

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Anne Larson, Briana Bulfer, Danielle Amundson, Betsy McLaughlin, Kris Johnson

School: Greenvale Park Elementary

Baseline/Beginning Data: 43 out of 86 students were below the 50th percentile on the fall MAP test. This is 50 percent of our students.

PLC Team SMART Goal: We will increase the math proficiency of second graders who scored below the 50th percentile on the fall MAP test so that 10% or more will demonstrate growth to the next quartile or above as measured by the spring MAP reading test by June 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the spring MCA III of 2017.

Current Progress Data: 9 out of the 43 students who were below the 50th percentile moved up at least one quadrant. That is 21 percent of the target students.

Has your PLC made progress on your SMART goal? Yes, we have met our SMART goal.

On highly functioning PLC teams, data are used to evaluate the impact of instructional practice. Use this worksheet to document the impact your PLC work is having on student achievement. This completed form will be shared with the Northfield Board of Education and will be posted on the district website.

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
New math curriculum, new manipulatives and games, flexible groupings, emphasis on explaining thinking behind math concepts, analyzing how new curriculum and standards align, Xtra Math, Focus Math for our most struggling students.	We will continue what we are doing, we will look at our Focus Math groups, we will study our MAP data, we are adding IXL that will allow us to differentiate for our higher learners and add individualized support for our struggling students. This will allow us to monitor their progress carefully and allow them to practice at home.	Celebrate your success!

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Danielle Amundson, Anne Larson, Cheryl Dueffert, Betsy McLaughlin, Kris Johnson

School: Greenvale Park Elementary

Baseline/Beginning Data: 43 out of 86 student scores low or mid-low on the MAP test at the beginning of the year in reading

PLC Team SMART Goal: We will increase the reading proficiency of 2nd graders who scored below the 50th percentile on the fall MAP test so that 10% or more will demonstrate growth to the next quartile or above as measured by the spring MAP reading test by June 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: On the winter MAP test, 10 out of the 42 --24%!-- Students who scored low or mid-low moved into a higher quartile (3 of our initial 43 students moved out of the district and 2 new students moved in who scored low or mid-low)

Has your PLC made progress on your SMART goal? Yes, we have met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
<ul style="list-style-type: none"> *guided reading *LLI with Title I students *word work/interactive writing that is integrated *exposing students to grade level text once a week *flexible grouping *significant staff development on working with kids who have experienced severe trauma 	We have made incredible progress in reading despite the fact that 50% came to us below grade level and the behavioral challenges that we are experiencing this year.	Celebrate your success!

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Bridget Timerson, Amy Conway, Charlie Alvarez, Jennifer Allison

School: Greenvale Park Elementary

Baseline/Beginning Data: Our baseline data consists of fall NWEA RIT scores for reading and math.

PLC Team SMART Goal: We will increase math and reading NWEA RIT scores of all 3rd graders so that 75% of students will demonstrate targeted growth that meets individualized NWEA RIT scores as measured by the spring NWEA by the end of May 2017.

SMART Goal Focus: Reading and Math

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

Current Progress Data: All of the third graders (82 students) took the winter NWEA MAP assessment. Based on each winter individualized projected RIT growth, 40% of all third grade students met or exceeded their project growth in math, while 60% of students did not meet their projected growth. The data was exactly the same for reading, as 40% of students met their projected winter growth and 60% did not meet their growth. Even though 60% of students in both reading and math did not meet their individualized projected growth for winter, 83% of students DID show growth in both reading and math from their beginning of the year RIT. Of those, 10 students have already met or exceeded their end of the year projected growth for math and 19 students in reading. This data shows that at least 83% of students are successfully working towards or have already met their projected RIT for the end of the year.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
All teachers will continue with daily reading and math instruction and daily guided reading and math. This provides students with whole group, small group and/or individualized instruction every day. Volunteer tutors are also utilized to assist struggling students in deficit areas. Students also take book in a bag home nightly and practice sight words daily.	Our target is that 75% of students will demonstrate projected growth that meets individualized spring NWEA RIT scores. 83% of students are already making progress toward this goal.	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Alisha Clarey, Robert Garcia, Kimbra Dimick, Tiffany Ryan (Sheila Hetzel)

School: Greenvale Park Elementary

Baseline/Beginning Data: Spring 2016 MCA data

PLC Team SMART Goal: We will reduce the number of students who did not make AYP in reading in the Spring of 2016 by 10% in the Spring of 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: Winter 2017 MAP data

Has your PLC made progress on your SMART goal? Yes, we have met our SMART goal.

