



## STAFF HANDBOOK

**2024-2025**

Principal-Matt Rimer  
Asst. Principal-Brandon Gillard  
3920 Baker Drive, Indianapolis, IN 46235  
Main Office (317) 226-4103  
Fax (317) 226-3730



# STAFF HANDBOOK

2024-2025

## Wifi Password

Ph@L3n2323

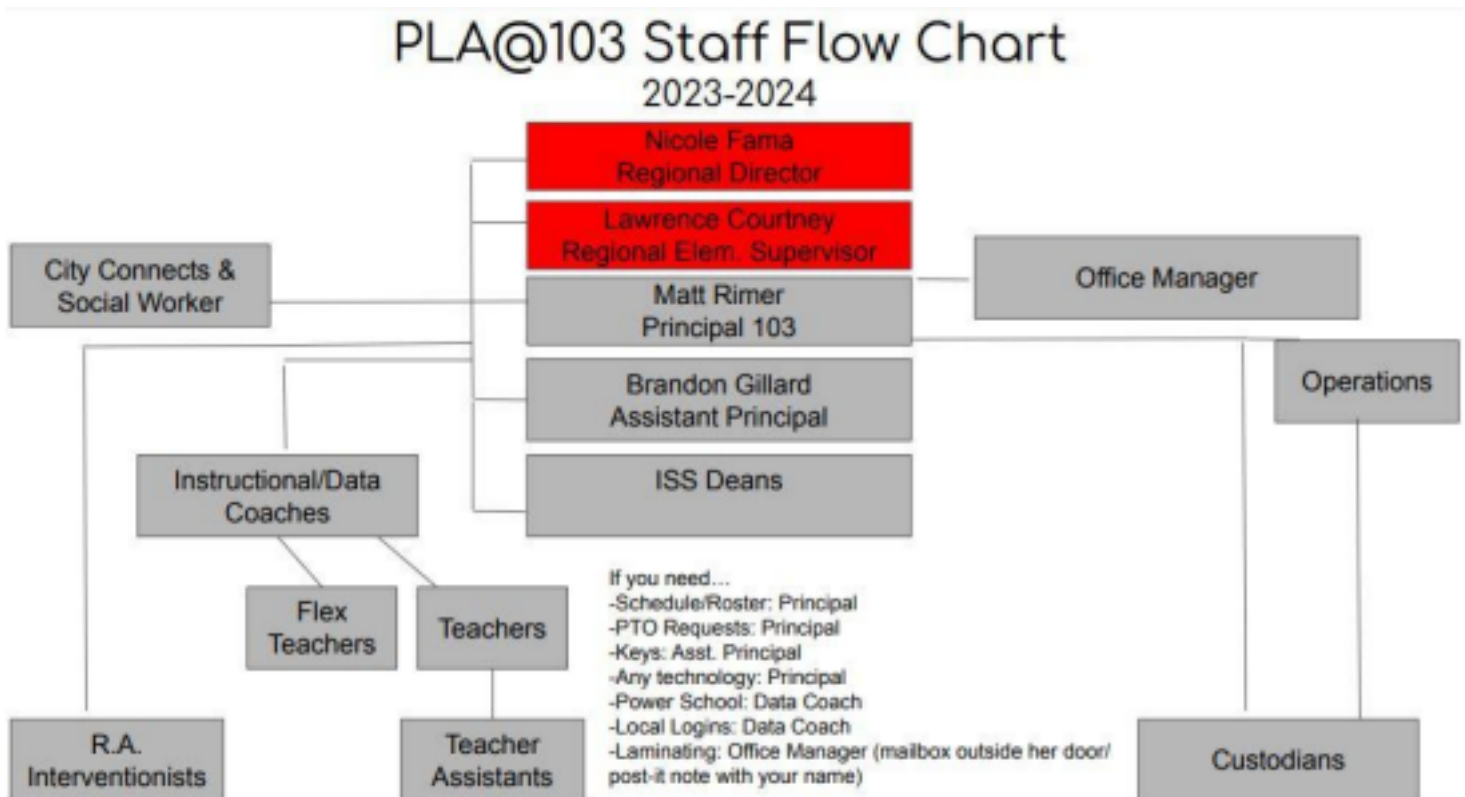
Student devices- Illinois

## Building Alarm Codes

Disarm then call school police 226-4633

Arm (make sure building is clear) then call school police 226-4633

Disarm Arm (please make sure the building is clear before entering code)  
41031 41032



