

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

Names of Team Members: Stephanie Mahal, Taylor Farm, Alexi Thompson, Jamie Moyer

School: Bridgewater Elementary

Baseline/Beginning Data: 56% of the time students transitioned with less than 2 verbal prompts. 44% of the time students did not transition and needed 2-9 verbal prompts.

PLC Team SMART Goal: We will increase students receiving special education services independence in transitions, so that 80% are able to independently transition into the classroom setting with the use of visual supports as measured by classroom observations and specific data collection by June, 2017.

SMART Goal Focus: Behavior

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.

Current Progress Data: As of the Spring of 2017, 50% of our students who were participating in the intervention were either dismissed from special education or are no longer receiving services during the identified intervention time. The other 50% of students who were still participating met the goal (80%-4 of the remaining 5 students). We had one student who continued to need frequent reminders and prompting to transition into classroom.

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.
1) Created visual posters for students to look at prior to transitioning (line basics, hallway basics)-Posted in SPED classrooms. We had 2 general education teachers who also used these visuals in their classrooms to help generalize skill. 2) Role Reversal Teaching. 3) Provided Individual Visual Schedules on student desks. 4) Created Google Form Check-ins for students. 5) Video Modeling 6) Reviewed Above the Line/Below the Line	We concluded that every student could need or benefit from a variety of intervention options to meet the variety of learning and processing styles. The consistent use and reference to interventions (by the teachers) were important to ensure it was done to fidelity and that students received consistent exposure to the expected behaviors. We feel that it would have helped to have a consistent school-wide policy that could be implemented to benefit all students and help to generalize these expectations no matter where students transition to throughout the building at any time during the day	Create a new SMART goal.

<p>Expectations.</p> <p>Although there are 6 different practices, each practice was a result of individual learning styles/needs and addressed accordingly.</p>	<p>whether it be when students walk on their own to and from locations or as a small group/whole class.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Lisa Wisdorf, Kristen Cade, Lahna Tran, Christa Danielson

School: Bridgewater Elementary

Baseline/Beginning Data: At winter FAST, 27 out of 89 kindergartners were some risk/high risk (30%) in the number ID assessment.

PLC Team SMART Goal: We will increase number ID of all kindergartners so that 85% will meet grade level proficiency as measured by the spring FAST assessment by May 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: The number of students in the low-risk category on the spring FAST screener will be 75% in both reading and math.

Current Progress Data: According to spring FAST, 67 out of 89 kindergartners met grade level proficiency (75%).

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.
Math routines, math interventions (number ID), math games	<p>First and foremost, we feel like the timed component of the FAST assessment skews our data. For instance, in our untimed number ID assessment, at least 85% of our students met grade level expectations. However, when some of those same students who knew all numbers were tested using FAST, they then were in some risk or even high risk. In some cases, a student identified all numbers correctly, but were considered some risk because of the amount of numbers they recited in the allotted time.</p> <p>We did start a number ID intervention this spring that we feel was very effective. The students who participated in this activity showed great growth in their</p>	Continue current practices; modify current practices.

	<p>understanding of numbers (number sense), but it didn't necessarily transfer to their FAST scores. Regardless, we will continue this intervention in coming years because we felt it was incredibly beneficial.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Lisa Wisdorf, Kristen Cade, Lahna Tran, Christa Danielson

School: Bridgewater Elementary

Baseline/Beginning Data: According to January BAS scores, 20 of our 89 kindergartners are not on track to meet end of the year benchmark reading (22%).

PLC Team SMART Goal: We will increase kindergarten BAS scores of all kindergartners so that 80% will demonstrate grade level reading as measured by the BAS reading assessment by June 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: The number of students in the low-risk category on the spring FAST screener will be 75% in both reading and math.

Current Progress Data: According to spring BAS scores, 69 out of 89 kindergartners met end of the year benchmark (level D instructional) (77%).

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.
Guided Reading, Reading Interventions, Reading Corp, Book In A Bag...	We feel like we did some great things towards helping our kindergartners leave ready for first grade reading. In recent years we have had higher expectations for yearend reading goals, and this is increasingly difficult with the myriad of other goals for kindergarten (i.e., not developmentally appropriate all the time). We all agree that a level D is definitely doable for many students, but for some, especially those coming to us with little background, it is very difficult. We also feel like we would benefit from a scope and sequence or a commonly paced curriculum so we can spend less time on creating our own.	Continue current practices; modify current practices.