On highly functioning PLC teams, data are used to evaluate the impact of instructional practice. Use this worksheet to document the impact your PLC work is having on student achievement. This completed form will be shared with the Northfield Board of Education and will be posted on the district website.

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We've implemented using the Lucy Calkins Unit of Studies curriculum, guided reading/conferencing, and push in EL instruction	We are on the right track, but need to insure we are teaching the technical skills associated with word study since this isn't directly taught in Lucy Calkins.	Celebrate your success!

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Robert Garcia, Alisha Clarey, Kimbra Dimick Tiffany Ryan (Sheila Hetzel)

School: Greenvale Park Elementary

Baseline/Beginning Data: Spring 2016 MCA scores 34 kids non-proficient

PLC Team SMART Goal: We will reduce the number of students who did not meet AYP in math in the spring of 2016 by 10% in the spring of 2017

SMART Goal Focus: Math

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the spring MCA III of 2017.

Current Progress Data: Winter 2017 MAP scores of the 34 kids 32 did not meet 208+

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Using EM4 with fidelity. Hands on equations, small group instruction	Need to continue with the curriculum and realize the sequence of lessons differ from last year and many topics still need to be taught.	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Jackie Harding, Michelle Sickler, Josh Spitzack, Amy Tacheny

School: Greenvale Park Elementary

Baseline/Beginning Data: 61 of 91 (67%) students meet the fall benchmark as measured by the NWEA MAP Assessment in Math.

PLC Team SMART Goal: We will increase the problem solving skills of non-proficient students so that 10% more will meet the benchmark or higher as measured by the NWEA Math MAP Assessment by Spring 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the spring MCA III of 2017.

Current Progress Data: 65 of 91 (71%) students meet the winter benchmark as measured by the NWEA MAP Assessment in Math.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
We have implemented small group differentiated math instruction, monthly TOP 10 word problems, both the open response assessment and the two day problem solving lessons from Everyday Math, and continual practice of previously taught skills.	We are making progress toward our goal. We will continue our current practices listed above (specifically differentiation) and we will modify our current practice by incorporating more problem solving opportunities and instruction.	Modify current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Jackie Harding, Michelle Sickler, Josh Spitzack, Amy Tacheny

School: Greenvale Park Elementary

Baseline/Beginning Data: In the fall of 2016, 61 out of 91 (67%) of students met the benchmark score on the NWEA Map Assessment in Reading.

PLC Team SMART Goal: We will reduce the number of students who did not make AYP in reading in the Fall of 2016 by 10% in the spring of 2017

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: In the Winter of 2017, 64 out of 91 (70%) of students met the benchmark score on the NWEA Map Assessment in Reading.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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We have implemented individualized instruction via the Success Maker app. Students reflect on what they have learned in Success Maker and how it relates to the lesson, students are learning how to do the Before, During, and After reading strategies to improve comprehension. Students learn WOW words to boost vocabulary acquisition.	We have partially met our SMART goal in reading and will continue the practices above with fidelity.	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Kate Woodstrup, Erica Ness, Dawn O'Neill

School: District-Wide Elementary Art

Baseline/Beginning Data: 60% of 4th Grade students district wide were able to successfully create a tertiary/intermediate color as measured by common formative assessments 2015-2016.

PLC Team SMART Goal: We will increase comprehension of tertiary/intermediate color theory of fourth grade students so that 75% will demonstrate proficiency by creating a full 12 hue color wheel as measured by common formative assessments by March 2017.

SMART Goal Focus: Color

Building/Program Goal Alignment: Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

Current Progress Data: We are currently teaching students how to create and write Tertiary colors. Each of the teachers are seeing levels of success through informal assessment and projects.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Direct instruction using common tools and conscious language was our first step. Then each teacher used formal and informal assessments throughout the lesson to Check for understanding. Using that data we took time to reteach and review as needed.	Our assessment will happen by the end of February, beginning of March at each school, until then we will continue to review and check with students for levels of understanding.	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Nicole Papke, Lisa Nelson, Gigi Tisdale

School: Greenvale Park Elementary

Baseline/Beginning Data: Grade 3 baseline data -

- 15% Level D
- 3% Level I
- 8% Level E
- 2% Level J
- 8% Level G
- 1% Level K
- 8% Level H
- 2% Level L

PLC Team SMART Goal:

- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 1 Title 1/LLI students will read Level H at 95% accuracy with satisfactory comprehension by June 2017.
- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 2 Title 1/LLI students will read Level L at 98% accuracy with satisfactory comprehension by June 2017.
- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 3 LLI students will read at Level O at 98% accuracy with satisfactory comprehension by June 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: 17% of 3rd grade LLI students moved up 1 level; 25% of 3rd grade LLI students up 2 levels; 58% of 3rd grade LLI students 4 levels.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Leveled Literacy Intervention by Fountas & Pinnell	I will continue to use LLI as directed, assess student reading behaviors through reading tests, and monitor reading levels using LLI reading records.	Continue current practices.

