1. We take care of ourselves.

- a. This is first for a reason: you must take care of yourself to care for others. Schedule frequent breaks, take walks, do a 10-minute mindful session, or a quick Youtube yoga video.

2. We take care of each other.

- a. We are still responsible for our students' well-being and the well-being of our colleagues. Lead with empathy, ask questions, and let generosity guide you.

3. We take care of our school.

- a. The essence of Ziegler is not its damaged drywall, glossy floors, or raging radiators, it is our staff and student culture. But our building is our home for much of our lives. Care for it.

4. We work hard every day.

- a. There is no one definition for hard work, and it is certainly not defined by giving a greater portion of your day to work. You, more than anyone, know whether or not you've given it your all each day. You are not expected to be a sacrificial lamb at the altar of student gains. You are expected to be a professional.

5. There are two non-negotiables.

a. How we talk to each other and students matters.

b. Be where you are supposed to be when you are supposed to be there.

If we live those values every day, there's nothing that can stop us from being Blue Ribbon.

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SY24-25 Considerations

1. Prioritize building community.
 - a. Students and staff have been kept to small cohorts over the past year. Prioritize building community and partnerships throughout the Ziegler community. You should be intentional about building community through daily community circles, buddy classrooms, and parental contact.
2. Maintain joy in an inclusive community.
 - a. We want to continue to build an inclusive school community where everyone is valued and contributes to making our school a great and joyful place to learn.
3. Take breaks.
 - a. Create opportunities to enjoy school and support community building. Take a break and read to another class, play a basketball game if the gym is open, and allow students to support initiatives throughout the school.
4. Grace, patience & professional responsibility.
 - a. We want to continue to work on collaboration and do this difficult work as a team. It is our responsibility to practice grace and patience with each other, students, and families.

Health & Safety Guidelines

1. Workers' Compensation information.
 - a. Immediately notify the Principal or Assistant Principal of an injury.
 - b. [Go here for more detailed information.](#)

Instructional Expectations

1. Great teaching is our number 1- A priority – just below keeping students safe.
2. You will design your own daily/class schedule within the boundaries of [the master expressive arts schedule](#) that can be found here. (This is the one stop shop for all things Ziegler.)
3. Accelerate Learning
 - a. We might be tempted to go back and teach last year's content. **Ignore the temptation.** Students learn the most when we challenge them. Let's be mindful of what missing skills students might need to access grade-level content in order to differentiate effectively, but let's not turn back the clock in our pacing guides.
4. Lesson Plans
 - a. Due one week in advance on Sunday. This will enable you to fully participate in PLC's.
5. **Follow the curriculum**
 - a. We've got two excellent curriculum resources for math and literacy. Use them.
6. i-Ready usage.
 - a. Review that data with students regularly. Use the *i-Ready Toolbox* for intervention support if needed.
 - b. Use STAR progress monitoring tool as required for students in Tier 2/3.
7. Small Groups (**MANDATORY**)
 - a. Math & literacy teachers will set aside a **minimum of 20 minutes** to meet with small groups of students every day.
8. Expressive Arts

- a. Students will attend all expressive arts classes each week, and that's their opportunity to foster their creativity and passions outside of the traditional contents.
- 9. Special Education will be following a push-in co-teaching model.
 - a. Coordinate a push-in & pull-out schedule with classroom teachers.
 - b. Progress monitor IEP goals every two weeks.
 - c. Support small-group instruction as much as possible.
- 10. ELL will be following a push-in co-teaching model.
 - a. Coordinate a push-in & pull-out schedule with classroom teachers.
 - b. Support small-group instruction as much as possible.