## **Non-negotiables for PLA@103 Staff:**

- On time arrival to school and prompt attendance at scheduled duties (7:15 a.m. to 2:45 p.m.)
- Weekly Grade Level Meetings
- PLCs as scheduled- usually every other week
- Classroom teachers greeting scholars at their doorways
- Lesson plans written and submitted weekly
- Small group instruction
- Weekly assessments and tracking (HMH Into Reading Cold Reads, Writable Writing, Writable Performance Task, Vimme Math, [Nearpod Flocabulary](#))
- Enter scores/info in [Data Doc](#)
- Behavior tracking implementation and consistency (3:1 positive to negative ratio, use of in-class incentives)
- Weekly progress reports
- 4-Check throughout the school (see description below)
- Become familiar with and use the Google Drive (our 2024-2025 shared folder is [HERE](#))

# **PLA@103 Vision**

Our ultimate goal is that our scholars master key academic skills, and demonstrate strong character as exhibited by: honesty, service to others, a superior work ethic, and a strong vision for and belief in their futures.

## **PLA@103 Mission Statement**

Our mission is to ensure that each of our scholars meet high academic and social standards, and thrive as leaders at home, in their communities, and in the world.

## **PLA@103 Goals 2024-2025**

### Principal Goals

1. Ensure the school increases by a minimum 7% proficiency per year in ELA on the state accountability test.
2. Ensure the school increases by a minimum 7% proficiency per year in Math on the state accountability test.
3. Meets or exceeds enrollment of 685 scholars by Fall and Spring ADM.
4. Meets or exceeds 95% average daily attendance by June 4, 2025.
5. Ensure 90% Highly Effective and Effective teacher retention.

# 2024-2025 Staff Expectations

## **Staff Contract Hours: 7:15-2:45**

### All Staff

- Staff Dress Code (does not apply to Gym Teacher-gym/athletic attire)
  - Business Casual
  - Jeans only on Fridays or when announced by Mr. Rimer
  - No yoga pants
  - No blankets
  - No sweatpants
  - No hats
- At your post, on time, before and after school every day (7:30 scholar arrival, 2:15 scholar dismissal- staff arrival is 7:15am; staff may leave at 2:45pm)
- Staff should not be leaving before 2:45pm (even if all scholars are gone). Teachers should bring their scholars who have not been picked up to the office when the announcement is made
- If you need to leave the building before 2:45pm, please get permission from Mr. Rimer

## **Classroom Teacher Expectations:**

- Lesson plans are to be posted to the Google Drive every Monday by 8:00am (lesson plan folders will be posted on Drive [HERE](#)) Plans must be in dated folders and organized for easy access and checking. If you prefer paper copies, you may turn in paper copies to Mr. Timer or Mr. Gillard depending on who your evaluator is.
- Learning (Content) Objectives (I can..., I will be able to..., etc.) posted in each classroom, every day for Reading and Math (WHAT they will learn)
- Learning (Content) Objectives (I can..., I will be able to..., etc.) posted in each classroom, for Science and Social Studies if applicable to the daily lesson
- SIOP Language Objectives (describe how the scholars will learn the content of the lesson; strategies) (HOW they will learn it) See the SIOP folder in the Google Drive [HERE](#) for more information.
- Progress Reports sent home every Tuesday for ALL scholars and turned into your assigned administrative team member on Mondays by 9:00am. These should contain grades and comments. Comments should not be all negative. Do the positive, negative, positive sandwich if needed. Exemplar Progress Reports can be found [HERE](#).
- Attendance at PLCs or grade level planning when scheduled
- Enter attendance in [POWER SCHOOL SIS](#) by 9:00am every day
- Post your lunch count outside your door (with attendance) by 9:00am every day

## **BULLETIN BOARDS**

Please see the bulletin board assignments [HERE](#). Please make note of your location and the board(s) you are responsible for. You may work with your team/split this responsibility.