Evidence of Practice in Action:

SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Lisa Nelson, Gigi Tisdale, Nicole Papke

School: Greenvale Park Elementary

Baseline/Beginning Data: First Grade - Lisa's Students

Pre A=19% B=46%
A=29% C=6%

Second Grade: Lisa's Students

B=1% F=21%
D=29% G=14%
E=14% H=14%

PLC Team SMART Goal:

- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 1 Title 1/LLI students will read Level H at 95% accuracy with satisfactory comprehension by June 2017.
- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 2 Title 1/LLI students will read Level L at 98% accuracy with satisfactory comprehension by June 2017.
- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 3 LLI students will read at Level O at 98% accuracy with satisfactory comprehension by June 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: First Grade - Percent that moved up & how many levels:

56% went up 3 levels
6% went up 4 levels
38% went up 5 levels

Second Grade: Percent that moved up & how many levels:

37% went up 2 levels 15% went up 5 levels
14% went up 3 levels 4% went up 6 levels
30% went up 4 levels

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional	Indicate the action you have taken or plan to take based on your findings.

Adapted from **Building a PLC at Work™** @2010 Solution Tree Press/solution-tree.com

SMART goal.	practice.	
Leveled Literacy Intervention by Fountas & Pinnell	Continue to use LLI as directed, assess student reading behaviors through reading assessments, and monitor reading levels using LLI reading records.	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Megan Winter, Roanne Johnson, Carrie Rice, Chris Carron, Diane Wiese

School: Greenvale Park Elementary

Baseline/Beginning Data: 100% of students are not meeting grade level standards in need areas identified in the IEP

PLC Team SMART Goal: We will increase the identified deficit skills through the use of assistive and instructional technology so that 80% of students will demonstrate mastery of their IEP goals as measured by IEP progress reports.

SMART Goal Focus: Individual IEP goals

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student's progress toward academic mastery, work habits, and behavior standards.

Current Progress Data: 41/42 (98%) special education students are making progress toward their individual IEP goals and objectives.

Has your PLC made progress on your SMART goal? Yes, we have met our SMART goal.

On highly functioning PLC teams, data are used to evaluate the impact of instructional practice. Use this worksheet to document the impact your PLC work is having on student achievement. This completed form will be shared with the Northfield Board of Education and will be posted on the district website.

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Individualized and small group instruction based on IEP goals for example, Raz-Kids, Read Naturally, touch phonics, fluency phrases, Math U See curriculum, Explode the code, focus math, Superflex, Zones of regulation.	Our PLC members will continue to work toward mastery of IEP goals and objectives. Many IEPs will change over the course of the school year, and many students will be added to caseloads. Our SMART goal will remain the same.	Celebrate your success!

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Andy Dimick (Alex), Stephani Carlson (GVP), Rachel Morrison (GVP), Jamie Wiebe (BW), Natalie Czech (BW), Tyler Faust (BW), Tammy Paulson (Sib), Noreen Cooney (Sib), Patty Pfeiffer (MS), Lori Peterson (MS), Deb Seitz (MS), Liz Pfeiffer (HS/ALC), Anne Campbell (HS), Tracee Bosch (Alex)

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: Students' present levels

PLC Team SMART Goal: We will increase students' use of self-regulation and coping strategies of K-12 special education students with social, emotional and behavioral goals so that 80% will demonstrate progress on their individual IEP goals and objectives as measured by quarterly IEP progress reports by May, 2017.

SMART Goal Focus: Self-Regulation

Building/Program Goal Alignment: Northfield Public Schools will integrate practices and services for social emotional learning and children's mental well-being.

Current Progress Data: Members of our PLC have tracked self-regulation goals for 93 students across the district. Eighty-two of these students have made adequate progress toward their goals (88% of students).

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Members of our PLC have implemented strategies from the book <i>Never Work Harder than Your Students</i> including meeting students where they are (taking into account their diverse backgrounds), determining what each students' currency is (the things they find important and relevant), and holding students accountable for their own behavior. We have provided direct instruction using curricular materials that have been shared with the group.	We will not only focus on maintenance of gains, but will also continue to share materials and ideas with the group. Members will share strategies gained from staff development opportunities (such as Life Space Crisis Intervention, play therapy and strategies for working with students with Oppositional Defiant issues). We decided to keep our target percentage where it is considering the typical difficulties our students experience in the spring.	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Amy Randall, Angie Kruse, Pam Palmquist, Ann Ackerman, Diane Dehnert

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: Average of 23 points per narrative,

PLC Team SMART Goal: We will increase the oral narrative skills of a targeted group of students receiving Speech and Language services so that all of the targeted students will demonstrate an average improvement of two points as measured by a narrative rating scale by April 3, 2017.