How We Work

- 1. Email
 - a. Paramount.
 - b. Check it twice daily.
 - c. I'll send a brief, daily update each morning + a longer weekly update each Thursday.
- 2. Phones
 - a. Text or call each other for non-urgent matters.
 - b. Otherwise, utilize **Google Chat** for **climate issues and emergencies issues requiring immediate attention**. It is not for bathroom breaks and/or supplies. Follow the PBIS FlowChart to determine immediate attention.
 - i. Example
 - 1. Bryan F. room 220 - eloped
- 3. Calendars
 - a. Use Google Calendar to schedule meetings and events.
 - b. Use your personal calendar for your events, **and** the [Master Calendar](#) for school-wide events.
- 4. Quiet Hours
 - a. I don't send emails after 5PM unless you email me.
 - b. Do your best to limit your email workday to 6.30AM - 4.00PM.
 - c. **If you do work late or early, use the "Schedule Send" feature on Gmail to send the email during work hours.**
- 5. Half-Days
 - a. Quarter Schedules will be on the Master Schedule beginning each quarter.
 - b. NO Preps on Half-Days.
- 6. Dismissal
 - a. Dismissals are at 2:05 PM. (Starting with Kindergarten)
- 7. Early Dismissals
 - a. Early Dismissals are at 11:09 AM.
 - b. No preps, that is included in the additional weekly planning period
- 8. Together
 - a. This work can be equally fulfilling, joyous, and challenging. Support your colleagues – *all* your colleagues.
 - b. We're a team. Conflicts are normal, expected, and often healthy and productive, even though we're told otherwise.
 - c. Please work with PFT rep to settle conflicts to prevent unnecessary investigatory conferences.
 - d. Harassment, discrimination, or bullying is not.
 - i. Any person, whether the alleged victim or not, may submit a report alleging harassment or discrimination in several ways, including:
 - 1. Completing [the online Bullying, Harassment and Discrimination Reporting Form](#);
 - 2. Calling the Bullying/Harassment hotline at 215-400-SAFE;
 - 3. Submitting a complaint via [Safe2Say](#);

4. Emailing the Title IX Coordinator directly at antiharassment@philasd.org; or
 5. Reporting the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches, and administrators.
- e. [SDP Employee Handbook](#)

Staff Development & Meetings

1. Meeting Types
 - a. PLC's (Weekly)
 - b. Friday 5in5's (weekly)
 - c. School Coordinated PD (as per [PD Calendar](#))
 - d. Central Office Coordinated PD (as per [PD Calendar](#))
 - e. District (monthly)
 - f. Grade Group (monthly)
2. Grade Group
 - a. Purpose: support students in academic and behavioral success.
 - b. Focus: review student attendance, develop plans, review MTSS data, develop interventions, create behavioral plans for students, other grade-specific business
 - c. Who: grade-level teachers, counselor, Dean, LS & EL staff
3. PLC
 - a. Purpose: refine our instructional programming across grades
 - b. Focus: review student work & data, identify school-wide trends, plan school-wide interventions, address curriculum implementation challenges
 - c. Who: all teachers
4. School Coordinated PD
 - a. Purpose: develop staff on common goals
 - b. Focus: anything and everything related to achieving our vision, from equity to instruction to school safety
 - c. Who: all y'all
5. Friday 5in5's
 - a. Purpose: foster joy, share news
 - b. Focus: fun
 - c. Who: all y'all
6. Classroom Observations
 - a. Visiting classrooms is one of the most important aspects of an admin's job.
 - b. This year, our goal is to continue to connect classroom visits to our weekly PLC.
 - c. When we visit classrooms, we're primarily there to support staff in providing the best product (gap-closing instruction).
 - d. Yes, we're also there as a supervisor.
 - e. To help admin's observation, we may ask for (and you should be able to provide):
 - i. Lesson plans
 - ii. Student work
 - iii. Relevant student data
 - f. You can [Schedule a meeting!](#) if you want specific feedback.
7. Evaluations
 - a. We believe evaluations should help us grow in our work.
 - b. For most staff, evaluations will come via formal observations.
 - c. SDP has a complex evaluation process, though, [and you can find all that information here.](#)

Attendance: Student & Staff

1. Student Attendance
 - a. We're prioritizing student attendance each day – we need students in the building.
 - b. Attendance must be taken by **9:00 AM every day**.
 - c. The teacher is the first point of contact in reaching out to families.
 - i. Document immediately into SIS (including ClassDojo messages)
 - d. During your monthly grade group meeting, discuss attendance concerns.
2. Staff Attendance
 - a. We need you here as much as possible.
 - b. Clock in/out each day on Kronos (**card only now**). If you don't clock in, you may have errors in your pay.
 - c. If you are not able to start your day on time, at your contractual time, you must inform admin before the contractual time so they can plan accordingly
 - d. If you must take a half day, you must inform admin before leaving your professional responsibilities
 - e. **If you can't be present for your classes, you need to take an absence and request a sub from AESOP. Then contact the principal, secretary (Kiki) and the SBTL so we can plan accordingly.**
 - f. When you request a sub, upload your plans to AESOP.
 - g. Email [Labor Relations](#) if you **intend on extending the holiday** (day before/day after).
 - h. If you have issues or need the occasional flexibility of an early departure or late start, call or email me. I'm here to help!
 - i. Be mindful of your attendance, use your personal days and sick time as they are intended.
 - j. You must enter an absence **30 minutes before the start of shift. [6:50am]**

