



To integrate high yield, research based, instructional strategies.

These three sentences will be copied three more times into the document below (copy/paste).

Learning Intentions and Success Criteria will be posted in two core subjects.

As a result of posting Learning Intentions and Success Criteria in two core subjects by the end of this academic year, **65%** of the St. Wonderful Students will be **at/or above the 65PR** in Reading, with only **5%** of the students in the **bottom quartile**.

This goal was created by reviewing our EOY scores for May of 22 and reviewing our SOY scores.

What school classroom data do you need to collect and look at to support your school accreditation action goal?

***Student Achievement Data**

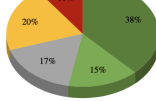
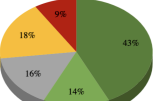
***Instructional Materials**

***Instructional Practice**

Enter EOT1 [HERE](#)

Enter MOY [HERE](#)

Enter EOY [HERE](#)

Data Source	SCHOOL Baseline Data SOY	SCHOOL EOY Data																												
<div>Student Achievement Data</div> <div>STAR Assessment Workbook Linked HERE</div> <div><div>Screenshot from Data Workbook and link to Data Workbook Added</div></div>	<div><div><div>Source: Renaissance STAR Reading Assessment</div><div><table><thead><tr><th>Distribution</th><th>Assessment Window SOY</th></tr></thead><tbody><tr><td>% top quartile</td><td>31%</td></tr><tr><td>% above 65PR</td><td>15%</td></tr><tr><td>% above national average</td><td>17%</td></tr><tr><td>% below national average</td><td>20%</td></tr><tr><td>% bottom quartile</td><td>10%</td></tr><tr><td>math check (should be 100%)</td><td>100%</td></tr></tbody></table></div><div><div>SOY Quartiles, Read</div></div></div><div><div>Source: Renaissance STAR Math Assessment</div><div><table><thead><tr><th>Distribution</th><th>Assessment Window</th></tr></thead><tbody><tr><td>% top quartile</td><td>43%</td></tr><tr><td>% above 65PR</td><td>14%</td></tr><tr><td>% above national average</td><td>16%</td></tr><tr><td>% below national average</td><td>18%</td></tr><tr><td>% bottom quartile</td><td>9%</td></tr><tr><td>math check (should be 100%)</td><td>100%</td></tr></tbody></table></div><div><div>SOY Quartiles, Math</div></div></div></div>	Distribution	Assessment Window SOY	% top quartile	31%	% above 65PR	15%	% above national average	17%	% below national average	20%	% bottom quartile	10%	math check (should be 100%)	100%	Distribution	Assessment Window	% top quartile	43%	% above 65PR	14%	% above national average	16%	% below national average	18%	% bottom quartile	9%	math check (should be 100%)	100%	
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<div>Instructional Materials: (% of materials)</div> <div>I gave the faculty the form (survey) and added my evidence here.</div>	<div>25% of the staff have allocated space and have the materials needed to post LI/SC</div> <div>Form used to collect data</div> <div>Data Results (pdf)</div> <div>(forced copy here for your use)</div>	<div>100% of the staff have allocated space and have the materials needed to post LI/SC</div>																												
<div>Instructional Practice: (current % of the instructional practice)</div> <div>I gave my staff a form (survey) to fill out and added baseline evidence here.</div> <div>I will begin walkthroughs in January.</div>	<div>Learning Intentions and Success Criteria are posted 20% of the time</div> <div>10% of the students interviewed can accurately answer the three questions (what, why, how)</div> <div>Form used to collect data (teachers)</div> <div>Teacher Data Results (pdf)</div> <div>(forced copy of teacher form here)</div> <div>3-Question Walkthrough Form (forced copy)</div> <div>3-Question Walkthrough Sheet</div>	<div>Goal: Learning Intentions and Success Criteria are posted 65%/68% of the time (include evidence of data collection)</div> <div>Goal: 60%/50% of the students interviewed can accurately answer the three questions (what, why, how)</div> <div>Goal: Currently 10% of the students interviewed can accurately answer the three questions (what, why, how from a baseline done in October).</div>																												

*65% = ADSF Benchmark - College and Career Readiness



SMART GOAL #1

Review your School's WCEA Action Goal(s): To integrate high yield, research based, instruction strategies.