SMART Goal Focus: Oral narratives

Building/Program Goal Alignment: Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: Average of 27 points per narrative

Has your PLC made progress on your SMART goal? Yes, we have met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Story Grammar Marker Expanding Expression Tool Tar Heel Reader Story Cubes Sequence Picture Cards Story maps Book Creator Wordless picture books Story Time dice Book Share.org Epic Spark Video Roll-A-Story Comic Strip Puppet Pals These are the strategies that we used to facilitate oral narrative development	Our students gained more than we had anticipated. Our next step will be to increase our average gain score by 1 or more points. We will look at areas in the oral narrative rubric that need more growth. We have found our oral narrative rubric we developed has been helpful in implementing and measuring IEP goals.	Celebrate your success!

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Stefanie Bothun, Natalie Kruger

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: We administered a note name pre-test to all 5th grade band/orchestra students. For band students, 46% of students passed the pre-test with a score of 26 or higher. For orchestra students, 54% of students passed the pre-test with a score of 26 or higher.

PLC Team SMART Goal: We will increase note name identification of 5th grade instrumental music students so that 75% of students will demonstrate 80% or more correct as measured by note name identification assessments that we will create.

SMART Goal Focus: Music Note Reading

Building/Program Goal Alignment: Northfield Public Schools will develop a comprehensive formative assessment framework within each Professional Learning Community.

Current Progress Data: We administered a note name post-test to all 5th grade band/orchestra students. We used the same test we administered for the pre-test so we could measure progress in each of our students. For band students, 81% of students passed the post- test with a score of 26 or higher. For orchestra students, 75% of students passed the post-test with a score of 26 or higher.

Has your PLC made progress on your SMART goal? Yes, we have met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
<p>Instructional Practices:</p> <ul style="list-style-type: none"> -In orchestra, we sing through songs on letters first. -In band, we write in letter names for every note at the start of the year. As students learn their notes, we write fewer and fewer. -In both groups, we go over lines and spaces and do random note checks with students -In both groups, we discussed the music alphabet and how it relates to the lines and spaces on the music staff. We practice saying the music alphabet both forward and backwards. <p>Evidence of Their Impact:</p> <ul style="list-style-type: none"> -In general, students are able to recognize the notes and how to play them on their instruments. Students are not always able to verbalize this knowledge. 	<ul style="list-style-type: none"> -We will continue to work with students on naming notes and using the knowledge they already have to figure out new note names. -There are several music websites, such as MusicTheory.net, that have note naming exercises and other music quizzes. Students can use these websites on their iPads and work through the exercises during classroom work time. -We will be creating a new SMART goal for the second semester of school that will relate to rhythm. 	<p>Celebrate your success!, Create a new SMART goal</p>

<p>-Some of the students who did not meet the goal know the fingerings and are able to play the notes; they are just still working on verbalizing the name of the notes.</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Angela Eliason, Natalia Romero, Kristin Hummel

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: 18% of 4th grade students are improvising melodies with appropriate phrasing.

PLC Team SMART Goal: We will increase the ability and knowledge of 4th grade students in improvisation using a set framework and criteria so that 80% will meet the benchmark as measured by our rubric by May 2017.

SMART Goal Focus: Music/improvisation

Building/Program Goal Alignment: Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

Current Progress Data: Students are learning/practicing rhythmic, melodic, and phrasing components of improvisation.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Points: rhythmic improvisation, melodic improvisation, phrasing	Continued practice on our three key components for improvisation: rhythm, melody, and phrasing.	Continue current practices

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Amanda Heinritz, Ann Hehr, and Dustee Phenow

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: October student engagement survey

Sibley Survey Results: <https://docs.google.com/a/northfieldschools.org/forms/d/1B8eSXIa6I6D5uM1O3nkWpWUYOX5cxP6j1VHMTUBNIA/viewanalytics>

Bridgewater Survey Results:

<https://docs.google.com/a/nfld.k12.mn.us/spreadsheets/d/1eJNMN1v9hc33XfS8mxHd-HOxPBkNhsYdp4-lvYlH0Fo/edit?usp=sharing>

Greenvale Survey Results

https://docs.google.com/a/northfieldschools.org/forms/d/1Famb_w3f2oF67zxmXDxi7s_KV8_nuPj08T5N46tNdY/viewanalytics

PLC Team SMART Goal: We will increase student engagement of our most challenging media class so that 80% of students will demonstrate active engagement as measured by our teacher-created student engagement surveys by May 2017.