## **PTO (Paid Time Off) for PLA@103 Staff**

- Each staff member receives 10 PTO (sick and personal) days for the 2024-2025 school year -The ATTENDANCE POLICY is [HERE](#).
- Personal Days- Contact Mr. Rimer within 1 week or before
- Sick Days- Contact Mr. Rimer no later than 5:30am by text AND email
- If you have any questions, please ask.

## **PLA@103 Leadership Team**

- Principal-Matt Rimer
- Assistant Principal-Brandon Gillard
- Coaches- Nicole Scott, Amanda Rouse

*Find the PLA@103 Staff Contact List [HERE](#). Please contact Matt Rimer if your information is incorrect/needs updating.*

# THE FALCON WAY

Demands positive participation, promotes school success through commitment to individual academic improvement, requires honorable behavior regardless of adversity, celebrates the willingness to stand up for what is right, and recognizes that striving for excellence should be a neverending goal.

**F** - A **FEARLESS** FALCON is not afraid to take chances and welcomes challenges in the classroom. A **FEARLESS** FALCON is willing to try new approaches to problems and does not give up easily. A **FEARLESS** FALCON does not allow the possibility of failure to stand in the way of giving an outstanding effort in overcoming difficult obstacles.

**A** - An **ACADEMIC** FALCON knows the importance of education and therefore, exhibits outstanding attendance, behavior and grades. An **ACADEMIC** FALCON is always ready to learn and participate positively in class. An **ACADEMIC** FALCON strives to do his/her best every day, and consistently gives 100% effort to improve and succeed.

**L** - A **LOYAL** FALCON is dedicated to making the Phalen community a better place and always represents the school positively in actions and words. A **LOYAL** FALCON realizes that PLA is a special school and appreciates the opportunities that come with being a scholar. A **LOYAL** FALCON is a great ambassador for the school and displays an admirable character for all to see.

**C** - A **COMPASSIONATE** FALCON is empathetic and takes the feelings of others into consideration when making decisions. A **COMPASSIONATE** FALCON is willing to stand up for those who are unable, help other scholars be successful, and treat others with respect and kindness. A **COMPASSIONATE** FALCON is friendly, considerate, and unselfish when interacting with others.

**O** - An **OPTIMISTIC** FALCON always has a positive attitude and a smile for all, even in tough circumstances. An **OPTIMISTIC** FALCON is never defeated and looks at every difficulty as an opportunity for success. An **OPTIMISTIC** FALCON encourages others to do their best and can be counted on to be cheerful and supportive.

**N** - A **NOBLE** FALCON displays high moral standards, and is generous, honorable, and trustworthy. A **NOBLE** FALCON looks for leadership opportunities and is a good example for others. A **NOBLE** FALCON does what is right, even when nobody's watching.





# Core Values

Our drive to improve the lives of children is grounded in our core values:



## **Children First:**

Work to ensure that all interactions & decisions put our scholars first

## **Respect:**

Treat others as you would like to be treated

## **Determination:**

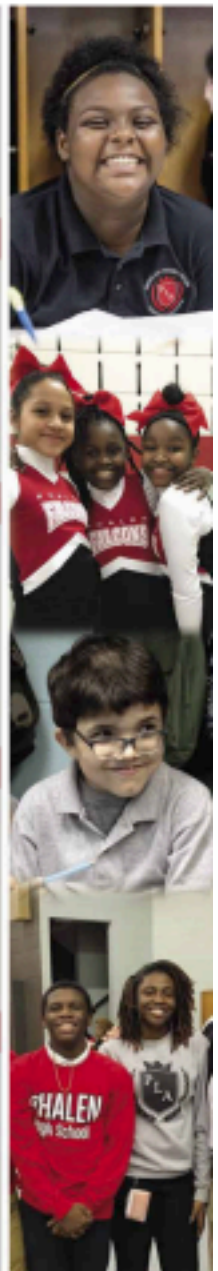
With hard work and superior effort, we can achieve all things

## **Continuous Improvement:**

Try to get better & better every day

## **Gratitude:**

Demonstrate gratefulness for all that we have done & the opportunity to serve our scholars and communities



## 4-Check Hallway Expectation

1. Hands and Feet Ready
2. Facing Forward
3. Voice Level 0 (0-silent, 1-whispering, 2-indoor voice)
4. Move with a Purpose

## Weekly Lesson Plans

- Lesson Plans are due on the Google Drive [HERE](#) every Monday by 8:00am
- The lesson plans must be uploaded to the Staff Shared Drive (please keep these easy to navigate by name and date) You may also turn in paper copies.
- Lesson plans should have [these components](#)
- Each Monday, the administrative team will monitor that lesson plans have been turned in. If there is a concern, you will be notified.