Define your school's key action based on the above WCEA Action Goals: Learning Intentions and Success Criteria will be posted in two core subjects.

Measurable Statement: As a result of posting Learning Intentions and Success Criteria in two core subjects by the end of this academic year, **65% of the St. Wonderful Students will be at/or above the 65PR in Reading, with only 5% of the students in the bottom quartile.**

To accomplish this, we will: As a school, we will post Learning Intentions in two core classes (ELA, Math, SS, Science, Religion).

We will know it is working if, at the end of Trimester 1 (EOT1):

Evidence 1 (STAR): 55% of the St. Wonderful Students will be at/or above the 65PR in Reading, with only 9% in the bottom quartile.

Evidence 2 (Instructional Materials): 50 % of the staff will have allocated space and have materials to post Learning Intentions/Success Criteria.

Evidence 3 (Instruction): Learning Intentions and Success Criteria are posted 35% of the time.

Evidence 3 (Walkthrough): Not recording until January.

Link your [Data Informed Planning & Decision Making #1](#) evidence here.

SOY > End of T1

Data Source	EOT1 Goals	EOT1 Actuals
STAR Assessment:	55% at/or above the 65PR in Reading 9% of the students in the bottom quartile.	58% at/or above the 65% in Reading 8% are in the bottom quartile.
Instructional Materials:	50% of the staff have allocated space and have the materials needed to post LI/SC	60% of the staff have allocated space and have the materials needed to post LI/SC evidence
Instructional Practice:	35% of the time LI/SC are posted 0% of the students interviewed can accurately answer the three questions (what, why, how)	40% of the time LI/SC are posted evidence 0% of the students interviewed can accurately answer the three questions (what, why, how) evidence

Did you meet the benchmarks that you set for EOT1? Why or why not? What were some areas of struggle (materials or instructional practice)? What are areas of celebration?



We exceeded our goals for EOT1. After reviewing the survey of what was needed to post LI/SC we provided the materials necessary and met with teachers on where LI/SC would be best for the class. Since LI/SC is new to our school we have only just begun the conversation, yet there are teachers who have been using OBJECTIVES or TARGETS. We have been discussing and reviewing in meetings how to bring in Success Criteria. The school is committed to providing students with LI/SC and find that it is supporting focus for instruction and assessment. Some areas of struggle include providing time for teachers to better understand their standards and vertical alignment. This process has brought more questions forward, which can be frustrating. We celebrate the impact teachers have on learning and the progress the students have made this year so far.

Link your [Data Informed Planning & Decision Making #2](#).



End of T1 > MOY

SMART GOAL #1

Review your School's WCEA Action Goal(s): To integrate high yield, research based, instruction strategies.

Define your school's key action based on the above WCEA Action Goals: Learning Intentions and Success Criteria will be posted in two core subjects.

Measurable Statement: As a result of posting Learning Intentions and Success Criteria in two core subjects by the end of this academic year, **65% of the St. Wonderful Students will be at/or above the 65PR in Reading, with only 5% of the students in the bottom quartile.**

To accomplish this, we will: As a school, we will post Learning Intentions in two core classes (ELA, Math, SS, Science, Religion).

We will know it is working if, at MOY:

Evidence 1 (STAR): 61% of the St. Wonderful Students will be at/or above the 65PR in Reading, with only 6% in the bottom quartile.

Evidence 2 (Instructional Materials): 100% of the staff will have allocated space and have materials to post Learning Intentions/Success Criteria.

Evidence 3 (Instruction): Learning Intentions and Success Criteria are posted 50% of the time.

Evidence 3 (Walkthrough): 40% of the students interviewed can accurately answer the three questions (what, why, how).