SMART Goal Focus: Media Skills

Building/Program Goal Alignment: Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: January student engagement survey

Sibley Survey Results: https://docs.google.com/a/northfieldschools.org/forms/d/1JYNw9Zp6y6tP0l3Xrck_88z0LLxMZUG7oxvlUIkWT3l/viewanalytics

Bridgewater Survey Results: <https://docs.google.com/a/northfieldschools.org/forms/d/1Fla-TdtoTI9HB0Mnpet6p7GhzXrrzzQuTpdJ3Rv37u4/viewanalytics>

Greenvale Survey Results: <https://docs.google.com/a/northfieldschools.org/forms/d/1FowW2vIltS-znKHIM43yTN1lqoXdr15a3cF9-EeFi2E/viewanalytics>

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

On highly functioning PLC teams, data are used to evaluate the impact of instructional practice. Use this worksheet to document the impact your PLC work is having on student achievement. This completed form will be shared with the Northfield Board of Education and will be posted on the district website.

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Only list the key instructional practice(s) you have implemented in your classrooms that support your SMART goal. Initiating personal connections with each individual such as personally greeting individual students or engaging students in conversations about life outside of media class. Modified units to include more student-centered activities and less teacher directed instruction. One example is students using the iPad to take picture of books and use their pictures to explain how books are organized in the	Initiating personal connections with each individual such as personally greeting individual students or engaging students in conversations about life outside of media class. Modified units to include more student-centered activities and less teacher directed instruction. One example is students using the iPad to take picture of books and use their pictures to explain how books are organized in the library and call numbers. Another is	Continue current practices, Modify current practices

<p>library and call numbers. Another is using Digital Passport games to engage students with digital citizenship concepts.</p>	<p>using Digital Passport games to engage students with digital citizenship concepts.</p> <p>Continue current modifications and implement new ideas. We are re-working at least one upcoming unit about fairy tales so that students can interact more with the content. Again, more student-centered lessons. We have continued to greet and personally interact with students. We continually try to make personal connections with students, however in a specialist's schedule it can be very difficult to teach a lesson, help students with content, and make connections in a limited 25 minute time block.</p> <p>Forming relationships with students is vital. However, as stated before, creating those relationships during specials can be challenging. We are learning that by changing curriculum pacing and designing more engaging student-centered activities, it fosters a community of ownership. We will continue to research ways to develop meaningful relationships with students in short, applicable activities that we can adapt to all grade levels.</p> <p>We are finding that students need more time to process media tasks. Higher level thinking skills and more detailed steps have become part of daily lessons especially in terms of research and technology units. We constantly evaluate how we can encourage students to step out of their comfort zone to encourage a growth mindset.</p> <p>One thing we feel would help us grow as professionals is having the opportunity to visit each other's classrooms and possibly observe media specialists from other districts. This would give us new ideas to use with our students. It would also inspire us to push outside of our own comfort zones and grow as professionals.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Melissa Reed, Molly Ericksen, Jacque Ims

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: In progress

PLC Team SMART Goal: We will increase the consistency of identification students with SLI and SLD and their needs and systematically how to link interventions to needs of identified students with special needs so that 100 percent of students will have specialized instruction based on all identified needs as measured by random IEP reviews by Spring of 2018.

SMART Goal Focus: Special education instruction

Building/Program Goal Alignment: Northfield Public Schools will integrate practices and services for social emotional learning and children's mental well-being.

Current Progress Data: In progress

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
We now use the Woodcock Johnson Tests of Oral Language-IV to calculate BICS and CALPS.	Continue using this measure for our Spanish/English population	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Adam Danielson, Melissa Larsen, Peg Witt

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: Less than 50% of the staff were observed to be implementing the researched based ration of 4:1 Positives to Negative Redirections/Correction.

PLC Team SMART Goal: We will increase the amount of praise statements of classroom teachers and specialist so that 50% of staff will demonstrate the use of a 4:1 ratio of praise as measured by PALS classroom observations by June 2017.

SMART Goal Focus: Classroom Management Strategies

Building/Program Goal Alignment: Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.

Current Progress Data: We have not been able to observe all the teaching staff, but the data from those observed show that there has been an increase of approximately 25% of staff either meeting the 4:1 ratio or meeting a 3:1 ratio

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

On highly functioning PLC teams, data are used to evaluate the impact of instructional practice. Use this worksheet to document the impact your PLC work is having on student achievement. This completed form will be shared with the Northfield Board of Education and will be posted on the district website.