## SMALL GROUPS (Non-negotiable)

- Small groups are intentional and strategic
- 90 minutes of ELA block and 90 minutes of Math block
- Pre-planned, fluid, and differentiated
- Planned using weekly assessment data
- Each group (10-15 minutes) should focus on specific skills to enhance on-grade level material while differentiating for each learner
- Incorporate I Do, We Do, You Do into small-group instruction -This small group time is IN the classroom (it's not the same as pull-out time) -Start small groups in the very beginning (but teacher will likely need to monitor for 4-6 weeks before you start a full-on teacher group)

# Lesson Plan Components

Lesson plans should include (see checklist [HERE](#)):

- Date and Subject
- Objectives and Standards (Learning Objectives- WHAT they will learn; Language Objectives- HOW they will learn it. If you need more on this, see [HERE](#) and/or check with coaches.)
- Activate prior knowledge/Hook/Anticipatory Set (*get them thinking and excited about what they are going to learn*)
- Whole Group Direct Instruction (*I Do, We Do, You Do, and CFU [check for understanding]*)
- Small Group Instruction (*I Do, We Do, You Do, and CFU [check for understanding]*)
- Differentiation (*ELL, Sped, 504, and others- what are YOU doing to differentiate for these scholars--this is not what the ELL or Sped teachers are doing*)
- Assessment (*if more than a CFU*)

# Coaching Cycle/Teacher Evaluations

- Short Coaching Cycle Observations (5-15 minutes) may be done at any time, and will be followed by a coaching conversation. **These are NON-EVALUATIVE.**
- Evaluation observations (minimum 40 minutes) will be done at least once a semester by your primary evaluator. **These ARE evaluative and now include ALL staff.**
- Post Conferences will be completed with evaluator following every observation.
- Final evaluations scores will be tabulated based on a combination of 1st semester observation, 2nd observation, and goals.

# Weekly Progress Reports

- Progress Reports are due to your assigned administrator every Monday by 9:00am (paper handed to them or you may submit in Drive [HERE](#))
- Progress Reports will go home with scholars every Tuesday
- Treat Progress Reports like Report Cards. It is imperative that they are given to every scholar, every week. It is the easiest way to keep families informed about everything academic and behavior related. Information (grades, scores, notes, etc) should clearly indicate scholar academics and behavior. Parents should never be able to say they don't know what's going on with their child's grades/behavior.
- It is suggested that teachers save a copy of progress reports along with the signed one that is requested to come back each week (don't punish scholars who can't bring it back signed, but reward scholars who do bring it back signed)
- **A Behavior “grade” should be included in the gradebook or written on each report. A personal comment should be written on every report every week. If you write a negative comment, you must balance it with a positive comment.**
- See samples of exemplars [HERE](#) and find templates [HERE](#) 12

## **REPORT CARD EXPECTATIONS:**

Consistency is the key. (Scholars on the retention list shouldn't be scholars getting Honor Roll certificates.)

**\*Behavior** - *all* scholars K-6 should have a behavior grade under homeroom

**\*ELA**- *all* scholars K-6 should have this grade. This grade should be a combination of reading (fluency, comprehension, vocabulary, phonics, spelling, etc) and grammar

**\*Writers Workshop**- *all* scholars K-6 should have a writing grade

**\*Science and Social Studies**- *all* scholars K-6 should have these grades. These grades can be compiled from ELA and Math if needed. A Reading story/activity/grade could be used in both Reading and Social Studies if applicable. A Math story/activity/grade could be used in Math and Science if applicable.

**\*Comments**- All scholars K-6 should have comments relating to academics and/or behavior. Any grade assigned below a C-, must have a comment.

