



# School Organizer 2015-2016



# June 2015

## Next Steps

Analyze formative and summative assessment data.

What were the gains?  
What were the needs?

Brainstorm actions that need to be made to address student needs in 2015-2016.

Plan for schoolwide screenings. What will be used, when will the screening occur, how will the results be used?

## Think About

Did the school schedule support quality teacher collaboration and common goals?

What instructional strategies are being used effectively? How will new faculty be supported in using these strategies?

High Schools—Review 2015 sophomore PSAT for AP placement.

## CCRPI

Review CCRPI data. Identify root causes for weak areas.

Become familiar with the data within the portal and how it can be used to plan for student support.

| Monday  | Tuesday  | Wednesday  | Thursday  | Friday                |
|---|--|--|---|-----------------------|
| 1<br>IDEAS Conference<br><br>Data Sustainability Training | 2<br>IDEAS Conference<br><br>Math Institute—Macon                      | 3<br>IDEAS Conference<br><br>Math Institute—Macon                      | 4<br>IDEAS Conference<br><br>Math Institute—Macon | 5<br>IDEAS Conference |
| 8   | 9<br>Math Institute—Cartersville                                       | 10<br>Math Institute—Cartersville                                      | 11<br>Math Institute—Cartersville                 | 12                    |
| 15  | 16<br>Math Institute—Tifton  | 17<br>Math Institute—Tifton  | 18<br>Math Institute—Tifton                       | 19                    |
| 22  | 23<br>CCRPI Opportunity Schools—Macon<br><br>Math Institute—Statesboro | 24<br>CCRPI Opportunity Schools—Macon<br><br>Math Institute—Statesboro | 25<br><br>Math Institute—Statesboro               | 26                    |
| 29  | 30<br>Math Institute—Sugar Hill  |  |   |                       |

- Student Record Sign Off—Make sure that your data are correct before sign off.
- Address issues with data accuracy. What needs to be done differently in 2015-2016?
- CCRPI Data Collection application will open to collect post data for Innovative Practices and for Personalized School Climate practices.



# July 2015

## Next Steps

Plan for schoolwide screening for language arts and math.

Identify working groups to plan professional learning for 2015-2016 school year.

Evaluate the school's leadership team and make any needed changes.

Schedule mathematics professional learning opportunities with those who attended institutes during the summer.

Review your online AP exam data and instructional reports.

## Think About

How does the School Improvement Plan need to be modified based on the data review?

How will the faculty address excessive absences during the upcoming year? (Both students and teachers)

## CCRPI

Identify SMART Goals to address 2-3 needs identified in the CCRPI.

Look at your acceleration options and ensure that talented students are given opportunities to move forward.

| Monday   | Tuesday | Wednesday  | Thursday   | Friday |
|--|---------|--|--|--------|
|  |         | 1<br>Math Institute—<br>Sugar Hill   | 2<br>Math Institute—<br>Sugar Hill   | 3      |
| 6  | 7       | 8  | 9  | 10     |
| Identify community businesses and professional organizations that might be able to support the school's improvement goals.   |         |  | Schedule a time with your teacher leaders to set the vision for 2015-2016. |        |
| 13   | 14      | 15   | 16   | 17     |
| Ensure that all teachers are familiar with GOFAR.  |         | Ensure that all teachers have access to the SLDS. Schedule training for new staff. |  |        |
| 20   | 21      | 22   | 23   | 24     |
| Complete the Annual Evaluator Update. Export your roster data from your SIS for 2014-2015 to assist in validating data in the 65% app tool when it become available in early fall.   |         |  |  |        |
| 27   | 28      | 29   | 30   | 31     |
| <ul style="list-style-type: none"> <li>Review SIS data for the upcoming school year. Communicate with staff responsible for entering the data before and during the entry process.</li> <li>CCRPI Data Collection application will close.</li> </ul> |         |  |  |        |



# August 2015

## Next Steps

Share student achievement data with faculty. Identify areas of needs and strengths.

Launch Professional Learning Plan.

Ensure that teachers are aware of the strengths and needs of each student. Teachers should review IEPs for their students.

Conduct Multi-Tiered System of Support screenings in ELA and math.

Update your sophomore PSAT order; renew your AP Audit information.

## Think About

The significance of your pre-planning agenda as this sets the tone for the year. Reflect on the strategic priorities for the year.

