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

Names of Team Members: Jen Allison, Kristen Cade, Christa Danielson, Lahna Tran

School: Bridgewater Elementary

Baseline/Beginning Data: According to the fall FAST assessment in Number ID, 23 of our 87 kindergartners scored with some risk or high risk.

PLC Team SMART Goal: We will increase Number ID skills of all kindergartners so that 82% will demonstrate "no risk" as measured by the Winter FAST Number ID assessment by January 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade K: The number of students in the low-risk category on the spring FAST screener will increase by 10% in both reading and math.

Current Progress Data: According to the winter FAST assessment in Number ID, 27 of our 90 kindergartners scored with some risk or high risk.

Has your PLC made progress on your SMART goal? No, we have not seen progress toward this 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 attempted to do interventions with what we had. We were able to get some high schoolers through the community service class who worked with students a couple of times a week. As classroom teachers, occasionally we were able to give students in need an extra scoop, but it did not happen consistently. We did try to progress monitor Number ID using the FAST program, but that depended on consistency of volunteers.	We are well aware that what we are doing is not working. We do feel a bit "alone" when it comes to coming up with interventions and getting the support to get them done. We know that the other 2 schools have extra intervention time that we do not have the luxury of. This, paired with high class sizes and unique students need have forced us to put our energy elsewhere. Again, we know we need to look more closely at this and make some big changes.	Modify current practices; Reflect and rewrite the SMART goal.

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

Names of Team Members: Jen Allison, Kristen Cade, Christa Danielson, Lahna Tran

School: Bridgewater Elementary

Baseline/Beginning Data: According to the fall letter ID FAST assessment, 48/88 (55%) of students are either high risk or some risk. (Which means only 45% of our students came in with no risk).

PLC Team SMART Goal: We will increase letter ID skills of all kindergartners so that 75% will demonstrate no risk as measured by the winter letter id FAST assessment by January 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Grade K: The number of students in the low-risk category on the spring FAST screener will increase by 10% in both reading and math.

Current Progress Data: According to the winter letter ID FAST assessment, 29/90 (32%) of students are either high risk or some risk.

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 implemented a semi-daily intervention that include repetitive abc chart chanting and letter work. In class, we have ability based guided reading groups which allow us to work on needed skills with small groups (of 6, as like ability as we can). We have also sent occasional activities home to help reinforce skills. We have also really enjoyed using Lexia for our lowest students. While we hope this is guiding them through appropriate activities that are "just right" and appropriate while we are working with	While we partially met this goal, we know we have to up our game in order to further our success. Again, we feel a little lost in trying to find interventions and implement them on our own. We are trying to use our kindergarten EA's a bit, but also struggle with this not being their original intention to help support us in the classroom. We have tried getting Accelerate Northfield volunteers and other, with very little success. Honestly, we are continually frustrated that we struggle to meet the goals of our youngest and most struggling students, only to find that they get numerous extra	Continue current practices; Modify current practices.

other students, we find that the lowest students are working on activities including spatial awareness, rhyming, nursery rhymes, etc. (not much with Letter ID until they get to that level).	scoops come first grade (Reading Core, Title, ADSIS, etc). We are well aware we need to make some changes. We are ready to take on this challenge.	

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

Names of Team Members: Suzanne Lanza, Erin Hall, Glo Sterud, Brittany Ellerbusch, Pam Charlton

School: Bridgewater Elementary

Baseline/Beginning Data: We did not have any baseline data because our data began with the Unit 1 assessment

PLC Team SMART Goal: 80% of students will achieve 80% or higher on individual math unit tests.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade 1: The number of students meeting their fall to spring MAP target growth will remain at 80% or higher in both reading and math.

Current Progress Data: Unit 1 - 68% of students achieved 80% or higher; Unit 2 - 71% of students achieved 80% or higher; Unit 3 - 85% of students achieved 80% or higher; Unit 4 - 81% of students achieved 80% or higher

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.
Whole group instruction, guided math, Xtra Math, small group re-teaching, volunteers	The students that took their assessments in Spanish did worse on their Unit tests. Students will be given assessments in both Spanish and English to test their Math knowledge instead of their Spanish knowledge. We will use this data to see what Units might need extra help with in the years to come. We have also found that the written responses are difficult for first graders, and that it is hard to grade these parts of the assessments.	Continue current practices; Modify current practices.

