

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

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

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** For beginning of the year assessments using the FAST assessment, 10 out of 91 students are at high risk for not meeting grade level expectations for number ID. Out of 91 kindergarten students, 21 students are high risk in letter ID according to our beginning of the year FAST assessment. (23%)

**PLC Team SMART Goal:** The number of students in the low-risk category on the spring FAST screener will be 75% in both reading and math.

**SMART Goal Focus:** Reading & Math

**Building/Program Goal Alignment:** Grade K - 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:** The number of students in the low-risk category ("blue" or "green" category) on the winter number identification FAST screener was 67%. The number of students in the low-risk category (graded a "3" or "4" for report card posting) for letter identification was 81%.

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

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

| Key Instructional Practice  | Evidence of Impact  | Next Steps   |
|---|---|--|
| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.            | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice. | Indicate the action you have taken or plan to take based on your findings. |
| Group games, daily calendar/math meetings, teaching Everyday Math curriculum, Quick Looks, small group and individual work with tutors. | We will modify small group and tutor assistance based on our new data.  | Continue 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:** 65% of our first grade students are able to read a list of 10 CVC words with 80% accuracy

**PLC Team SMART Goal:** We will increase student ability to read a list of CVC words of all first grade students so that 80 percent will demonstrate 80 percent proficiency or greater as measured by the baseline assessment for phonemic awareness and phonics skills by November 7, 2016 (end of first quarter).

**SMART Goal Focus:** Reading

**Building/Program Goal Alignment:** 80% of our students K-5 will demonstrate mastery of literacy and math standards as indicated by a score of 80% or higher on the quarterly common assessments in reading and math.

**Current Progress Data:** 95% of all first grade students are able to read a list of 10 CVC words with 80% accuracy.

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

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| <b>Key Instructional Practice</b>  | <b>Evidence of Impact</b>   | <b>Next Steps</b>  |
|--|---|--|
| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.   | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice. | Indicate the action you have taken or plan to take based on your findings.   |
| We implemented word study of CVC words in small groups. Students practiced reading and writing CVC words daily. Students were flexed based on their phonics needs and instruction was given accordingly. | Students increased their ability to read a list of CVC words with 80% accuracy from 65% to 95%.                           | With this success, our students demonstrated their readiness for the next building blocks in phonics study. Students who were ready proceeded to digraphs, blends and long vowels. |

## 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:** 45% of all first grade students can fluently add sums of +0 and +1 to 10

**PLC Team SMART Goal:** We will increase student ability to fluently add sums of +0 and +1 to 10 of all first grade students so that 80 percent will demonstrate 80 percent proficiency or greater as measured by Xtra Math by November 7, 2016 (end of first quarter).

**SMART Goal Focus:** Math

**Building/Program Goal Alignment:** 80% of our students K-5 will demonstrate mastery of literacy and math standards as indicated by a score of 80% or higher on the quarterly common assessments in reading and math.

**Current Progress Data:** 89% of all first grade students can fluently add sums of +0 and +1 to 10.

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

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| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.   | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice. | Indicate the action you have taken or plan to take based on your findings.   |
| <ul style="list-style-type: none"> <li>● Students completed Xtra Math fluency practice daily. Through the use of Everyday Math practices, students were taught and practiced strategies to improve math fact fluency.</li> <li>● Guided math groups</li> </ul> | We improved our score from 45% of students who could add fluently +0 and +1 to 89% of students who could.                 | Students will continue to use Xtra Math daily in the classroom. As they master the addition level they will move to the subtraction level. |

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

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

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** Our grade level utilized Fall Reading MAP Test scores and BAS Text Scores to plan flexible guided reading groups in our own classrooms.

**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:** Grade 2 - The number of students meeting their fall to spring MAP growth target will be 70% in reading and 60% in math.

**Current Progress Data:** While we did not administer the Winter Reading MAP Test, our grade level did administer the BAS Assessment to all students in January. All students showed growth from their Fall BAS Assessment to their Winter BAS Assessment.

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

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| Key Instructional Practice   | Evidence of Impact   | Next Steps   |
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| 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. |
| -Flexible guided reading groups within classrooms, where students are grouped based on reading levels, as well as specific reading concepts that need attention.<br>-Tier 2 interventions (Title Reading, ADSIS, Reading Corps). | Our students have shown growth in their reading ability. We are readjusting groups based on students who are still below grade level expectations to provide additional support and interventions. We will continue to meet with students who have met grade-level expectations in reading to help them progress and provide them with enrichment. | 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, Anna Rubin, Karen Lane, Sherry Schwaab, Tony Seidl

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** For our beginning data, we used the Fall Math MAP test strand scores to split students into appropriate flexible learning groups.

**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 70% in reading and 60% in math.

**Current Progress Data:** When administering the Winter Math MAP test, our grade level saw an increase in students' number and operation scores. This is a result of having students work on number and operation concepts that were targeted at their specific levels during flexible grouping time, as well as a curriculum focus on number and operation concepts.