How does the School Improvement Plan need to be modified based on student achievement results?

What types of interventions are needed for specific groups of students?

Focus on teacher failure rate to ensure that every teacher has the resources and support required to be successful in 2015-2016.

## CCRPI

Quality instruction has the greatest impact on student achievement.

| Monday  | Tuesday   | Wednesday  | Thursday        | Friday          |
|---|---|--|-----------------|-----------------|
| 3   | 4   | 5  | 6               | 7               |
| Ensure that all teachers of SWD students have access to GoIEP. Schedule training for new staff. |   | Set up pre-evaluation conference for TKES. Makes sure all teachers have access to the True North Logic Platform.   |                 |                 |
| 10  | 11  | 12   | 13              | 14              |
| Establish SST Committee chair and procedures for meetings and teaching protocols.               |   | Consider the priorities that you will communicate to parents in your opening school meetings.  |                 |                 |
| 17  | 18  | 19   | 20              | 21              |
| Create a school-based schedule for SWD annual reviews.  |   | Review 1st Semester and year-long SLO submitted "pre score" results. Ensure that all students have a score, course number, and start/end date. Make corrections now. |                 |                 |
| 24  | 25  | 26   | 27              | 28              |
|   |   | Data Conference  | Data Conference | Data Conference |
| 31  | <ul style="list-style-type: none"> <li>Review any data error issues with the data entry person to ensure that the correct data are submitted. Make sure the data entry person knows the importance of accurate and punctual data entries on student information, attendance, and tardies.</li> <li>Summer Graduate application will open and close.</li> <li>Start pulling together documentation for students belonging to the 2015 cohort who withdrew with a transfer code. Identify students belonging to the 2015 cohort who are considered dropouts.</li> <li>Begin reviewing student progress immediately. Consider conferencing with each student about their progress and the steps needed for their success.</li> </ul> |  |                 |                 |



# September 2015

## Next Steps

Implement a structured school-wide tutorial program as a Tier II level support for students in need.

Start doing informal walk-throughs early in the year. Identify any teachers who appear to need additional support—either from prior year data or from observations. Identify and implement supports for teachers.

Review discipline data for first month of school. Are there specific students, teachers, time of day, or location on campus that are of concern?

High Schools—Register teachers for the GaDOE AP Regional workshops.

## Think About

Does the master schedule allow for quality collaborative planning for teachers?

Consider a teacher mentor program for teachers new to the profession or new to the school.

How does attendance of students and staff impact student achievement? Discuss in collaborative planning meetings with teachers.

## CCRPI

Implement diagnostic/formative assessment and analyze data for instructional purposes.

| Monday | Tuesday   | Wednesday | Thursday | Friday |
|--------|---|-----------|----------|--------|
|        | 1   | 2         | 3        | 4      |
|        | Check that teachers are aware of the appropriate support and accommodations needed for SWD and EL students.   |           |          |        |
| 7      | 8   | 9         | 10       | 11     |
|        | Identify teachers to attend the October Georgia Mathematics Conference held at Rock Eagle.  |           |          |        |
| 14     | 15  | 16        | 17       | 18     |
|        | Conduct one walk-through observation on each teacher.   |           |          |        |
| 21     | 22  | 23        | 24       | 25     |
|        | Plan for opportunities for grade level/course teachers to meet to discuss what has worked and what has not and to plan collaboratively for instructional units.   |           |          |        |
| 28     | 29  | 30        |          |        |
|        | <ul style="list-style-type: none"> <li>• Ensure that teachers verify rosters. Make corrections before Student Class Data Collection window opens.</li> <li>• Cohort Withdrawal Update application will open and close.</li> </ul> |           |          |        |



# October 2015

## Next Steps

Implement a teacher “think tank” with scheduled monthly meetings to include representatives from every grade level/department to review data, identify root causes, and identify actions to take.

Schedule a time to review the Formative Instructional Practices (FIP) modules. Discuss at grade/department meetings.

## Think About

Make parent involvement a priority this month by establishing an ongoing parent forum aimed at discussing accomplishments and concerns.

## CCPRI

Make classroom observations a priority and communicate through your time commitment that quality instruction is a priority.

Continue to monitor student progress reports and attendance records (student and staff).