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

Names of Team Members: Pam Charlton, Brittany Ellerbusch, Suzanne Lanza, Erin Hall

School: Bridgewater Elementary

Baseline/Beginning Data: 55% of our first graders were below first grade fall expectations in reading level

PLC Team SMART Goal: We will increase reading levels of students currently performing below grade level expectations so that 65% of all students will pass a level G instructionally by January 2018 as measured by BAS.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Grade 1: The number of students meeting their fall to spring MAP target growth will remain at 80% or higher in both reading and math.

Current Progress Data: 72% of our first graders are reading at or above grade level expectations for this time of year

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.
guided reading groups, flexed Words Their Way, flexed phonics (including touch phonics for those students needing it), imagine learning daily and with fidelity, skill based intervention	With the numbers we have in our rooms this year (25+), we are not able to meet with groups enough times during the week. When class sizes get bigger than 20, there is not enough time to meet with groups. Some groups were only able to meet one time each week. We will continue to meet with groups and do the flex grouping.	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: Darren Lofquist, Karen Lane, Anna Rubin, Sherry Schwaab

School: Bridgewater Elementary

Baseline/Beginning Data: Incoming Math Assessment

PLC Team SMART Goal: We will increase proficiency in common core math standards of second grade students so that 80% of students will demonstrate their personal growth target as measured by the Spring MAP Math test by May 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade 2: The number of students meeting their fall to spring MAP growth target will be 65% in reading and 75% in math.

Current Progress Data: 72% of students scored 80% or higher on both EDM Unit 2 cumulative and Unit 4 cumulative tests.

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.
Small group math stations. Differentiating lessons based on learner needs. Implementing challenge math groups for higher learners. Sending home additional assignments with students for extra practice.	Unit 4 was a challenging unit for our students. Our grade level discussed adding work with counting quarters and counting by 25s to numbers greater than 100 to help students review concepts.	Continue current practices; Modify current practices.

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

Names of Team Members: Darren Lofquist, Karen Lane, Anna Rubin, Sherry Schwaab

School: Bridgewater Elementary

Baseline/Beginning Data: Imagine Learning Placement/Benchmark Test BOY (Beginning of Year)

PLC Team SMART Goal: We will increase literacy skills (reading comprehension and phonics) of second grade students so that 80% will demonstrate growth of 160 points (or test out) in the area of literacy as measured by the Imagine Learning Mid-Year Benchmark Assessment (literacy score only) by December 8, 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Grade 2: The number of students meeting their fall to spring MAP growth target will be 65% in reading and 75% in math.

Current Progress Data: 86% of students demonstrated proficient growth on their Imagine Learning mid-year literacy assessment.

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.
-Guided reading groups. -Utilizing information from the Imagine Learning program to plan for tailored literacy skill groups. -Daily practice with the program.	Our grade level has noticed that vocabulary is a large component of the MAP Reading Assessment this year. Our next SMART Goal is going to be vocabulary oriented.	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: Elizabeth Larson, Gregg Sickler, Betsy Peterson, Nate Truman, Tiffany Ryan

School: Bridgewater Elementary

Baseline/Beginning Data: MAP 2nd Grade Spring Reading Data: 95th percentile: 8%, High: 33.6%, Average: 33.6%, Low: 22.1%, No Test: 2%

PLC Team SMART Goal: 80% of third grade students will score 80% or higher on common assessments.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Grade 3: The percentage of students outperforming the fall MAP predictor of proficiency will be more than 15% in reading and 10% in math.

Current Progress Data: Fall STAR test results: 60% of our students scored at or above 3.0; Winter STAR test results: 68% of our students scored at or above 3.4

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.
Move 5 groups with Mr. Johnson, Margit, Ken, and John. Core 5 independent ability specific practice, reading groups, guided reading, and book in a bag.	We will continue using all of the key instructional practices we've been using and reteach skills when students are struggling; also begin using Ladder of Success in February.	Continue current practices.