Parent Engagement

1. PBIS Rewards.
 - a. Every class, every student! It's the easiest way for parents to communicate with you.
 - i. Get every parent connected in Week 1 – *make that a priority*.
 - ii. Send regular updates to your parents.
 - iii. Respond to parent inquiries within 24 hours.
 - iv. Can submit work for students who are absent.
2. Meetings.
 - a. If parents want to meet and see your face, do your best to accommodate their request. Remember virtual meetings are an option as well.
3. Big events (tentative schedule, assuming health guidelines allow them)
 - a. Back to School Night: Sept. 18th @ 4pm-6pm
 - b. Report Card Conferences:
 - i. Quarter 1: Nov. 15, 2024 (Schools Closed for students)
 - ii. Quarter 2: January, 30-31, 2025 (30th and 31st- Half Day, 3 hour early dismissal)
 - iii. Quarter 3: March 27th-28th, 2025 (27th and 28th - Half Day, 3 hour early dismissal)
 - iv. Quarterly Awards/Shows: Dates
 1. QTR 1: Nov. 14th 7-8 @ 8:00am, 4-6 @ 9:00, K-3 1:00
 2. QTR 2: Jan. 30th 7-8 @ 8:00, K-3 @ 8:30

- a. QTR 2: Jan. 31st K-3 @ 8:00
- 3. QTR 3: Mar. 27th 7-8 @ 8:00, K-3 @ 8:30
 - a. QTR 2: Mar. 28th K-3 @ 8:00
- c. Foods around the World: Dec. 20th (during lunches 10:15-12:30)
- d. Winter Formal: Friday, Jan. 17th (K-3 during school) and (4-6 during school) Jan. 17. (7-8 after school)

Grading/Homework

- 1. Homework: Includes reading and math fluency
 - a. Grades K - 2: 15 – 30 minutes
 - b. Grades 3 - 5: 30 – 45 minutes
 - c. Grades 6 – 8: 45 – 60 minutes

Gap-Closing School Culture

- 1. Key Principles
 - a. Use PBIS Rewards every day to record points and resets:
 - only 3 resets
 - 1. Unsafe
 - 2. Not responsible
 - 3. Not respectful
 - b. Create classroom norms.
 - c. Lead a short, daily meeting and attend town halls.**
 - d. We'll use Check-in, Check-out to support Tier 2 students, *everyone needs a champion.*
 - e. Our CCTC Program (IBHS) will support Tier 2 and Tier 3 students.
 - f. Embrace 1-on-1 coaching: it is for us to reach our Blue Ribbon Goals
 - g. This year lean into someone new, we are building a school community that supports everyone in their journey
- 2. Etcetera
 - a. Expect students to make mistakes and misbehave. It's what kids do.
 - b. Be aware of the master schedule times for lunch and recess, **one late or early class throws the transitions for all others.**
 - c. Health guidelines are fluid and we will follow as information is released.

Matrix of Support: When I need help

I have an issue with...	Contact this person for help...
Technology	Kelly Kaczmarek, STC kkaczmarek@philasd.org
SIS/Rosters	Kiki Washington, Secretary lwashington2@philasd.org
K-2 curriculum	Kim Williams, SBAL & Literacy Lead kiwilliams@philasd.org
3-8 ELA Curriculum	Beth Curley, SBAL bstrimel@philasd.org
3-8 Math Curriculum	Shawna Portuese, SBAL sportuese@philasd.org
School Climate	Bryan Fierson, Dean bferson@philasd.org
Specific student behaviors	Heather Rodgers, Counselor hroddgers@philasd.org
K-8 Literacy & Math (If SBAL suggest)	Nicole Patterson, Principal nfreeman@philasd.org
Special Education	Melissa Rufo mruf@philasd.org
A non-English-speaking student	Kate Daley EL Lead kdaley@philasd.org
A non-English-speaking parent	Glenda Curet, Bilingual Secretary gcuret@philasd.org
Student medical concerns	Amanda Broderick, Nurse abroderick@philasd.org
High Schools	Heather Rodgers, Counselor hroddgers@philasd.org
Building repairs or cleaning	Yusuf Piner, Building Engineer ypiner@philasd.org
My paycheck	pavrollhelp@philasd.org
Food Services	Robert Higgins rhiggins2@philasd.org
Anything else	Nicole Patterson (Freeman), Principal nfreeman@philasd.org
Click here for our full org chart.	

 Ziegler Fire Safety 1-pager SY23-24 Please make sure you familiarize yourself with this document.