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
We have presented research based information to staff at Bridgewater, Greenvale Park, and Sibley Elementary. We have also requested staff implement a 4:1 ratio as part of a student specific intervention process.	We will continue to work with staff member to inform them of the benefits to their teaching and student learning through the implementation of a 4:1 ratio in our elementary classrooms.	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Matt Berg-Wall, Ellen Trotman, Joyce Lindstrom

School: Greenvale Park Elementary

Baseline/Beginning Data: Our main source of language data is the WIDA ACCESS test. However, preliminary data is available each May, final data in August. Furthermore, WIDA has adjusted cut scores and increased the rigor of the test. Therefore, although current ACCESS data is not available for our Evidence of Practice, this year may be the best starting place to begin collecting longitudinal data on our EL program's effectiveness once it is available.

In the meantime, we use MAP reading scores over time. Specifically, we examine MAP reading data that spans the first two quarters of 2014-2015, 2015-2016, and 2016-2017. These MAP reading scores allow us to compare the effectiveness of the EL program as a whole in the first half of each of the aforementioned academic years in very narrow terms: growth and proficiency in reading. The results are mixed, inconclusive, but hint at some important dimensions of student language development, especially in reading.

In 2014-2015, more students met growth and proficiency by Winter MAP testing, 17.9%. Thereafter, this number declined to 15.4% in 2015-2016 and 13.6% in 2016-2017. This number concerns us because it indicates that fewer students are starting proficient, in part due to the previous year's collective work.

Thankfully, growth has improved over time, 19.4% in 2014-2015, 28.5% in 2015-2016, and 29.5% in 2016-2017. We need to improve this number dramatically to ensure students don't both start and end their careers here at GVP not proficient in reading. We hope to continue to see more and more students meet growth targets.

The next piece of data that must be examined are those depicting students not meeting growth and proficiency targets, 46.3% in 2014-2015, 49.5% in 2015-2016, and 48.9% in 2016-2017. This needs to improve. Although many programmatic factors contribute to half of our ELs not making growth or meeting proficiency, if the EL program becomes more effective in the coming years, we should see this number decline.

The final data that we find useful is cohort data. We examined one cohort, our current 5th graders. Among them, 19 began as Kindergarten ELs. Six of those entered with strong MAP reading proficiency measures. Five of these students predictably tested out of EL services at some point. Of the remaining 13, only 1 student both tested out of EL AND reached proficiency in reading. Our norm for ELs below proficiency is that they stay in EL services and remain below proficiency throughout their time here at GVP.

PLC Team SMART Goal: We will increase English language proficiency of EL students in grades K through 5 so that 80 percent of EL students with a composite level of 4.0 or less will demonstrate an increase of 1 level in their composite score as measured by a WIDA assessment by March of 2017.

SMART Goal Focus: Language with an emphasis on reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: Please see above. We included it in our baseline data.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal

On highly functioning PLC teams, data are used to evaluate the impact of instructional practice. Use this worksheet to document the impact your PLC work is having on student achievement. This completed form will be shared with the Northfield Board of Education and will be posted on the district website.

<p style="text-align: center;">Key Instructional Practice</p> <p>Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p>	<p style="text-align: center;">Evidence of Impact</p> <p>Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p>	<p style="text-align: center;">Next Steps</p> <p>Indicate the action you have taken or plan to take based on your findings.</p>
<p>Key Instructional Strategies to Improve our Goal:</p> <p>Oral Language -</p> <ul style="list-style-type: none"> *Language Experience Approach *RASP (Repeat by All, Some, Person) *Picture and Vocabulary sorts *TPR *Oral Composition <p>Reading -</p> <ul style="list-style-type: none"> *Vocalized and Repeated Readings (Read alouds, Echo, Choral, Cloze/Gap, Partner, Individual) *Text-Dependent Questioning of Challenging Text *“Sentence Strip” activities at word, sentence, and discourse levels <p>Writing -</p> <ul style="list-style-type: none"> *Interactive Writing *Oral Composition and Rehearsal *Dictogloss *Reread to Write *Listen, Repeat, Write 	<p>We have redesigned our service program focusing on delivering grade level content to every EL student each day. We work with our students during their reader’s workshop time. This has enabled us to reach every student daily for a minimum of 25 minutes. The success of this model depends on classroom teachers adhering to their schedules and delivering reader’s workshop, especially delivering direct, differentiated instruction through ability leveled reading groups. This is because EL teachers focus on assisting students to comprehend grade level, or near grade level, text. We use these texts to develop academic language at the student’s grade level in content areas, especially science and social studies.</p> <p>Service currently takes place during reader’s workshop when our students would otherwise read independently. We need to make sure that we are supporting their reading development by having an emphasis on reading. In other words, oral language development and writing, as valuable as they are, must not regularly replace reading activities. There is a balance that must be struck, but one that leans more toward reading. Therefore, it is critical that we develop a range of reading activities that expose students to the word, sentence, and discourse levels of academic, grade level language. We believe we have a strong start but are always looking to enhance this aspect of our instruction.</p> <p>Currently, the data does little to measure the effectiveness of the current, new EL service model. However, other formative data is promising. Notably, in Landry’s 1st grade class, 5 out of 6 ELs (1 student on an IEP with reading goals is making slower progress) are on target as measured by BAS to meet or nearly meet grade level expectations by the end of the year.</p> <p>One challenge the data presents is that nearly half of our students are both below growth and not proficient by winter MAP. The good news is that nearly 30 percent of students made growth. We need to dramatically improve this number. I believe the new EL service model enables us to improve academic outcomes for kids.</p>	<p>Continue current practices.</p>

