

Creating Designated School Calendar for Student Achievement

Critical Calendaring Questions:

- What are your students biggest needs (Refer to data results from CFA/INTERIM/SBAC/OTHER)?
- Based on these needs, what time of the year will PL/AC be more critical?
- When are critical assessment results available for analysis?
- How much time is needed for data analysis and building of next steps (Intervention)?

Step 1

- The school administration analyzes this year and past year academic and social emotional trends.
- The school administration builds a beginning calendar taking into account the above “Critical Calendaring Questions”

Step 2

- The school administration trains the staff in fully understanding student achievement results and student needs at the school site
 - Depending on your school, starting with ILT in building capacity might be crucial prior to going to whole staff
- The school administration uses the beginning calendar (along with other calendar examples) to support ILT and whole school in accepting the calendar/refining to further support student success.
 - Depending on your school, starting with ILT in analyzing the admin created beginning calendar can support prior to taking to whole group
 - Use of any tools necessary in getting information from your staff on which days work best for them (Please keep in mind that it is through your leadership that your staff will look at this through the lens of “What’s best for students”, vs. “What fits my needs”).

Step 3

- Keep in mind the following:
 - Long days of PL and work prior to students in their seats and a lack of formative assessments have little impact on academic change.
 - How is your current 54 hours being utilized? Will you need to extend the time, add days during the week?
 - In the world of Common Core, there is a greater need for staffs to score student performance tasks, calibrating on a rubric, etc.. Do you have time set aside for this in your calendaring?
- Final voting on calendar