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

Names of Team Members: Gretchen Heil, Mairin Born, Maren Matson, Lindsey Downs

School: Sibley Elementary

Baseline/Beginning Data: All of our (81) current kindergarten students were administered letter name and sound identification assessments in September, 2016. Our letter name identification assessment targets 54 upper and lower case letters. Results showed that 21% of students were able to identify 50 or more letter names, 32% of students were able to identify 35-49 names, 23% of students were able to identify 15-34 names, and 24% of students were able to identify fewer than 15 names. Our letter sound identification assessment targets 26 letter sounds. Results showed that 19% of students were able to identify 22 or more sounds, 17% of students were able to identify 15-21 sounds, 13% of students were able to identify 9-14 sounds, and 51% of students were able to identify fewer than 9 sounds.

PLC Team SMART Goal: We will increase our students' knowledge of letter names and sounds so that 75% will be able identify all 54 uppercase/lowercase letter names and 75% will be able to identify 24 out of 26 letter sounds when assessed in January 2017.

SMART Goal Focus: Reading

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: We have concluded that our instructional practices were very successful. We met our SMART goal, with 89% of our students able to identify all the letter names and 90% of our students able to identify all the letter sounds. This year we again focused our interventions primarily on sounds, aligning our instruction with research which states that knowledge of sounds is more beneficial for future reading success.

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.
In all four of our kindergarten classrooms, we implemented the "No More Letter of the Week" program. We introduced each letter and sound with a corresponding picture, action and rhyme. We assigned a student "expert" for each letter. We displayed all this on a Reading Wall and small posters that we chant together daily. In addition to this curriculum, we planned station activities around the letters we introduced each week. We integrated the letter sounds/actions in our writer's workshop time. We sang fun alphabet songs during	We will continue to use the Reading Wall to revisit letter names and sounds throughout the year. We will provide interventions for those students who are not making adequate progress. We will challenge students to apply their letter knowledge to read and write CVC words. We will continue to embed letter instruction into our centers and morning meeting, as well as reader's and writer's workshop.	Celebrate your success!

transitions and morning meetings. As in previous years, we implemented incremental rehearsal intervention with at risk students.		

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

Names of Team Members: Kristen Craft, Anita Sasse, Gina Swenson, Amanda Sieger

School: Sibley Elementary

Baseline/Beginning Data: On the DIBELS computation assessment given in September 2016, 33% of Sibley first graders did not meet the fall benchmark score of 5.

PLC Team SMART Goal: We will increase Sibley first grade students' mastery of computation skills so that 75% of students will score a 15 or higher as measured by the DIBELS computation assessment administered in May 2017. In addition, of the 33% of students who scored below the fall benchmark, half of those students (17%) will score a 10 or higher on the DIBELS computation assessment when administered in May 2017. Also, 85% of all first grade students at Sibley will make 10 or more points of growth from their fall to spring scores of the DIBELS math computation assessment when administered in May 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: By the fall of 2017, 50% of Sibley 2nd graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.

Current Progress Data: On the DIBELS computation assessment given in January 2017, 87% of Sibley first grade students met the winter benchmark goal score of 10 points and 13% did not yet meet the winter benchmark. Additionally, 88% of students did meet the target growth of 5 points while 12% did not yet meet this goal.

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.
We administer a monthly progress monitoring DIBELS computation assessment to track and measure student growth. Students use Xtra Math every day to improve their math fact fluency in addition and subtraction. Students also use a variety of apps to practice and improve their fact fluency. We have implemented the Everyday Math, 4th Edition, which emphasizes math fact fluency.	We will continue to use the instructional practices we have in place as the data shows they are effective and we are on track to meet our year-end SMART goal. We may also begin to have students who are not making adequate progress work with volunteers.	Continue current practices.

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

Names of Team Members: Kristen Craft, Gina Swenson, Anita Sasse, Amanda Sieger

School: Sibley Elementary

Baseline/Beginning Data: As of the September 2016 assessment, 70% of the first graders were not meeting the district goal of using all of the following word patterns in their reading/writing: beginning consonants, final consonants, short vowels, digraphs, blends.

PLC Team SMART Goal: We will increase the identified target areas on the Words Their Way Primary Spelling Inventory so that 85% (81 of 95 children) of first grade students will demonstrate proficiency through blends when administered the same assessment by May 2017. Additionally, 95% of first graders will demonstrate a 10% (6 feature points) increase in phonological awareness when assessed in May 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: By the fall of 2017, 50% of Sibley 2nd graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.