***\*If a subject is listed, it should have a grade.***

## **Weekly Assessments**

Weekly assessments SHOULD be recorded, HOWEVER, they do NOT have to be counted into a scholar's grade. If you have a scholar who is continually getting an F on the weekly assessments, please spend the time to 1) try to figure out WHY this is happening, 2) if the scholar is ELL or 504 or Sped or needs extra support, spend more time assisting/modifying/differentiating for that scholar rather than punishing with an F week after week. Failing grades and retention should not be punishment.

a scholar's work. Examples:

- Shortening a spelling list (although we're not spending a lot of time on spelling words this year)
- Shortening a vocabulary list
- Adjusting a math fact test
- Adjusting a grade on an assignment or test
- Adjusting the reading level of an assignment
- OTHER

All of this is acceptable (provided it's benefitting the scholar and helping them learn and grow) **HOWEVER it must be noted,**

**recorded, documented, etc.** ● Make note of it in the gradebook.

○ (A note with the assignment in the gradebook: Frankie completed this at-grade-level assignment with 50% assistance from teacher. OR Frankie completed below-grade-level the assignment on his own. OR Frankie was able to complete ½ the math fact test in the required time limit)

● Make note of it on the report card.

○ (A note on the report card: Frankie's grades are based on completion of 5th-grade-level work with 75% assistance from an adult. Frankie is able to work independently at a second-grade-level.)

● WE MUST HAVE GRADES TO SUPPORT RETENTION OR TESTING.

○ That doesn't mean you can't modify for the benefit of the scholar, but you MUST make note of it ALWAYS.

○ If a scholar is put up for testing and has all As and Bs, that's a

- If a scholar is put up for testing and has all As and Bs with documented modifications, that's easier to work with
- On the flip side- scholars who are getting all As and Bs but aren't even close to passing the IREAD or ILEARN...where's the disconnect?

Score % Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59-50	F

## SPIN THE WHEEL and SHOPPING CART

**What:** Building-wide incentive program

**When:** Every other week or as announced by the administrator

**Why:** To reward scholars for behavior, academics, and attendance. **Spin the Wheel-** takes place in the gym (*scholars sit silently in a class line perpendicular to the stage*) **Shopping Cart-** comes to the classroom

## Sno-Cones and Icees

As announced

Scholars bring money to purchase. Teachers can use their discretion



## **Behavior Tracking**

A school-wide behavior tracking tool for teachers and administrators to collect, analyze, and share data regarding their students' behavioral performance incorporating PBIS, RTI, and SEL.

- All staff are expected to implement a behavior tracking tool/positive behavior incentive in their classrooms and interactions with scholars.
- All staff are expected to use a 3 to 1 positive:negative ratio.
- All staff are expected to choose the ONE (at most, two) most intrusive behavior to mark on the behavior tracking tool. Marking that behavior during the incident should only occur once for that time period.
- Example: Frankie is cursing, tearing up paper, and throwing pencils.
- *First*, before any of this starts, be sure that the staff member is proactive in recognizing and avoiding a scholar's behavior

ramping up. Give them a break, send them on an errand, ask them to help you with something, privately ask if there's something you can do to help.

- Second, which of Frankie's behaviors is the most intrusive? (Likely the throwing pencils [if others are truly in danger] so mark that on the behavior tracking tool.) This means marking it, not loudly announcing to Frankie and the whole class what you're doing. That tends to instigate the situation.
- Third, you don't continue to mark during this incident. You can make note of the behavior, but continually taking a point every time Frankie curses or throws something is not conducive to working through the incident.

- Once this incident has concluded, if it starts again, you can start the process again.
- Sidenote: Some behaviors are an automatic call/visit to the Dean. Some behaviors escalate to that point. Your classroom will run more smoothly and you will build stronger relationships with your scholars if you work to keep 90% or more of your behavior issues dealt with IN your classroom. The moment you turn the behavior over to administration:
  - You lose your power/control and often the respect of your scholar(s)
  - You don't get a say in the consequences given

## **INCENTIVES**

- Classrooms are expected to have weekly (even quick/daily if that works best for you) incentives for scholars
  - Candy, chips, pencils, teacher buys a sno-cone, prizes, etc. are acceptable but not required. (Ask friends/family to donate items as they are able. Lots of people are more than willing to give away their holiday candy!)
  - Free incentives such as extra iPad/computer time, lunch in the room with a friend, extra recess, gift certificate/coupon to pick something from the next Shopping Cart, wear a hat in class, jeans day, go read to an older/younger class/scholar, no homework, seat choice, bring a toy to class, time to draw, etc., can be used (there are sooooo many ideas for this)
  - Use your PLA@103 staff. Most are always willing to “sell” their time (examples would be basketball with Mr. Rimer, lunch with a staff

member, help in the media center, games in the coaches office, help in the main office, etc., etc., etc.,)