Take a look at students “in the middle” who are progressing reasonably well but could make greater gains. Think about growth as well as meeting the minimum standard.

| Monday | Tuesday  | Wednesday                           | Thursday | Friday |
|--------|--|-------------------------------------|----------|--------|
|        |  |                                     | 1        | 2      |
|        | Verify all rosters during Student Class count. Ensure that all SLO 9 week post-scores are entered into the SIS.  |                                     |          |        |
| 5      | 6<br>Student Class Data Collection begins  | 7                                   | 8        | 9      |
|        | Ensure that students and parents are provided with specific information regarding the students academic achievement, discipline, and attendance. Identify specific goals with students and parents if improvement is needed. |                                     |          |        |
| 12     | 13   | 14<br>PSAT Administration           | 15       | 16     |
| 19     | 20   | 21                                  | 22       | 23     |
|        | Facilitate conversations among and across grade levels and departments regarding effective behavior interventions.   |                                     |          |        |
| 26     | 27   | 28<br>Alternate PSAT administration | 29       | 30     |
|        | <ul style="list-style-type: none"> <li>Assessment Matching application will be loaded with EOG and EOC assessments.</li> <li>Non-Participation application will open.</li> </ul>   |                                     |          |        |



# November 2015

## Next Steps

Enlist your district mathematics supervisor and/or RESA mathematics mentor to work with teachers who are struggling.

High Schools—Complete your AP Teacher Grant application

## Think About

What support measures are needed for teachers who continue to struggle?

Review the growth reports of individual students and teachers. Identify actions that need to take place to increase the rate of growth of students at all levels.

Are students aware of their own strengths and areas for improvement? Engage them in their own plan for success.

## CCRPI

Identify students who are not on track for graduation. Meet with students and parents to develop a plan of action.

What interventions are in place for at-risk students?

Are the interventions being implemented with fidelity?

| Monday   | Tuesday   | Wednesday | Thursday                                 | Friday |
|--|---|-----------|--|--------|
| 2  | 3   | 4         | 5  | 6      |
|  | Facilitate conversations among and across grade levels and departments regarding effective instructional practices.   |           |  |        |
| 9  | 10  | 11        | 12<br>Student Class Data Collection Ends | 13     |
| Schedule mid-year conferences with all teachers and leaders. Continue conducting first formative observation/formative assessment on each teacher. |   |           |  |        |
| 16   | 17  | 18        | 19                                       | 20     |
|  | Check that appropriate support and accommodations are being provided for SWD and EL students.   |           |  |        |
| 23   | 24  | 25        | 26                                       | 27     |
| All teachers should sign off on Roster Verification in the True North Logic Platform.  |   |           |  |        |
| 30   | <ul style="list-style-type: none"> <li>Assessment Matching application will close.</li> <li>Non-Participation application will close.</li> <li>Ensure that teachers and the data entry staff are aware of the importance of accurate data input regarding TKES/LKES and the CCRPI.</li> </ul> |           |  |        |



# December 2015

## Next Steps

Celebrate successes of the first semester.

Make final changes to 2nd semester schedule.

Continue to monitor attendance, discipline, and failure rates.

High Schools—Distribute your PSAT score reports.

## Think About

How are teachers using the information in the SLDS and Teacher Resource Link? Have those maximizing these resources share with colleagues.

Are the results of the professional learning visible when observing in classrooms?

What impact is the professional learning having on student achievement?

What do the data from PSAT reports say about rigor in the classroom? How might adjustments be made?

## CCRPI

Enlist your lead teachers/ department heads to develop a schoolwide plan for spring assessment schedules and preparation for state assessments.

| Monday   | Tuesday | Wednesday   | Thursday  | Friday |
|--|---------|---|---|--------|
|  | 1       | 2<br>PBIS Conference<br>Georgia State<br>University | 3<br>PBIS Conference<br>Georgia State<br>University | 4      |
| 7  | 8       | 9   | 10  | 11     |
| Complete mid-year conferences with all teachers and leaders.   |         |   |   |        |
| 14   | 15      | 16  | 17  | 18     |
| Review 1st semester SLO submitted "post score" results. Ensure that all students have a score and course number.                                     |         |   |   |        |
| 21   | 22      | 23  | 24  | 25     |
| Review 2nd semester SLO submitted "pre score" results. Ensure that all students have a score and course number.                                      |         |   |   |        |
| 28   | 29      | 30  | 31  |        |
| <ul style="list-style-type: none"> <li>Check that data from first semester is accurate and ready for review. Make any needed corrections.</li> </ul> |         |   |   |        |





# January 2016

## Next Steps

Review first semester data and make mid-year corrections if needed.

