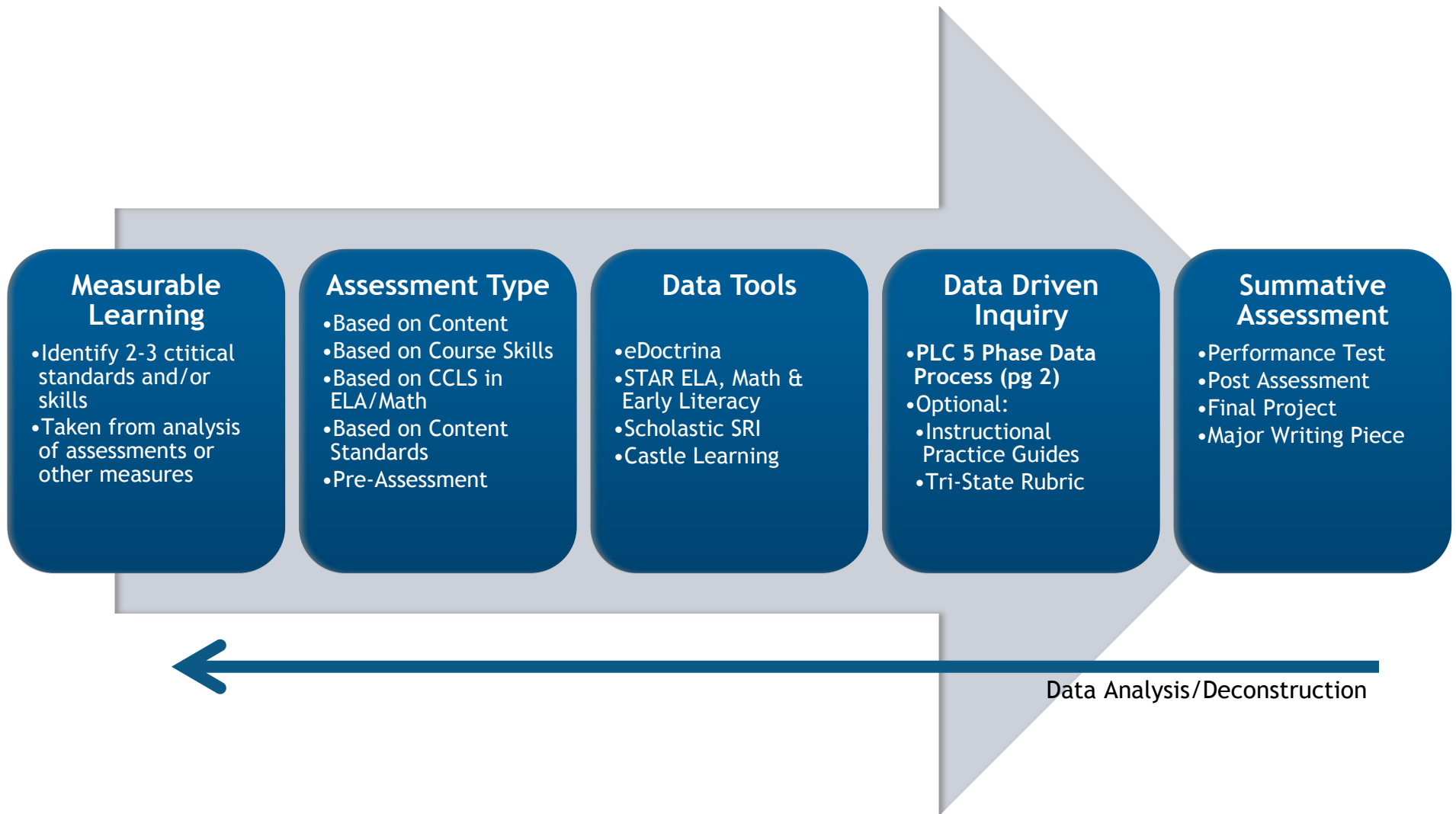


Purpose: The purpose is to inform instruction and make adjustments resulting in increased student achievement. Data from on-going assessments will be incorporated over the duration of a course to inform instruction.