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

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

School: Bridgewater Elementary

Baseline/Beginning Data: 47% of our students can currently tell time to the hour and half hour based on our common formative assessment.

PLC Team SMART Goal: We will increase students' ability to tell and write time to the half hour using analog clocks (1.MD.3) so that 80% will demonstrate 80% proficiency as measured by a common assessment created by the team using analog clocks by the end of the year.

SMART Goal Focus: Math

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will develop a comprehensive formative assessment framework within each Professional Learning Community.

Current Progress Data: 96% of our first grade students can currently tell time to the hour and half hour based on our common formative assessment.

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.
We began by teaching the parts of a clock and the importance of the different hands. Students were introduced to telling time to strictly the hour and slowly we progressed to teaching the minutes. Students learned through whole group instruction, small group intervention, songs, videos, practice, etc.	We are pleased with our results. The students showed great progress with having the ability to tell time. We will continue to intervene with the 4% of students who have not yet met 80% or higher on our common formative assessment. We will also continue to push our students to learn and practice telling time to the 5 and 1 minute intervals.	Celebrate your success!

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

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

School: Bridgewater Elementary

Baseline/Beginning Data: Our team used data from the Fall MAP 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: The number of students meeting their fall to spring MAP growth target will be 70% in reading and 60% in math.

Current Progress Data: Based on spring MAP Assessment results, 71% of our students met or exceeded their fall-spring growth target on the MAP Math Assessment in May 2017. While we did not meet our personal SMART Goal of 80%, we did greatly exceed the building goal of 60% that was set for our team.

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.
-Teaching the new EDM 4 curriculum with fidelity. -Challenge Math groups for students exceeding grade-level expectations. -FLEX groups based on RIT scores on MAP strands. -Weekly/daily math homework based on curriculum outcomes. -Xtra Math for math facts. -Differentiating within our own classrooms to help provide enrichment and intervention. -Reteaching difficult concepts.	FLEX grouping for MAP strands was a successful practice! Our team will continue to work on differentiating more within our core classrooms to meet the instructional needs of our learners. Our team will think about departmentalizing next year so that we can focus on developing our instruction in one subject area.	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, Sherry Schwaab, Karen Lane, Anna Rubin, Tony Seidl

School: Bridgewater Elementary

Baseline/Beginning Data: Our team used MAP Reading scores from fall MAP testing as baseline data.

PLC Team SMART Goal: We will increase the reading ability of second grade students so that 70% will demonstrate reading proficiency by reaching their growth target score or higher as measured by the Spring MAP Reading score by May 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: The number of students meeting their fall to spring MAP growth target will be 70% in reading and 60% in math.

Current Progress Data: On the Spring MAP Reading test, 69% of second grade students met or exceeded their MAP fall-spring growth target.

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.
<ul style="list-style-type: none"> -Tailored guided reading groups multiple times weekly. -Literature group for students exceeding grade-level expectations. -ADSIS, Title I support, Reading Corps, and tutor support. -Daily Book-In-A-Bag. -Accelerated Reader. -Continuing to monitor student progress using BAS, PRS, MAP, and STAR Testing, and adjusting instructional practices as necessary. 	<p>Our team implemented successful practices in reading instruction. Next year, we will continue with the same practices but monitor and adjust based on incoming data points and student needs. If we obtain a new curriculum, we will teach it with fidelity.</p>	<p>Celebrate your success! Create a new SMART goal.</p>

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

Names of Team Members: Elizabeth Larson, Gregg Sickler, Nate Truman, Linda Temple

School: Bridgewater Elementary

Baseline/Beginning Data:

Reading - Grade Level Equivalency as measured by the STAR test.

Math - Use pretest to FLEX group students with like abilities/needs on Unit 6 concepts.

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

SMART Goal Focus: Reading and Math

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

Current Progress Data:

Reading - 68% of students reached 80% or higher.

Math - 77% reached 80% or higher.

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 taught the 3rd Grade Standards for reading, and used Accelerated Reader to support this; we taught the EDM 4 and formed Flex groups for Unit 6 concepts.	Continue to adapt to changes in EDM 4 curriculum and look forward to more direction and focus from the District with the reading curriculum.	Continue current practices; modify current practices.