Current Progress Data: In January 2017, all first grade students at Sibley were administered the WTW Primary Spelling Inventory and 36% (34 out of 91) have not yet met the year-end goal of getting through the blends spelling pattern. This means that 64% are already meeting our year-end goal and we are on track to meet our SMART goal of 85% of students mastering the blends or higher patterns. Additionally, 28% of students have not yet met their 6 point target growth on the WTW Primary Spelling Inventory. This means that 72% have met their 6 point target growth, which indicates we are well on our way to meeting our SMART goal.

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.
We established flexible groups of students according to their awareness and understanding of sounds in specific spelling patterns. For four 30 minute sessions a week, we meet in flexible groups to challenge and support students at their current academic level. Within these groups, students sort a list of words/pictures into the focused spelling pattern for that week, play word and spelling games, and connect the focused skill to authentic literature. Students also participate in interactive writing and guided writing sessions. Therefore, all student learning is accelerated at a developmentally appropriate level and pace. In	The current data shows that we are making excellent progress towards our year-end SMART goal and should continue using the instructional practices we have in place to ensure even more success for all students.	Continue current practices.

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addition to flex grouping, students are also supported in guided reading groups and individual reading conferences in their base classrooms. It was determined that students in the early alphabetic stage (short vowels) would benefit from additional instructional support. The building instructional coach pushes into the flex group that needs the most support. Additionally, the building reading specialist pulls a small group of students during the flexible grouping time. These interventions enable more individualized instruction through smaller groups/stations.		

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

Names of Team Members: Mary Bleckwehl, Tricia Christopherson, Paula Seeberg, Amber Soderlund, Missy Spitzack

School: Sibley Elementary

Baseline/Beginning Data: Unit 1 Open Response, 24% met expectations on Oct. 11 with many leaving no response or inappropriate response "I just know," "I have hands," "I counted."

PLC Team SMART Goal: We will increase the quality of open response explanations of all second graders so that 50% will meet expectations and 100% will attempt an explanation as measured by the lesson 4.6 open response questions by January 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: By the fall of 2017, 50% of Sibley 2nd graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.

Current Progress Data: On the unit 4.6 open response, 100% of the 82 students assessed made an attempt to answer the question. 67% met or exceeded the goal of making sense of the numbers and representations.

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 committed to intentional focus on teaching how to respond, modeled strong responses, built word banks to support students when responding, completed the 2-day lessons in EM4 which emphasized evaluating others' responses, and committed to the practice of allowing for revision with peer discussion.	We will continue to teach, model, and revise open responses during math box practice and unit assessments. We plan to use mid-year assessment data (Dibels, EM4 Mid-Year Assessment and Winter MAP) to direct our future math SMART goal.	Celebrate your success! Create a new SMART goal.

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

Names of Team Members: Mary Bleckwehl, Tricia Christopherson, Paula Seeberg, Missy Spitzack, Amber Soderlund

School: Sibley Elementary

Baseline/Beginning Data: 65% of 2nd graders assessed at the beginning of the year met the grade level benchmark for fluency as assessed by the DORF.

PLC Team SMART Goal: We will increase reading fluency of all second graders so that 75% will meet benchmarks measured by DIBELS Oral Reading Fluency by January 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: By the fall of 2017, 50% of Sibley 2nd graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.

Current Progress Data: 77% of 2nd graders assessed in the middle of the year met the grade level benchmark for fluency as assessed by the DORF.

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 implemented flexible groups 4 days per week for 35 minutes each day through the months of Oct., Nov., and Dec. Instructional practices were targeted to the needs of the group. For those below or just at benchmark, there was a strong focus on fluency development and reading grade level text. For those learners significantly below benchmark, the readers participated in the PRESS decoding intervention. That group also benefited from push-in support from the building literacy coach. Many of those below benchmark also participated in Reading Corps reading daily with one of the building Reading Corps leaders. In our individual classrooms we intentionally worked to develop fluency through Poem of the Week, group and shared reading, and allowing students to "read with someone" using the Daily 5 strategy.	While 77% met the goal, we will continue to implement best practice activities to develop grade level fluency in the remaining 23%.	Celebrate your success!

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

Names of Team Members: Kelly Johnson, Rich Guggisberg, Jodi Rudd, Dawn Jandro

School: Sibley Elementary

Baseline/Beginning Data: Baseline data: The average score on our vocabulary pretest was 5/10 as a grade level. The average score on our non-fiction text structures test was 6/10.