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

Names of Team Members: Elizabeth Larson, Gregg Sickler, Nate Truman, Tiffany Ryan, Betsy Peterson

School: Bridgewater Elementary

Baseline/Beginning Data: MAP 2nd Grade Spring Math Data: 95th percentile: 10.6%, High: 35.4%, Average: 40.7%, Low: 11.5%, No Test: 2%

PLC Team SMART Goal: 80% of third graders will score 80% or higher on common assessments.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade 3: The percentage of students outperforming the fall MAP predictor of proficiency will be more than 15% in reading and 10% in math.

Current Progress Data: Unit 1 math test average percent of students scoring 80% or higher was 62.4%; Unit 2 math test average percent of students scoring 80% or higher was 73.8%; Unit 3 math test average percent of students scoring 80% or higher was 88.2%.

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.
Review tests sent home and used in class, playing EM4 games and explorations, Homelinks, Math Boxes daily, small group work, front row, and supplemental practice.	We will continue using all of the key instructional practices we've been using and reteach skills when students are struggling.	Continue current practices.

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

Names of Team Members: Gail Kohl, Sara DeVries, Sarah DuChene, Brent Rauk

School: Bridgewater Elementary

Baseline/Beginning Data: Based on the Fall Reading Plus Benchmark, 67 students were At/Above level 4 or higher. 25 students were at Level 3 or below. **This data does not include our Read180 students who have been pulled off our class list and transferred into a Read180 sub-group.**

PLC Team SMART Goal: 80% of 5th Grade students using Reading Plus in the classroom, will gain 1 or more levels in Reading Plus by the January Benchmark assessment.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Grade 5: The number of students meeting or exceeding their MCA target score based on prior year scale score will be 50% in reading and 50% in math.

Current Progress Data: On our Winter Reading Plus Benchmark 86 of 93 (92%) of students moved at least one level. 81 of these students are At/Above level 4 and higher. Of the remaining 12 students who are not At Level, seven are receiving either SPED instruction in Reading or ADSIS services. **This data does not include our Read180 students who have been pulled off our class list and transferred into a Read180 sub-group.**

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 dedicated at least 20 min 4 days a week to have our students on Reading Plus. We set goals that all students must read at least 4 stories a week no matter which level they are on. We established a routine for monitoring readers by requiring them to complete the writing requirements in Reading Plus. We celebrated level gains as often as we could keep up!	Reading Plus seems to help students gain reading skills they will need for life!	Celebrate your success!

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

Names of Team Members: Gail Kohl, Sara DeVries, Sarah DuChene, Brent Rauk

School: Bridgewater Elementary

Baseline/Beginning Data: Based on the Fall Reading Plus Benchmark, 67 students were At/Above level 4 or higher. 25 students were at Level 3 or below. **This data does not include our Read180 students who have been pulled off our class list and transferred into a Read180 sub-group.**

PLC Team SMART Goal: 80% of 5th Grade students using Reading Plus in the classroom, will gain 1 or more levels in Reading Plus by the January Benchmark assessment.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Grade 5: The number of students meeting or exceeding their MCA target score based on prior year scale score will be 50% in reading and 50% in math.

Current Progress Data: On our Winter Reading Plus Benchmark 86 of 93 (92%) of students moved at least one level. 81 of these students are At/Above level 4 and higher. Of the remaining 12 students who are not At Level, seven are receiving either SPED instruction in Reading or ADSIS services. **This data does not include our Read180 students who have been pulled off our class list and transferred into a Read180 sub-group.**

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 dedicated at least 20 min 4 days a week to have our students on Reading Plus. We set goals that all students must read at least 4 stories a week no matter which level they are on. We established a routine for monitoring readers by requiring them to complete the writing requirements in Reading Plus. We celebrated level gains as often as we could keep up!	Reading Plus seems to help students gain reading skills they will need for life!	Celebrate your success!

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

Names of Team Members: Diane Nagy, Rebekkah Patterson, Sandy Reiman, Sue Bolton, Janet Larimore-Rockne

School: Bridgewater Elementary

Baseline/Beginning Data: We used our Fall MAP scores sub strand vocabulary. (data and analysis for math). All students scored below grade level expectations in vocabulary. Third Grade Data and Analysis scores ranged from 163-198. First Grade vocabulary scores ranged from 135 to 165. Second Grade vocabulary scores ranged from 147 to 167. Third Grade vocabulary scores ranged from 163 to 186. Fourth grade scores ranged from 186 to 203.