	<p>Of greatest concern perhaps is that, with rare exception, most ELs who start their academic careers here at GVP below proficient in reading, leave GVP still below proficient in reading. I believe this should be cause to examine the continuity, quantity, and quality of Tier 1 instruction across all grade levels, not just in regards to EL services. I also believe that, if our model is better, more students who come to us below proficiency will be literate at grade level by the time they leave GVP.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Tisdale, Nelson, Papke

School: Greenvale Park Elementary

Baseline/Beginning Data:

- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 1 Title 1 LLI students will read Level H at 95% accuracy with satisfactory comprehension by June 2017, thus growing 8 or 9 BAS levels by the end of the year. A growth of 5 BAS levels by mid-year would mean they are likely to meet year end goal.
- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 2 Title 1 / LLI students will read Level L at 98% accuracy with satisfactory comprehension by June 2017. A growth of 5 BAS levels by midyear would mean they are likely to meet year end goals.

PLC Team SMART Goal:

- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 1 Title 1/LLI students will read Level H at 95% accuracy with satisfactory comprehension by June 2017.
- Using the Benchmark Assessment System as our measuring tool, 90% of Grade 2 Title 1/LLI students will read Level L at 98% accuracy with satisfactory comprehension by June 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data:

- First Grade percentage of students that moved BAS levels and how many levels moved: 50% grew 7 BAS levels, 25% grew 6 BAS levels, and 25% grew 5 BAS levels.
- Second Grade percentage of students that moved BAS levels and how many levels moved: 12.5% moved 8 BAS levels, 12.5% moved 7 BAS levels, 12.5% moved 6 BAS levels, 37.5 % moved 5 BAS levels, 12.5% moved 3 BAS levels, and a 12.5% moved 1 BAS level.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

On highly functioning PLC teams, data are used to evaluate the impact of instructional practice. Use this worksheet to document the impact your PLC work is having on student achievement. This completed form will be shared with the Northfield Board of Education and will be posted on the district website.

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
I have used LLI as an instructional tool to meet my SMART goal.	Most students are on track to meet the SMART goal. I will continue using LLI as a tool and also use Touch Phonics as a tool to help students towards the SMART goal at year end.	Continue current practices.

Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Amanda Heinritz, Ann Hehr, and Dustee Phenow

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: Our PLC group created an engagement survey to gather our baseline data. This survey was given to one third grade media class at each of the three buildings.

- Sibley: I will focus on two statements from the survey. “In media, I participate (ask questions, work at my computer do the activity).” 61.1% answered yes, 38.9% answered sometimes, and 0% answered no. The second statement I selected is “I think media is fun.” 55.6 % answered yes, 38.9% answered sometimes, and 5.6% answered no.
- Greenvale Park: Two statements of focus for baseline data are “I like coming to media class” and “I participate in media class.” The “yes” responses were as follows – 58% and 63%, respectively. Two statements related to productivity, “I work hard” and “I stay busy and do not waste time,” shows room for improvement as well. Only 63% of students say “yes” they work hard in class and 37% say only sometimes. In regard to staying busy, 47% responded “yes” and 53% responded “sometimes.”
- Bridgewater: I will also focus on two statements from the survey. “The teacher in this class really cares about me.” 90.5% answered yes, 4.8% answered sometimes, and 4.8% answered no. The second statement I will focus on is “In media, I participate (ask questions, work at my computer, do the activity).” 85.7% answered yes, 14.3% answered sometimes, and 0% answered no.