PLC Team SMART Goal: 70% of students will show proficiency in the informational text strand of the reading MCA test Spring of 2017

SMART Goal Focus: Reading

Building/Program Goal Alignment: By the fall of 2017, 65% of Sibley 3rd graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.

Current Progress Data: The average score on our vocabulary post-test was 8/10 as a grade level. The average score on our non-fiction text structures test was 8/10.

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.
Students were placed in 4 groups based on fall map scores. Students were given a text structure/features and vocabulary pretest. In each group teachers used leveled texts from Literacy By Design (LBD). Teachers used additional pre- and post-test data to guide instruction. Our instruction was focused on nonfiction text structures and features, providing students with strategies on how to navigate reading non-fiction texts. Students who were achieving at the lowest levels were in a smaller class. They were provided with individualized instruction in small groups. We used Smart Board lessons, supplemental texts, and guided reading lessons with the LBD books.	Conclusions: On our nonfiction text structure pretest 48% of students demonstrated proficiency (70% or higher). On our nonfiction text structure post-test, 83% of students demonstrated proficiency. That indicates a growth of 35%. Our strategies are working and growing students in non-fiction vocabulary and text structures/features. Next steps would include analyzing MCA data to see if we reached our goal of 70% of students showing proficiency in the informational text strand of the reading MCA test Spring of 2017.	Continue current practices.

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

Names of Team Members: Claiborne Day, Nancy Fox, Becki Haar, Laura McManus

School: Sibley Elementary

Baseline/Beginning Data: 93 students took an MCA practice test. 25 students, or 27% of 4th grade, did not pass (below 70%).

PLC Team SMART Goal: By the fall of 2017, 70% of Sibley 4th graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.

SMART Goal Focus: Reading

Building/Program Goal Alignment: By the fall of 2017, 70% of Sibley 4th graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.

Current Progress Data: On the winter assessment, 13 of the students (14%) did not pass.

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.
We have practiced reading nonfiction texts in print and online. We have focused on main idea, key details, and summarizing. We have also taught strategies for finding answers in the text (highlighting answers, summarizing as you go along, and note-taking).	We have added an online practice opportunity so students get to practice scrolling between screens and reading online. This is in preparation for the MCA test in April.	Modify current practices.

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

Names of Team Members: Dan Foley, April Ostermann, Paula Baragary, Shelley Stulken, Allison Sweeney

School: Sibley Elementary

Baseline/Beginning Data: We studied the 4th grade MCA scores of our students.

PLC Team SMART Goal: 100% of all 5th Grade students will achieve Medium or High Growth from Reading MCA 2016 to Reading MCA 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: By the fall of 2017, 80% of Sibley 5th graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.

Current Progress Data: Using benchmark data (DIBELS, reading level assessments), we are making progress toward our goal.

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.
We are increasing the depth of understanding and discussions through the use of Socratic discussions, Units of Study for teaching reading, and thematic units for teaching science, writing, and reading.	We have a large thematic, integrated unit planned to teach persuasive writing, reading about debatable issues, and environmental studies.	Continue current practices; modify 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.

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.
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: Karleen Sherman, Kelli Otting

School: Sibley Elementary

Baseline/Beginning Data: Fall IEP goal and objective baseline data - specific to each student we serve in the areas of reading, written language, and math.

PLC Team SMART Goal: We will increase the academic vocabulary acquisition skills of 4th and 5th grade Resource Room students receiving special education services in the areas of reading, writing, and math so that 80% of these targeted students make adequate progress on their related IEP goals and objectives as measured by IEP progress report data by June 2017.

SMART Goal Focus: Academic Vocabulary, Reading, Writing, Math

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: Each student we serve made adequate progress and/or met their goals or objectives in all areas.

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.
We used interactive notebooks to build academic vocabulary in the areas of reading, writing, and math.	We know that vocabulary instruction is crucial to success for our language impaired students. We know that this will continue to be an ongoing emphasis whether or not our SMART goal focuses on it.	Celebrate your success! Create a new SMART goal.