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

Names of Team Members: Dana Holden, Renae Schuster, Melissa Shepherd (Jed McGuire), and Erik Swenson

School: Bridgewater Elementary

Baseline/Beginning Data: Pretest average by unit -

1 - 46.49%; 2 - 30%; 3 - 44.34%; 4 - 26.04%; 5 - 36.60%; 6 - 44.74%

PLC Team SMART Goal: We will increase mastery of essential learnings for each unit of all fourth grade students, so that 100% will demonstrate 80%, or higher, as measured by unit post-tests the end of each unit.

SMART Goal Focus: Math

Building/Program Goal Alignment: The number of students meeting or exceeding their MCA target score based on prior year scale score will be 60% in reading and 75% in math.

Current Progress Data: Post-test average by unit -

1 - 84.34% (increase of 37.06%)

2 - 90.33% (increase of 46.50%)

3 - 91.85% (increase of 48.68%)

4 - 87.86% (increase of 62.21%)

5 - 88.99% (increase of 51.56%)

6 - 86.69% (increase of 42.14%)

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Math Flex groups and reteaching students specific skills who do not score 80%, or more, on unit tests.	Our MCA results would indicate success with the new version of EDM. Exceeds 59 (55%) Meets 37 (34%) Partial 10 (9%) DNM 2 (2%)	Celebrate your success!

	<p>Percent passing 89% (Predicted pass rate 80%).</p> <p>We will continue to implement the curriculum as designed, as well as supplement with our SMART board lessons and Flex group instruction.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Kohl, Rauk, Duchene, DeVries

School: Bridgewater Elementary

Baseline/Beginning Data: 41% of all fifth grade students were below the benchmark on the Fall DAZE assessment.

PLC Team SMART Goal: We will increase reading comprehension of 5th grade students so that 80% of all students will meet the grade level expectation of 20 correct words in three minutes as measured by DAZE by January 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: The number of students meeting or exceeding their MCA target score based on prior year scale score will be 55% in reading and 55% in math.

Current Progress Data: 31% of all 5th graders were below the benchmark on the Spring DAZE.

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 kept our READ180 and most of our SPED students for our core mini lessons, and differentiated our CLOSE reading for our FLEX time and homework. We feel like this second scoop of instruction was beneficial toward our students' success on their MCA tests.	We did not meet our goal of 80% of students meeting the DAZE benchmark; however, it is worth noting that this cohort of students had a predicted MCA pass rate of 62%, but we ended the testing season at a 79% proficiency rate on the reading MCA.	Continue current practices.

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

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

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

Baseline/Beginning Data: Beat 56%, Melody 25%, Phrasing 14%

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 the rubric below by May 2017.

SMART Goal Focus: Improvisation

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

Current Progress Data: Beat 82%, Melody 76%, Phrasing 88%

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Each step was broken down and reviewed multiple days. We used modeling as a visual aid and aural aid (as we used the xylophones), we used consistent SMART Board documents across the district, and we think the modeling on the board, on the actual instrument and through students was extremely helpful. We also gave multiple examples and had students critique what they heard, resulting in critical listening which gave them an opportunity to be self aware and critique themselves and their neighbors.	Hummel says: "We're awesome!" We are creating a scope and sequence based on what we did with 4th grade and scaling down to focus on the core of improvisation in the younger grades. We'll be thinking about age appropriate forms of improvisation for each grade level and how we can incorporate curriculum we are already working on.	Celebrate your success!

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 Elementary Media

Baseline/Beginning Data: October student engagement survey. 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. Based on the survey, each media specialist selected a few areas to focus on.

- SB: 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.
- GVP: 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.”
- BW: 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: May student engagement survey. The engagement survey was given to the same classes again in May. We evaluated responses to all 11 questions that were on the survey. In all 3 buildings at least 80% of our students demonstrated active engagement on all of the questions from the survey. We also individually met our focus goals for the specific areas we selected in the fall. This data can be found below.

- SB: The first question I focused on was “I participate in media class.” These scores went up. 80% answered yes, 20% answered sometimes, and 0% answered no. The results for the second statement “I think media is fun.” also went up. 75% answered yes, 20% answered sometimes, and 0% answered no.
- GVP: The first question I focused on was “I like coming to media class.” The “yes” responses went from 71% to 50%. All of the other responses were “sometimes.” The second question I focused on was “I participate in media class.” Here the responses went down from the winter survey from 94% of students responding “yes” to 81%. However the 81% in the spring was an increase from 63% saying “yes” in the fall.
- BW: The first question I focused on was: “The teacher in this class really cares about me.” This question increased from 95% answering “yes” and 5% answering “maybe” to 100% of the students saying that they really think the teacher cares about them. The second statement I focused on was “In media, I participate (ask questions, work at my computer, do the activity)” This question also increased from 95% answering “yes” and 5% answering “maybe” to 95.7% answering “yes” and 4.3% answering “maybe”.