PLC Team SMART Goal: We will increase student engagement of our most challenging media class so that 80% of students will demonstrate active engagement as measured by our teacher-created student engagement surveys by May 2017.

SMART Goal Focus: Media Skills

Building/Program Goal Alignment: Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: The engagement survey was given to the same classes again in January. We evaluated responses to all 11 questions that were on the survey.

- Sibley: The result percentages for “I participate in media class” remained the same. The results for the second statement “I think media is fun” went up. 72.2% answered yes, 22.2% answered sometimes, and 5.6% (1 student) answered no.
- Greenvale Park: Small increases to “yes” responses were seen for the statements “I like coming to media class” and “I participate in media class.” The new results were 71% and 94%, respectively. Productivity responses are as follows: “I work hard,” 77% responded “yes” and 23% said “sometimes.” For the statement, “I stay busy and do not waste time,” response percentages did not change.
- Bridgewater: I am focusing and seeking growth in the two questions listed above: “The teacher in this class really cares about me.” 95% answered yes, 5% answered sometimes, and 0% answered no. The second statement I will focus on is “In media, I participate (ask questions, work at my computer, do the activity).” 95% answered yes, 5% answered sometimes, and 0% answered no.

Has your PLC made progress on your SMART goal? Yes, we have partially met our SMART goal.

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<p align="center">Key Instructional Practice</p> <p>Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p>	<p align="center">Evidence of Impact</p> <p>Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p>	<p align="center">Next Steps</p> <p>Indicate the action you have taken or plan to take based on your findings.</p>
<p>Only list the key instructional practice(s) you have implemented in your classrooms that support your SMART goal.</p> <p>Initiating personal connections with each individual such as personally greeting individual students or engaging students in conversations about life outside of media class. Modified units to include more student-centered activities and less teacher directed instruction. One example is students using the iPad to take picture of books and use their pictures to explain how books are organized in the library and call numbers. Another is using Digital Passport games to engage students with digital citizenship concepts.</p>	<p>Initiating personal connections with each individual such as personally greeting individual students or engaging students in conversations about life outside of media class.</p> <p>Modified units to include more student-centered activities and less teacher directed instruction. One example is students using the iPad to take picture of books and use their pictures to explain how books are organized in the library and call numbers. Another is using Digital Passport games to engage students with digital citizenship concepts.</p> <p>Continue current modifications and implement new ideas. We are re-working at least one upcoming unit about fairy tales so that students can interact more with the content. Again, more student-centered lessons.</p> <p>We have continued to greet and personally interact with students. We continually try to make personal connections with students, however in a specialist's schedule it can be very difficult to teach a lesson, help students with content, and make connections in a limited 25 minute time block.</p> <p>Forming relationships with students is vital. However, as stated before, creating those relationships during specials can be challenging. We are learning that by changing curriculum pacing and designing more engaging student-centered activities, it fosters a community of ownership. We will continue to research ways to develop meaningful relationships with students in short, applicable activities that we can adapt to all grade levels.</p> <p>We are finding that students need more time to process media tasks. Higher level thinking skills and more detailed steps have become part of daily lessons especially in terms of research and technology units. We constantly evaluate how we can encourage students to step out of their comfort zone to encourage a growth mindset.</p>	<p>Continue current practices, Modify current practices</p>

	<p>One thing we feel would help us grow as professionals is having the opportunity to visit each other's classrooms and possibly observe media specialists from other districts. This would give us new ideas to use with our students. It would also inspire us to push outside of our own comfort zones and grow as professionals.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Tony Mathison, Mary Wojick, Andy Jaynes, Paul Bernhard, Ryan Pietsch & Ryan Driscoll

School: District-Wide (Specialists, Nurses, etc)

Baseline/Beginning Data: Approximately 30% of Kindergarten students could count to 100 by ones in the fall.

PLC Team SMART Goal: We will increase counting skills through various motor and movement activities of Kindergarten students so that 100% will demonstrate proficiency in counting by ones, fives and tens to 100, counting by twos to 20 and counting backwards from 20 as measured by the NPS Kindergarten Assessment Packet given by May 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student's progress toward academic mastery, work habits, and behavior standards.

Current Progress Data: 61% of all Kindergarten students are able to count to 100 by ones (Sib 80%, BW 54%, GVP 49%).

Has your PLC made progress on your SMART goal? Yes, we have met our SMART goal.

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Key Instructional Practice	Evidence of Impact	Next Steps
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Daily warm ups that include counting by ones, twos, fives or tens. Using visuals and videos that involve counting and moving. Counting backwards with movement. Including counting during activities (i.e., Counting up team score).	Continue current practices. Look into adjusting goal percentage next school year.	Celebrate your success!