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

Names of Team Members: Deb Herman and Kris Harstad

School: Sibley Elementary

Baseline/Beginning Data: Reading Accuracy (average 10 students): 61%; Reading Comprehension (average 10 students): 40%; Basic Site Word Recognition (average 10 students): 53%

PLC Team SMART Goal: We will increase the communication, reading, and independent work skills of targeted NB students so that 80% will demonstrate increased communication, reading and independent work skills as measured by Systematic Assessment tasks by May, 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: By the fall of 2017, 50% of Sibley 2nd graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.

Current Progress Data: Reading Accuracy (average 10 students): 84%; Reading Comprehension (average 10 students): 61%; Basic Site Word Recognition (average 10 students): 72/100

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.
We have done leveled Read Naturally passages, site word embedded leveled readers, word family comprehension passages, and phonics comprehension practice packets as well as continued work with reading series at their level.	The multiple varied interventions progress towards their reading goals. We will continue with these targeted interventions as well as adding the PRESS Partner Reading and Paragraph Shrinking Evidence Based Fluency/Comprehension Intervention.	Continue current practices.

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

Names of Team Members: Cathy Bennetts, Peter McGorry

School: Sibley Elementary

Baseline/Beginning Data: There are 12 first grade students identified who are beginning the year at Level A or B. These are the students who began the year below grade level.

PLC Team SMART Goal: 75% of Grade 1 students will either make sufficient progress to exit LLI (Leveled Literacy Intervention) by meeting grade level benchmark criteria (BAS) OR achieve five levels of growth as measured by BAS (September 2016-May 2017).

SMART Goal Focus: Reading

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: Of the students who started in the Fall, 50% have met grade level criteria and moved out of the LLI group. 1 student moved out of the district.

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.
Students have been given guided reading instruction at their reading level using Leveled Literacy Intervention materials.	Students are on track to meet the SMART goal. Those who have already met the grade level criteria have moved out of the LLI group. Others who are still below grade level have been included in new groups. Next steps will be continued work with students in guided reading, using reading strategies and word work (all incorporated into LLI lessons). Additional targeted phonics will be used as needed.	Continue current practices.

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

Names of Team Members: Brenda Hand, Elizabeth Valentine, Amanda Schrader

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

Baseline/Beginning Data: ELs demonstrated limited English oral academic vocabulary proficiency necessary to independently access the curriculum and content-area standards. The EL students in our subgroups pre-tested knowing less than 80% of the target vocabulary for each content-area theme.

PLC Team SMART Goal: We will increase the conversational and academic vocabulary of an identified subgroup of EL students, so that 100% will demonstrate 80% mastery or 30% growth as measured by assessments of targeted content-area vocabulary by June 2017.

SMART Goal Focus: Conversational and academic English language development necessary to access grade-level content-area standards.

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

Current Progress Data: 90.9% of the identified ELs demonstrated 80% mastery or 30% growth on assessments of targeted content-area vocabulary.

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.
-Key Instructional Practice: Thematic, content-based ESL instruction aims at developing English language proficiency within the language domains of listening, speaking, reading and writing. -As its base, EL instruction utilizes academic themes and content that connects to the mainstream topics and benchmarks in order to build general background understanding and knowledge of concepts and their associated academic language. -Content-based ESL instructional techniques include increased use of visuals, hands-on learning, repetition, demonstrations, and graphic organizers. Communication takes place through all four language modalities; listening, speaking, reading, and writing.	Formative assessments indicate that the instructional practices listed above were effective for over 90% of our ELs. Due to this high success rate, we will continue these instructional practices with a few modifications aimed at addressing the needs of students with special language acquisition challenges, i.e. increased exposure to targeted vocabulary.	Continue current practices.

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-Instructional practice provides students opportunities to use language in meaningful contexts--studying the academic subject matter while they develop language proficiency. -Also to include: Incorporation of leveled informational and fictional texts in guided reading and writing activities that include content-area target vocabulary from grade-level benchmarks.		

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 Pfieffer (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.

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.
Members of our PLC have implemented strategies from the book Never Work Harder than Your Students 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.

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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 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.
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!

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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 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.
Instructional Practices: -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. Evidence of Their Impact: -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. -Some of the students who did not meet the goal know the	-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.	Celebrate your success!, Create a new SMART goal

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fingerings and are able to play the notes; they are just still working on verbalizing the name of the notes.		

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 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.
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: 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 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 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 was 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 specialists 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 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 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: 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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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.
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 library and call numbers. Another is using Digital Passport games to engage students with digital citizenship concepts.	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. 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 is a limited 25 minute time block. 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. 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.	Continue current practices, Modify current practices

	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.	

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 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.
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!