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.
<p>We created a “What I Did In Media Class Daily Log” where students could track their progress and reflect on their learning.</p> <p>We also tried some new lessons where students were more active.</p>	<p>SB: The fall survey gave me some great data on student engagement. However, I feel that it was difficult to compare the data over time because the results varied a great deal based on the unit of study, class location, and overall mood of the students. I plan to continue the “What I did in media class” log but will change it to a weekly log instead of daily. I tried the log with my 3rd, 4th, and 5th grade students this spring and really liked it. I found great value in the form but taking 5 minutes out of our 15 minutes of work time is difficult. I also had the opportunity to visit a school in New Prague this year and came back with many new ideas. Next year I hope to observe other media specialists both within our district and outside of the district.</p> <p>GVP</p> <p>Overall the data from the spring is not as favorable as the data from the winter and fall surveys. I think there are several factors that could have impacted the results. In the spring, students were in the midst of MCA testing and every media class was held in a different classroom to accommodate testing in the computer lab (media classroom). It was more and more difficult to make connections with students because my focus was on where we were meeting and getting students settled. The winter survey results were the highest. At that time students were participating in the Digital Passport curriculum which includes online learning games. These experiences are valuable to students because they are interactive but also allow the class to discuss important content. I would like to use Digital Passport next year.</p> <p>In addition to continuing Digital Passport, I tried some</p>	<p>Celebrate your success!</p>

	<p>new activities with students such as using iPads for pictures or a card games to review content. I will continue these to engage students. Finally, I will continue to make personal connections with students. I need to work harder during testing times when we cannot be in our regular class environment.</p> <p>BW: The baseline data collected in the fall increased in every category except one in the spring. The category that it decreased in was “I can use media skills outside of school” and it dropped only by 1%. This may have been due to the new students who entered this classroom later in the year. They may not have felt as prepared to use their newly learned media skills as the other students who had been in class all year. I believe this steady increase of students feeling engaged in media throughout the year is due to a combination of factors. One of the major factors contributing to the success of increasing engagement is taking the time to create a meaningful relationship with each of the students. I made an effort for them to get to know me better as well as for me to get to know them better. In the beginning of class often times I would update them on my puppy, Louie. I would let them share some of their dog stories as well. At the end of the lesson instead of having them fill out an extra form we would have a conversation about what we accomplished and what we will continue to work on. Another strategy that was successful in increasing engagement was integrating various activities to increase learning and comprehension of the skill at hand. I would research different apps/websites/activities to implement into the lesson to increase engagement. I would survey the students afterwards to find out whether or not they enjoyed the activity. I would try to differentiate for the students who did not prefer that way of instruction. My next steps would be to modify the engagement questions on the survey and research ways to effectively assess engagement.</p>	
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Spring 2017

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

Names of Team Members: Stefanie Bothun, Natalie Kruger

School: District Elementary Instrumental Music

Baseline/Beginning Data: We will give a rhythmic pre-test on the highest level of rhythm our students should know before going to the middle school. Once they take the pre-test we will go back to the basic rhythms and work our way towards that highest level to measure the accuracy.

PLC Team SMART Goal: We will increase rhythm accuracy skills of 5th grade instrumental music students so that 75% of students will demonstrate 100% correct on all 4 rhythm excerpts as measured by our rhythm assessments by June, 2017.

SMART Goal Focus: Music

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

Current Progress Data: Both band and orchestra were able to reach the goal of at least 75% of our students were able to get 100% on all four rhythms. Orchestra had 88% of their students achieve 100% on all four rhythms. Band had 80% of their students achieve 100% on all four rhythms.

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.
In both groups, we regularly count and clap rhythms that are in their lesson books or concert music. We also go through rhythms by just playing them on a single note. In orchestra, we shadow bow rhythms in our lesson books or concert music. In band, students have the opportunity to write the counts out so they can visually see the counts they are clapping.	The rhythms helped students focus on rhythm details, which were shown in their concert music preparation and ability to learn faster. Counting and clapping are essential to keeping a steady beat and with the practice they did on the short rhythms exercises, they were able to use that in the full ensemble when we move away from unison playing. The students we worked with were 5th graders so they are now going to the middle school. We will continue to check in with the middle school teachers and get feedback on anything we can do differently.	Celebrate your success!