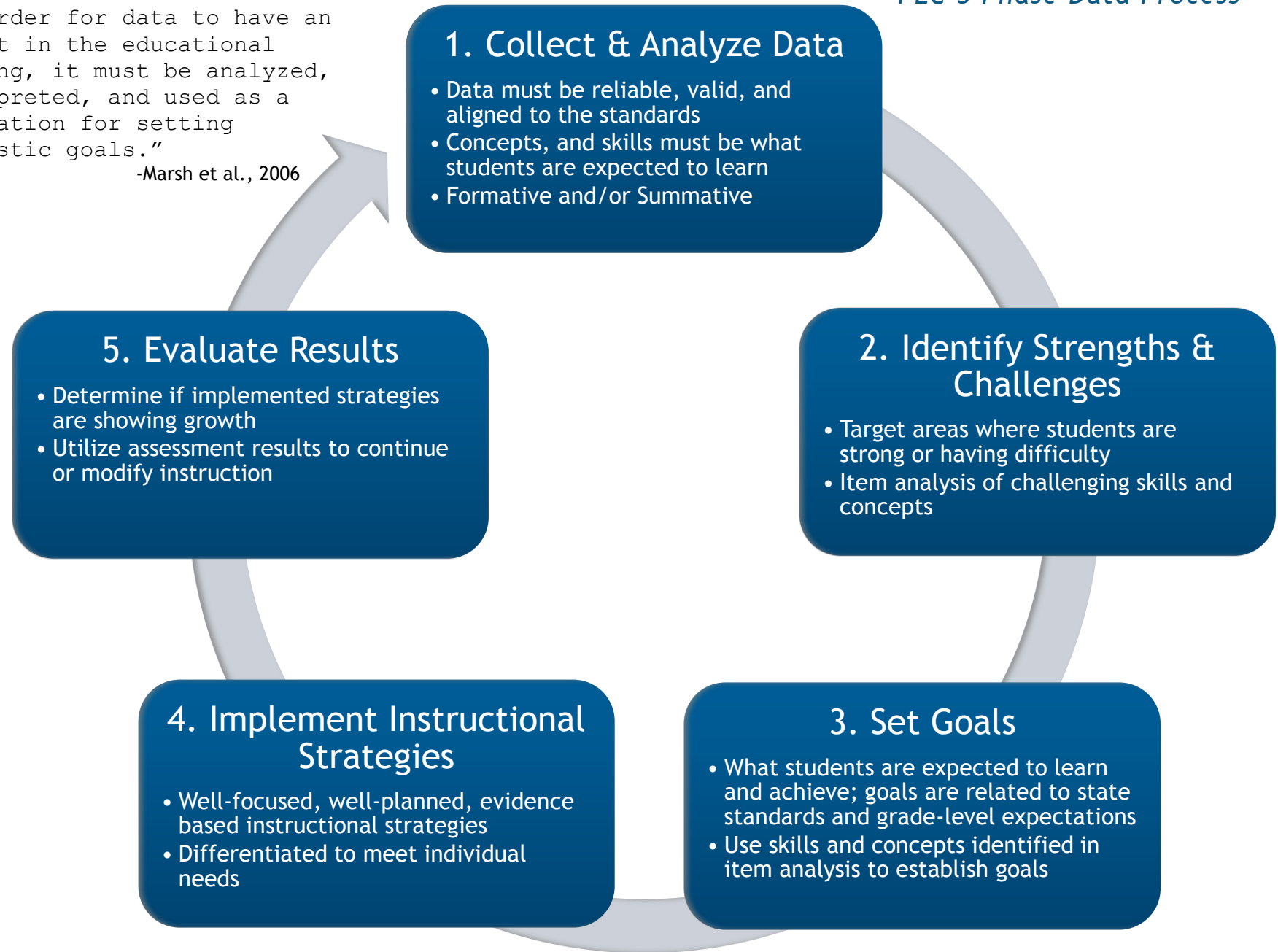


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PLC 5 Phase Data Process

"In order for data to have an impact in the educational setting, it must be analyzed, interpreted, and used as a foundation for setting realistic goals."

-Marsh et al., 2006



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Data Deconstruction

Teachers/Grade:	Course/Subject:	Date:
Step 1: Collect & Analyze Data	Data Types/Sources:	
Step 2: Identify Strengths & Challenges	Student Strengths: (Where did students do well?)	Student Challenges: (What presented difficulties?)
	Why?	Why?

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Step 3: Set Goals	<p>What challenge(s) should be prioritized?</p> <p>Rationale:</p>	<p>Goals: (SMAART Goals, desired student outcomes)</p>
Step 4: Implement Instructional Strategies	<p>Action Plan: (Data Driven Instructional Strategies)</p>	<p>Resources:</p>
Step 5: Evaluate Results	<p>Evidence of Growth:</p>	<p>Next Steps:</p>

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Additional Work Space/Questions:

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SMAART Goals

SMAART goals help improve student achievement. A SMAART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMAART goal is:

Specific – detailed outcome criteria

The goal should state the exact level of performance expected.

Measurable – measurement criteria

To achieve objectives, educators must be able to observe and measure student progress.

Attainable – realistic criteria

Goals should challenge students to do their best, but they also need to be achievable.

Action – action oriented

Goals are stated in terms of action being taken.

Relevant – significance criteria

Goals need to pertain directly to the standard being measured and related to strategic plan.

Timeframe – answers “by when?” criteria

Deadlines establish consistent measurement time frames, allowing revisions to be made at specific points.

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