Meet with students not on track to graduate. Explore options and develop an action plan.

Review attendance data for students and staff. Conference with individuals and identify action steps.

Review student achievement data by teacher and identify target areas for professional learning.

High Schools—Download PSAT SOARS reports and work in AP Potential for building your 2016 schedule.

## Think About

How are other schools providing challenging opportunities to students based on the PSAT results?

Do students, parents, and teachers understand the concept of the student growth percentile as it relates to student learning?

## CCRPI

Have mathematics department review Effective Instructional Practices Guide at the grade band webpages of <https://www.georgiastandards.org/>

| Monday   | Tuesday  | Wednesday   | Thursday | Friday |
|--|--|---|----------|--------|
|  |  |   |          | 1      |
|  | Review first semester formative assessments and identify any adjustments that need to be made for the second semester. Ensure that appropriate supports and accommodations are being implemented for students at-risk. |   |          |        |
| 4  | 5  | 6   | 7        | 8      |
| Review 1st semester students who may participate in credit recovery.   |  | Ensure that all SLO second semester pre-assessment scores are entered into the SIS. |          |        |
| 11   | 12   | 13  | 14       | 15     |
| Schedule third and fourth walk-through observations on each teacher.   |  |   |          |        |
| 18   | 19   | 20  | 21       | 22     |
| Start identifying students who need special consideration when building the master schedule. Identify students who will need co-taught classes. Start building the master schedule with students who need SWD, EL, or other supports first.      |  |   |          |        |
| 25   | 26   | 27  | 28       | 29     |
| <ul style="list-style-type: none"> <li>Examine first semester data to begin development of 2016-2017 master schedule.</li> <li>Focus on students with disabilities, EL, and other student groups who need access to rigorous courses.</li> </ul> |  |   |          |        |



# February 2016

## Next Steps

Begin to identify the successes of your school improvement plan and the areas that will continue to need support.

High Schools—Register teachers for AP Summer Institutes.

## Think About

Meet with teachers to discuss successes and areas of concern. Identify areas for professional growth.

Meet with students to discuss their current achievement. Discuss attendance, grades, and other issues that may impact their success.

## CCRPI

Do teachers know how to review formative assessment data and make necessary changes to their daily instruction?

Make sure that teachers are targeting the weak areas based on the formative assessment and adjusting the time they spend on specific standards to ensure student success.

Identify interventions that are producing improved student learning.

| Monday | Tuesday   | Wednesday | Thursday  | Friday |
|--------|---|-----------|---|--------|
| 1      | 2   | 3         | 4   | 5      |
|        | Check on the use of the SLDS and Teacher Resource Link. Determine if additional professional learning is needed to use these resources.                       |           |   |        |
| 8      | 9   | 10        | 11  | 12     |
|        | Meet with business partners about accomplishments of students and teachers. Explore ways that local businesses can assist in increasing student achievement.  |           |   |        |
| 15     | 16  | 17        | 18  | 19     |
|        | Continue with formative observations and feedback conferences.  |           |   |        |
| 22     | 23  | 24        | 25  | 26     |
|        | Host a community forum for parents and community members to share the role of state assessments in identifying student achievement and school accountability. |           |   |        |
| 29     |   |           |   |        |
|        |   |           | <ul style="list-style-type: none"> <li>• Ensure that all data for second semester are accurate.</li> <li>• Check teacher rosters for accuracy.</li> </ul> |        |



# March 2016

## Next Steps

Begin to reflect on the school improvement plan. Identify those actions that were implemented with fidelity. Assess their effectiveness.

Identify those actions that were not fully implemented. Explore reasons for the lack of implementation and include corrective actions in work during the remainder of the year.

## Think About

Conduct a teacher survey to ascertain needs for professional learning. Use the survey data as one source in planning next year's professional learning.

## CCRPI

Quality instruction has the greatest impact on student achievement.

Continue walk-throughs and conversations about the importance of providing consistently high quality instruction for every student.

Review professional learning activities and check for evidence in classrooms.