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

Names of Team Members: Stephani Carlson, Rachel Morrison, Tammy Paulson, Noreen Cooney, Tyler Faust, Natalie Czech, Jamie Weibe, Lori Peterson, Deb Seitz, Patty Pfeiffer, Anne Campbell, Liz Pieffer

School: District-Wide Special Ed

Baseline/Beginning Data: Baseline data was determined by the present levels on each of the student's IEP.

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 and coping strategies.

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: 82% of the targeted students met their self-regulation/coping goals on their IEP's

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.
Key instructional practices used this semester: responding to student crises using Life Space Crisis Intervention techniques and principles.	We will continue to utilize evidence-based practices to support our students with social, emotional and behavioral needs.	Celebrate your success!

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

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

School: District-Wide Elementary Physical Education

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: BW: 85%; GVP: 86%; SIB: 87%

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.
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).	The more exposure the students have to counting the better recognition and recall they have. Practice in many areas of their day increases their counting/math skills. Next steps would include continuing to do math every day with kindergarten students. Have number games, counting activities and number recognition during physical education class. Continue to do the key instructional practices above.	Continue current practices.

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

Names of Team Members: Diane Nagy, Sue Bolton, Rebekah Patterson, Janet Larimore-Rockne

School: Bridgewater Elementary

Baseline/Beginning Data: DAZE scores for 3rd and 4th Graders averaged 8.2 at the beginning of the year. Our goal was to have them increase their scores by 11 points at the end of the year. The fall scores for Concepts and Applications averaged 14.6. The goal was to have them increase their scores by 25 points by the end of the year.

PLC Team SMART Goal: We will increase reading comprehension of our 3rd & 4th graders so that 100% will demonstrate individual target growth goals as measured by the MAP by May 2017. Modification: We will not be able to use MAP scores for 3rd and 4th graders. Our assessments will be the Dibels Concepts and Applications (untimed) and the DAZE.

SMART Goal Focus: Reading

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

Current Progress Data: The scores for 3rd and 4th graders on the DAZE increased by an average of 10.5 points. The scores for 3rd graders on the Concepts and Applications increased by an average of 37.4 points.

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 used the following curriculums with scaffolding and support: Fast Forward, Read180, Reading Corps, Leveled Literacy Intervention, Touch Phonics, Reading Street, iLIT, Building a Bridge to Academic Vocabulary in Mathematics, and purposeful instruction in comprehension.	Overall, we feel that we came very close to meeting our goal. We were only 0.5 from achieving average growth of 11 points on DAZE, and only one student of 26 was not able to meet the growth goal on both assessments. We feel that our instructional practices are working for the majority of our students. However, a few students might benefit from working one on one with a teacher as well as in small group settings. This would be an additional intervention for those students.	Continue current practices.

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

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

School: District-Wide Speech Language

Baseline/Beginning Data: Our measurable component is how much they gained on their narrative scores based on a narrative rubric. Our original baseline average in the fall was 23 points.

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 narrative development

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

Current Progress Data: Our current baseline average is 31 points for an average gain of 8 points.

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.
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	We found this to be a good way to address the language needs of our students. We have found carryover to be better when teaching oral narrative skills. We need to make a few changes to the rubric. We need to get different materials to collect the baseline data.	Celebrate your success!

Comic Strip Puppet Pals SKILL curriculum Play-Do and LEGOS to build characters Silent YouTube videos for story building		
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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: Bridgewater/Sibley EL

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: 100% 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 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.
<p>-Key Instructional Practice: Thematic, content-based ESL instruction aims at developing English language proficiency within the language domains of listening, speaking, reading and writing.</p> <p>-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.</p> <p>-Content-based ESL instructional techniques include increased use of visuals, hands-on learning, repetition,</p>	<p>Formative assessments indicate that the instructional practices listed above were effective for over 100% 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.</p>	<p>Celebrate your success!</p>

<p>demonstrations, and graphic organizers. Communication takes place through all four language modalities; listening, speaking, reading, and writing.</p> <p>-Instructional practice provides students opportunities to use language in meaningful contexts--studying the academic subject matter while they develop language proficiency.</p> <p>-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.</p>		
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