PLC Team SMART Goal: We will increase Math and Reading Vocabulary Scores and Data Analysis scores of our first through fourth grade students so that 80% will demonstrate 6 points of growth as measured by MAP Reading Vocabulary Strand and MAP Math Data and Analysis Strand by May of 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal; Robust core instruction.

Current Progress Data: Using the MAP winter scores, we showed average growth on Data Analysis of 12 points. (Scores are not available for all students at this time.) 86% of first graders have already met our growth goal of 6 points or higher. 100% of Second Grade students have met our goal of 6 points or higher. 73% of our Third Grade students have met our goal of 6 points or higher. 80% of Fourth Grade have met our goal of 6 points or higher.

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. |
|---|---|---|
| Small group intense reading instruction through FAST Forward, LLI, Read 180, Math Data and Analysis. All of these curriculums have a vocabulary component to them. | We have been reading Bringing Words to Life and will implement ideas from this study. Since we have already met our goal for most of the grade levels, we will strive to have them increase by another 6 points by the end of this year. As this is mid-way through the year, we feel that we will be able to meet our goal for our third graders by the end of this year. | Continue current practices. |

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

Names of Team Members: Caitlin Bushey, Taylor Farm, Alexi Thompson

School: Bridgewater Elementary

Baseline/Beginning Data: At the beginning of the year 4 of 20 (20%) students demonstrated mastery of phonemic awareness skills as measured by the

Beginning of the Year assessment from READ IT curriculum.

PLC Team SMART Goal: We will increase phonemic awareness skills of our students we serve grades 1-5 so that 80% of our students will demonstrate mastery of phonemic awareness skills as measured by curriculum based measurements by February 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal; Robust core instruction.

Current Progress Data: Currently 19 of 21 (90%) students are demonstrating mastery of phonemic awareness skills as measured by the Beginning of the Year assessment from the READ IT curriculum.

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.
New reading curriculum that contains systematic and developmentally appropriate instructional strategies to address phonemic awareness.	Conclusions: Daily and consistent practice of skills is important to mastery. Directly targeting the missing skill rather than a general intervention to cover a broad range of skills is vital to student success. Making it fun helps student engagement. Next Steps: Continue to implement the Phonemic Awareness strategies and READ IT program as designed to fidelity in order for students to	Celebrate your success!

| | continue to increase their foundational reading skills.

Continue to communicate and meet with the trainer of the READ IT program, as it is our first year of implementation. | |
|---|---|---|

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

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

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 target content-area vocabulary by June 2018.

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

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: 96% 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	Formative assessments indicate that the instructional practices listed above were effective for over 96% 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

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. -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: Ann Hehr and Amanda Heinritz (Dustee Phenow on maternity leave)

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

Baseline/Beginning Data: At both Sibley and Greenvale 4th grade students have had no formal instruction in 3D design during the school school day. At Sibley, 5th grade students had limited instruction when they were in 4th grade but Greenvale 5th graders have had none.

PLC Team SMART Goal: We will increase knowledge of 3D design skills of 4th and 5th grade students so that 80% of students will demonstrate basic understanding of 3D design as measured by the completion of a preliminary 3D design project by May 2018.

SMART Goal Focus: Media and technology skills

Building/Program Goal Alignment: Equitable opportunities and support for all career and college paths.

Current Progress Data: We have successfully met our SMART goal. 100% of fourth and fifth grade students designed and printed a 3D design project.

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 reviewed practice activities in 3D printing applications. We decided to use Tinkercad. We chose activities and lessons that fit out students and time constraints. We created a lesson plan and student accounts for Tinkercad. We broke the design project into small, manageable chunks. Students were engaged with examples of projects and the freedom to explore how Tinkercad worked. | We believe exposing students in fourth grade to the fundamentals of 3D design will allow students to be more challenged in 5th grade. In the future we hope to add on to our 3D printing lessons so that students are designing a project for a specific use. | 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: Ann Hehr, Dustee Phenow, Amanda Heinritz

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

Baseline/Beginning Data: Kindergarten students have never been formally introduced to coding.

PLC Team SMART Goal: We will increase knowledge of coding skills of kindergarten students so that 75% of students will demonstrate basic understanding of coding as measured by a teacher created coding assessment by May 2018.