Begin to prepare the documents that need to be submitted for Innovative Practices.

| Monday  | Tuesday | Wednesday | Thursday                                  | Friday |
|---|---------|-----------|---|--------|
|   | 1       | 2         | 3<br>Student Class Data Collection begins | 4      |
| 7   | 8       | 9         | 10  | 11     |
| Ensure that all students and teachers are prepared for the state assessments. Communicate with students and parents about the importance of attendance.   |         |           |   |        |
| 14  | 15      | 16        | 17  | 18     |
| Continue with formative observations and feedback conferences.  |         |           |   |        |
| 21  | 22      | 23        | 24  | 25     |
| 28  | 29      | 30        | 31  |        |
| <ul style="list-style-type: none"> <li>Verify all rosters during the Student Class count.</li> <li>Review and make needed corrections regarding any codes or roster information in preparation for TKES/LKES applications.</li> </ul> |         |           |   |        |



# April 2016

## Next Steps

Analyze student achievement, teacher success, discipline, and attendance data. Look for trends and outliers.

Identify priorities for the 2016-2017 School Improvement Plan.

Begin identifying target goals for the 2016-2017 school year.

Explore needed professional learning opportunities that will address identified areas.

## Think About

How can you effectively communicate with students and parents about the priority of student achievement?

What was the quality of implementation of interventions or initiatives? Were they implemented with fidelity by everyone? Were the interventions and initiatives implemented throughout the school or with only a few teachers?

What changes need to be made in the way the faculty applies professional learning in their daily practice?

## CCRPI

Continue to monitor data points such as attendance, discipline referrals, and failure rate.

| Monday  | Tuesday  | Wednesday | Thursday                                | Friday |
|---|--|-----------|---|--------|
|   | Complete third and fourth walk through for each teacher. Begin conducting second formative observation.  |           |   | 1      |
| 4   | 5  | 6         | 7<br>Student Class Data Collection ends | 8      |
| 11  | Ensure that all teachers have a TAPS summative assessment entered into the True North Logic platform by the deadline. All ten standards should be rated. |           |   | 15     |
| 18  | 19   | 20        | 21                                      | 22     |
| 25  | 26   | 27        | 28                                      | 29     |
| <ul style="list-style-type: none"> <li>• Verify all rosters during the Student Class count.</li> <li>• Review and make needed corrections regarding any codes or roster information in preparation for TKES/LKES applications.</li> </ul> |  |           |   |        |



# May 2016

## Next Steps

Review annual data on attendance, discipline, and student failure rates.

Celebrate successes.

Identify if there were interventions in place to address weak areas. If so, were the interventions successful? If not, what needs to be done differently next year?

## Think About

How were resources such as the SLDS, GeorgiaStandards.org, Teacher Resource Link, FIP, GOFAR and other supports effectively used by teachers?

How can the schedule, meetings, professional learning, and conferencing be improved to support increased student achievement?

## CCRPI

Are the data being submitted to the GaDOE accurate? If not, what needs to happen to prevent errors?

Are the results of the state assessments in line with what teachers anticipated? If not, were formative assessments used throughout the year?

How can teachers better identify areas of need?

| Monday  | Tuesday | Wednesday | Thursday                                   | Friday |
|---|---------|-----------|--|--------|
| 2   | 3       | 4         | 5  | 6      |
| Conduct summative conference with each leader.  |         |           |  |        |
| 9   | 10      | 11        | 12<br>Student Class Data Collection begins | 13     |
| Complete second formative assessment on each teacher, complete summative assessment and hold summative conference with each teacher.  |         |           |  |        |
| 16  | 17      | 18        | 19   | 20     |
| Ensure that all SLO "post scores" are entered in the SIS. If scores are missing, ensure that the correct coding is provided.  |         |           |  |        |
| 23  | 24      | 25        | 26   | 27     |
| Share student achievement results with students and parents. Engage the community in understanding the accomplishments of the year and the areas for continued work. Solicit the support of local businesses in communicating the importance of high student achievement. |         |           |  |        |
| 30  | 31      |           |  |        |
| <ul style="list-style-type: none"> <li>• Verify that all data are correct.</li> <li>• What professional learning does the person submitting the data need to be more effective in the 2016-2017 school year?</li> </ul>   |         |           |  |        |