Data Source	MOY Goals	MOY Actuals
STAR Assessment:	61% at/or above the 65PR in Reading 6% of the students in the bottom quartile.	62% at/or above the 65% in Reading 5% are in the bottom quartile.
Instructional Materials:	100% of the staff have allocated space and have the materials needed to post LI/SC	100% of the staff have allocated space and have the materials needed to post LI/SC evidence
Instructional Practice:	50% of the time LI/SC are posted 40% of the students interviewed can accurately answer the three questions (what, why, how)	50% of the time LI/SC are posted evidence 35% of the students interviewed can accurately answer the three questions (what, why, how) evidence

Did you meet the benchmarks that you set for MOY? Why or why not? What were some areas of struggle (materials or instructional practice)? What are areas of celebration?

We meet our goals in regards to achievement, our students are thriving! As a school we are posting LI/SC in our core subjects. We have discussed and worked with a LI/SC at each meeting, in order to support further learning,



understanding, and use of LI/SCs. Our students are just beginning to be able to articulate LI/SCs. While students can read the learning intention, they are not always clear on the success criteria. Students are moving from the test telling them how they did, to actually articulating how they know they have mastered a standard. We can already see a significant improvement from January, when I began walkthroughs when students were telling me what they were doing (activity versus learning). Our teachers have also shared that their “one thing” that they are providing in their classroom based on their class analysis has also provided deep and fruitful conversations at our meetings. The team sees the impact of their adjustment/addition, along with posting LI/SC. Teachers sharing the “one adjustment/adaptation” has significantly impacted the lower quartile.

Link your **Data Informed Planning & Decision Making #3** evidence here.



MOY > EOY

SMART GOAL #1

Review your School's WCEA Action Goal(s): To integrate high yield, research based, instruction strategies.

Define your school's key action based on the above WCEA Action Goals: Learning Intentions and Success Criteria will be posted in two core subjects.

Measurable Statement: As a result of posting Learning Intentions and Success Criteria in two core subjects by the end of this academic year, **65% of the St. Wonderful Students will be at/or above the 65PR in Reading, with only 5% of the students in the bottom quartile.**

To accomplish this, we will: As a school, we will post Learning Intentions in two core classes (ELA, Math, SS, Science, Religion).

We will know it is working if, at EOY:

Evidence 1 (STAR): 65% of the St. Wonderful Students will be at/or above the 65PR in Reading, with only 5% in the bottom quartile.

Evidence 2 (Instructional Materials): 100% of the staff will have allocated space and have materials to post Learning Intentions/Success Criteria.

Evidence 3 (Instruction): Learning Intentions and Success Criteria are posted 65% of the time.

Evidence 3 (Walkthrough): 50% of the students interviewed can accurately answer the three questions (what, why, how).

Data Source	EOY Goals	EOYActuals
STAR Assessment:	65% at/or above the 65PR in Reading 5% of the students in the bottom quartile.	66% at/or above the 65% in Reading 4% are in the bottom quartile.
Instructional Materials:	100% of the staff have allocated space and have the materials needed to post LI/SC	100% of the staff have allocated space and have the materials needed to post LI/SC evidence
Instructional Practice:	65% of the time LI/SC are posted 50% of the students interviewed can accurately answer the three questions (what, why, how)	68% of the time LI/SC are posted evidence 50% of the students interviewed can accurately answer the three questions (what, why, how) evidence

Did you meet the benchmarks that you set for EOY? Why or why not? What were some areas of struggle (materials or instructional practice)? What are areas of celebration?



We have exceeded our goals from the start of the year in almost every area. We feel that the articulation of LI/SC has had an impact on our teaching and student learning. As a school we have posted OBJECTIVES and TARGETS, yet with LI/SC we are more articulate and focused in our instruction. Students are better able to articulate if they know they have learned and how they know they have learned in classes. Students are taking more ownership of their learning and we have had an increase in student participation and a decline in behavior problems in class.

It is important to note we have exceeded last year's end of year scores as well. We are committed to the process and look forward to deepening our work with Visible Learning.

Link your **Data Informed Planning & Decision Making #4** evidence here.

Teacher Data

How will you be sharing data with students? With parents?

☐ Conferencing w/ Student ☐ Goal Setting (Scaled Score) ☐ Immediate Feedback ☐ Review individual

*Attach a link to your **School Data Inventory (here)**