SMART Goal Focus: Problem-solving, media, and technology skills

Building/Program Goal Alignment: Equitable opportunities and support for all career and college paths.

Current Progress Data: Data collection is currently in progress. Given the coding assessment, Greenvale Park is reporting 100% of students completing maze 1 correctly, 94% of students completing maze 2 correctly, and 86% of students "debugging" correctly. Thirty-five students have completed all three assessments so far. Bridgewater and Sibley students having coding lessons in progress or are beginning the assessment.

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.
Reviewed several coding activities and applications to develop an idea of lesson sequence. Created a lesson framework for Kindergarten for Northfield Schools. There are introductory activities such as videos, robotic mice, and whole-body maze activities. Students then use Kodable.com to program a "fuzz bug" through a maze.	We haven't drawn any conclusions for our Kindergarten practice as of yet. We are brainstorming about what curriculum or applications we will "adopt" as we continue to teach lessons on coding with each grade. We also discussing how much time we should spend on coding as a topic.	Continue current practices.

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

Names of Team Members: Ann Ackerman, Christine Howard, Angie Kruse, Amy Randall, Whitney Sannes

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

Baseline/Beginning Data: 52% was the average of the group

PLC Team SMART Goal: We will increase the accurate production of the /r/ sound of a targeted group of students, so that group of students will demonstrate an improvement of 10% as measured by the R Deep Screening Probe by April 2018.

SMART Goal Focus: Speech articulation

Building/Program Goal Alignment: Building and fostering relationships - commitment to social/emotional health for all.

Current Progress Data: 74% was the average of the group, which equals an average 22% gain.

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.
Char Boshart techniques Using facilitating contexts or co-articulation Use of metronome to improve placement, speed and natural production Use of visual and auditory feedback Repeated practice with increased complexity Use of wordless videos to promote carryover of /r/ in a structured conversation Recording students having a group discussion on different techniques to implement.	Some students are making progress but it is not reflective of the data because the speech sound productions are effortful and these productions are not counted as correct. So we need to continue working on techniques to improve fluency or co-articulation. Other students are gaining skills at the word level and need continued practice to carryover to reading and conversation.	Celebrate your success!

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

Names of Team Members: Mary Kate Maney, Kristin Hummel, Angela Eliason

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

Baseline/Beginning Data: BW FORMATIVE ASSESSMENT (9/27)
3 - 47   58%
2 - 20   25%
1 - 12   15%
0 - 2   2%
(Student Total - 81)

SIBLEY FORMATIVE ASSESSMENT (9/28)
3-50: 57%
2-18: 20%
1-17: 19%
0-3: 4%
Student total: 88

GVP FORMATIVE ASSESSMENT
3-63%
2-32%
1-4.5%
0-0.5%
Student total: 81

PLC Team SMART Goal: We will increase healthy and supported head voice singing of Kindergarten students so that 90% of Kindergarten students will demonstrate healthy and supported head voice singing measured by singing a "fountain of air" by Dec. 1, 2017

SMART Goal Focus: Head voice singing

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: BW SUMMATIVE ASSESSMENT (11/21)
3 - 68 79%
2 - 15 18%
1 - 1   1%

0 - 2   2%
(Student Total - 86)

SIBLEY SUMMATIVE ASSESSMENT (11/28)
3-77%
2-11%
1-8%
0-4%
Student total: 86

GVP SUMMATIVE ASSESSMENT
3-78%
2-18%
1-3%
0-0%
Student total: 78

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.
"This is my speaking voice" chant using speaking/whisper/singing/calling voices Using Boom Chicka Boom-all 4 voices, higher/lower/softer/louder/singing (variations) Vocalization activities-roller coasters, animal sounds (owl, rooster, wolf) Leaves flying through the air Ask, "Am I using my head voice now?" Show the wrong way and right way (too low, screaming voice etc…) Fountain of air-using balloon, and fountain visual	From our data, we found that the lessons and techniques we chose to increase head voice singing were successful. We noticed that modeling options that were wrong, okay, better, and best helped them improve. Our next step is to choose a new SMART goal and work on that for the second half of the year. Our next goal will be a new concept and may be with a new grade.	Create a new SMART goal

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

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

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

Baseline/Beginning Data: Each student began new to this concept. At the beginning, students were instructed on how to read their data on their pedometer and how to enter the data on their iPD.