- Set whole class goals on behavior tracking tool. Whole class reaches a certain dollar amount? A movie or free choice or similar (make it reachable but not EASY...and include everyone, even if one or two scholars maybe didn't help AS much as they could have)

- More incentives: **GOLDEN TICKETS**

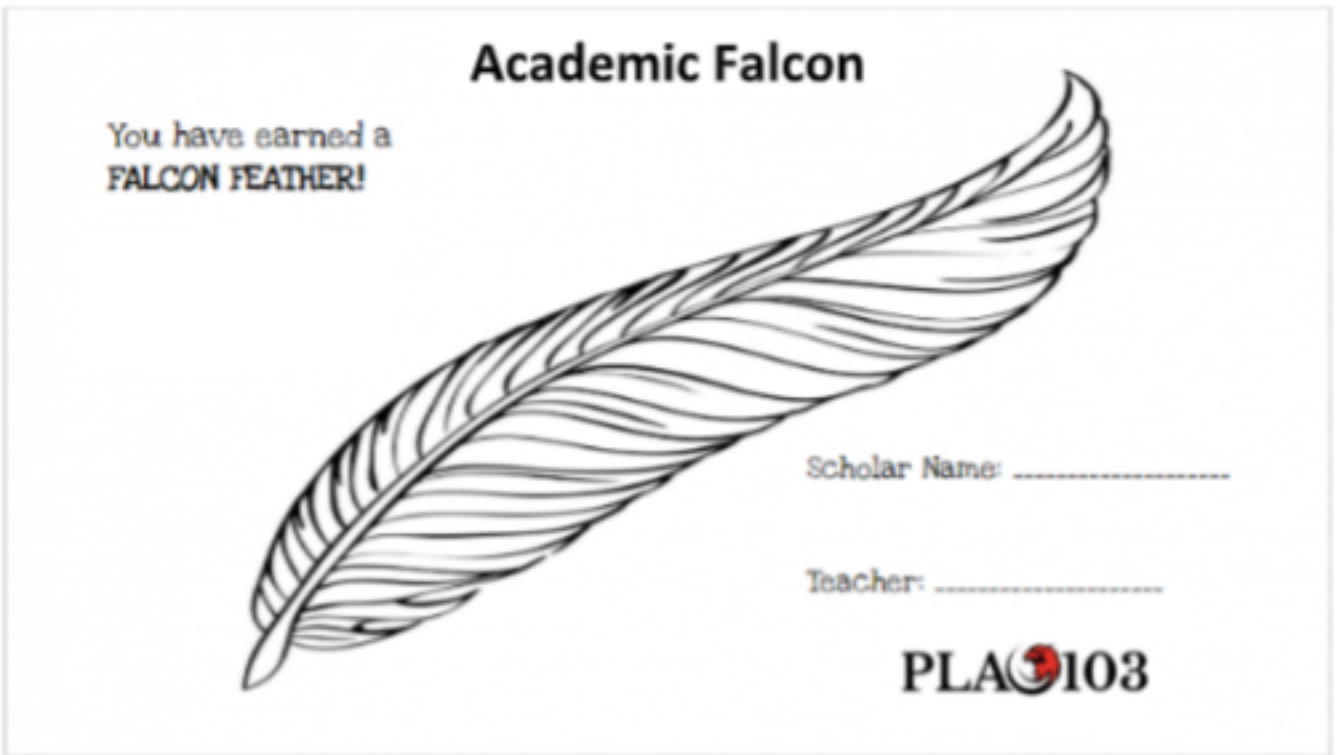
- K-2: scholars with good behavior (as indicated by behavior tracking tool) may be given a GOLDEN TICKET by teachers/staff to attend a monthly movie party
- 3-6: scholars with good behavior (as indicated by behavior tracking tool) may be given a GOLDEN TICKET by teachers/staff to attend a monthly skating party (subject to change due to COVID restrictions) ●