PLC Team SMART Goal: We will increase the awareness of active participation in PE class for students in fourth grade, by using pedometers to measure work/movement. Students will record individual data on their own iPads followed by an end of the year reflection, by May 2018.

SMART Goal Focus: Increase awareness of activities in relation to movement.

Building/Program Goal Alignment: Building and fostering relationships - commitment to social/emotional health for all.

Current Progress Data: Each fourth grade student enters their own data via their iPad. This data is also forwarded to each PE teacher to view. Students record their own effort daily. Students are able to see progress and understand relationships between activity and number of steps taken.

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.
Teach how to wear pedometers. Teach how to enter data on iPad. Instruct students on the relationship of steps and mileage. Instruct students on activity vs. number of steps and what it show.	Students are beginning to see the relationship between PE activity and the number of steps taken in a given period of time. Students are able to quickly get their pedometers on and are now leaving them alone during the activity. Students are trying to move more with every activity. Students are now able to access their iPads and quickly transfer their data. Continue to work on relationship data and have students begin to graph their results in their classroom. Have students write reflections.	Continue current practices, Modify current practices

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: In the fall, Bruce McWilliams (band LTS) and Natalie gave formative assessments during small group lessons. Students were asked to name notes and give fingerings for the songs they were playing. About half of the students were able to give correct letter names, while even more students could also identify the finger patterns.

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

SMART Goal Focus: Music Reading

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: Stefanie and Natalie gave a paper/pencil summative note name quiz to their instrumental students. Students were asked to just name the notes, no fingerings. 79.8% of our instrumental students passed with 80% or more correct.

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 orchestra, students sing through songs, or short passages, with letter names and/or finger numbers. In band, students write in letter names at the start of the year and also say note names while fingering on instruments. 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 fingerings and are able to play the notes, they are just still working on verbalizing the name of the notes.	Students are learning their note names and are working towards playing with fluency. Students who did not pass the quiz will continue to work towards learning their note names through extra guidance in morning rehearsal and lessons. In band, for students who forget to bring their instrument to lessons, they may use musictheory.net to practice note naming.	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: Ren Kurtz, Kate Woodstrup, Erica Ness

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

Baseline/Beginning Data: Current district reading comprehension data.

PLC Team SMART Goal: We will increase 4th and 5th grade student reading comprehension from current levels as measured by MAP scores by doing structured drawing lessons in sketchbooks by the end of 2019 school year.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: We currently have created the process for implementing reading and drawing interventions in class.

Has your PLC made progress on your SMART goal? No, we have not seen progress toward this 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 using a modified process from research-based strategies. As we are currently in process, the data won't be collected until after Spring 2019 MAP scores are released. | We will continue moving forward with our current process and modify as needed to accomplish goal. | Modify current practices. |

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

Names of Team Members: Marcy Korynta, Melissa Reed, Ashley Patterson, Lynsi Sherry

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

Baseline/Beginning Data: No forms, procedures, or policies are in place to ensure consistent evaluations across the district.

PLC Team SMART Goal: Developing a policy that outlines the district's plan and expectations for EL assessments. These policies will utilize best practices in nondiscriminatory assessment.

SMART Goal Focus: Ensuring that Special Education evaluations are in compliance with the MDE requirements for evaluations of students with diverse language and cultural backgrounds.

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: We have a flowchart developed to outline what is expected for an evaluation. We have developed a form to be completed by teachers and support staff when a student is referred for an evaluation due to a suspected disability.

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.
The form that we developed to collect data for EL student evaluations is being trialed in several current evaluations. We have also sought out the input of all School Psychologists in the district and will be sharing our forms with EL teachers and other building instructional coaches.	We have met with Hope to review the data that is available from ACCESS scores and WIDA data points. It's important to be able to compare a student's scores to norms on a district level and state level. We will meet with her again when the next ACCESS score results are available, with the overall goal to develop local norms and state norms. We are also going to evaluate how our data form for EL evaluations was used and received by evaluation teams. On going conversations and modifications of the form will be made. We will be reviewing the overall referral	Continue current practices.

	and evaluation flowchart with evaluation teams and working to support and encourage all schools to adopt the evaluation model.	