### **End-of-the-Year Golden Ticket Celebration**

- Scholars with OUTSTANDING behavior may earn an end-of-the-year celebration reward

### **Falcon Feathers** (see example below)

- All staff can present scholars with Falcon Feathers for positive behaviors seen around the building. (Please fill out one form for each student) ○ Falcon Feather recipients are recognized daily on morning announcements. Please send recognized scholars for that day to the coaches' office (with the Falcon Pass) for a prize. If they aren't at school when their name is called, they don't get the prize.
- Scholar can keep the certificate to share their accomplishment with family



○

## **Procedures-Breakfast:**

- \* Scholars arrive at the front door and report to the cafeteria by walking in 4-check on the right hand side of the 1st grade hallway (if scholars choose NOT to eat breakfast, they will go directly to their classroom [using the back stairs if necessary])
- \* Walk into the cafeteria, stay in line, follow the blue tape
- \* Pick up breakfast
- \* Go to the table an adult directs you to.
- \* Eat breakfast in a timely manner
- \* Adults on duty will let tables know when it's nearing time for scholars to throw away trash and leave
- \* Adults on duty will assist in gathering trash and wiping down tables to be ready for the next scholars

## **Lunchroom Procedures**

BEHAVIOR INCENTIVE in the lunchroom is in the works for this

Scholars are escorted into the cafeteria in 4-check (1-Hands and Feet Ready, 2-Facing Forward, 3- Voice Level 0, 4-Move with a Purpose)

- Lights off, Level Zero
- Sit at designated table until adult on duty calls that table/taps on table to join the food line
- Once everyone has their food, the adult(s) on duty will indicate it's okay to talk at a Level 1-2 (if the noise gets too loud, adult will indicate a Level 0 is needed)
- When it's time to clean up/throw away trash (procedures will differ based on grade level) the adult(s) on duty will indicate Level 0 and give directions - Classroom teachers should BE ON TIME to drop scholars off and pick up (**on time is NOT 5-10 minutes early to drop off; on time is NOT 5-10 minutes late to pick up**)
- TEACHERS, WHEN DROPPING OFF/PICKING UP, PLEASE DO NOT COME INTO THE CAFETERIA; PLEASE DO NOT TALK TO OTHER ADULTS. If the cafeteria is a Level 0 that means everyone (with the exception of the adult giving directions)
- When you pick up your scholars, please wait by the door (the one near the 1st grade hall) until your class is called. As they come to line, they become your responsibility.



## Phalen Leadership Academies School Calendar 2023-2024

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

August						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

June						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### First Semester-86 days

Thurs, Aug. 17-First Day of School

#### Teacher Work Days/PD

Mon, Aug. 14, Tues., Aug. 15, Wed, Aug. 16

Wed, Sept. 6 (Early Release)

Wed., Oct. 4 (Early Release)

Wed., Nov. 1 & Tues, Nov. 21 (Early Release)

Wed., Dec. 20 (Early Release)

#### Parents in Touch

Wed., October 11 (e-learning)

#### Fall Break

Mon, October 16 - Fri, October 20

#### Election Day

Tuesday, Nov. 7 (e-learning)

#### Thanksgiving Break

Wed., Nov. 22 (Fri., Nov. 24)

#### Winter Break

Thurs., December 21-Friday, January 5

### Second Semester-94 days

#### Teacher Work Days/PD

Monday, January 8 (No Students)

Wednesday, January 24 (Early Release)

Wednesday, February 7 (Early Release)

Friday, March 23 (Early Release)

Wednesday, April 3 (Early Release)

Wednesday, June 5 (Early Release)

#### Parents in Touch (at-risk)

Wednesday, February 28 (e-learning)

#### IB/EAO Window

Monday, March 4 - Friday, March 25

#### Spring Break

Monday, March 26-Friday, March 28

#### LEARN Window

Monday, April 15 - Friday May 10

ALL WINDOW WILL BE REPLACED WITH E-LEARNING

	Teacher Work Days/ Professional Development (Full Day)
	P.I.T (e-learning/No Students)
	Early Release/Professional Development (11:20-Dismissal)
	Holiday/Break
	Testing Window (School in session)
	End of Grading Period
	Election Day (e-learning/No Students)
	Optional PD for New Staff