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

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| Key Instructional Practice  | Evidence of Impact  | Next Steps   |
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| 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. |
| -Flexible grouping based on number and operation MAP scores.<br>-Implementing Everyday Math curriculum and modifying lessons based on the learning needs of specific students and groups of students. | Our next steps will be rearranging flexible groups to focus on different strands.   | Continue current practices; modify current practices.                      |

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

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

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** Math - Unit 3 Pretest: 33% of students scored 80% or higher. Reading - September reading assessment: 69% of students scored 80% or higher.

**PLC Team SMART Goal:** Eighty percent of students will score 80% or higher on common formative assessments.

**Current Progress Data:** See below.

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| Key Instructional Practice   | Evidence of Impact   | Next Steps   |
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| 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 Unit Flexible Groups.   | Unit 3 Test Results:<br>40% of students scored 94% or higher<br>45 % of students scored 80-93% on mastery level skills<br>Combined 85% of third grade students scored 80% or higher on mastery level skills. <b>WE MET THE GOAL!</b>                                       | We will continue with the flex grouping plan across the grade level for each unit.   |
| Reading Comprehension Common Formative Assessment.   | Grade Equivalency Reading Range Comprehension Assessment:<br>59% of students scored 94% or higher on the comprehension strand;<br>21% scored 80-93% on the comprehension strand;<br>Combined 80% scored 80% or higher on the comprehension strand. <b>WE MET THE GOAL!</b> | We will use short stories and comprehension activities throughout the grade level in preparation for the MCA test. Those activities are from the MDE Assessment Practice Handbook. |

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

**Names of Team Members:** Dana Holden, Renae Schuster, Melissa Shepherd, Erik Swenson

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** 58.3% of incoming fourth graders met/exceeded MCA in Reading. 30.5% of incoming 4th graders were partial/DNM (11.3% have no score).

**PLC Team SMART Goal:** We will increase reading comprehension of all fourth grade students, so 100% will demonstrate growth of 0.1, or more, as measured by STAR Assessment the end of each month.

**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 60% in reading and 75% in math.

**Current Progress Data:** Our average growth, grade-wide, is +0.6 growth from September to January. Our target of +0.1 per month was met/exceeded on average. In terms of looking at student by student, 71% met the target growth on the STAR test.

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

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| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.   | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.   | Indicate the action you have taken or plan to take based on your findings. |
| We have utilized Cloze Reading in our Reading Flex groups. We are also using Reading Street with the "regular" core instruction, with READ180 and ADSIS in place for students who demonstrated need. | We are going to reform Reading Flex groups, based on the latest STAR data, and implement Article-a-Day (ReadWorks), which is designed to increase background knowledge, reading stamina, vocabulary, and comprehension. We also plan to share the STAR results with each student, so they are aware of their progress/growth. | Modify current practices.  |

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

**Names of Team Members:** Dana Holden, Melissa Shepherd, Renae Schuster, Erik Swenson

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** Unit 1 Pretest Average: 46.49%; Unit 2 Pretest Average: 30%; Unit 3 Pretest Average: 44.34%.

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

**SMART Goal Focus:** Math

**Building/Program Goal Alignment:** The number of 4<sup>th</sup> grade 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:** Unit 1 Post Test Average: 84.19%; Unit 2 Post Test Average: 90.24%; Unit 3 Post Test Average: 91.85%.

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

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| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.   | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice. | Indicate the action you have taken or plan to take based on your findings. |
| We implement Math Flex groups, in which we use the pretest data to group students and differentiate to maximize growth.<br>We also review/reteach students any skills/sub-strands for which they did not score 80%, or higher. | The flexible grouping and reteaching has proven effective. We will keep on keeping on!                                    | Celebrate your success!  |



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

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

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** At the beginning of the year, we had 39 students fall below the grade level benchmark of 18 words correct in 3 minutes. 60 % of 5th graders met the benchmark.

**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 the DAZE by January 2017.

**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 55% in reading and 55% in math.

**Current Progress Data:** Currently, we have 22 students who did not meet the January benchmark criteria of 20 words correct in 3 minutes. 77% of 5th graders have met the benchmark.

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

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| Key Instructional Practice  | Evidence of Impact   | Next Steps   |
|---|--|--|
| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.                        | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.  | Indicate the action you have taken or plan to take based on your findings. |
| Monthly DAZE progress monitoring, comprehension focused reading flex based on student lexile level, guided reading groups, whole group instruction. | Twenty of the 22 students who have not yet met the standard are pulled out of our instruction for one or more of the following: special education, Read 180, EL, ADSIS and Math Corps. We are able to include them in our whole group reading lesson, but these students miss guided reading and/or reading flex. Growth is being made by all, but we are in favor of an intervention block to limit the amount of times that students come and go from crucial instruction. | Continue current practices.  |

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

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

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** **Baseline:** 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 and 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:** Current: 1 Student was dismissed from services and current data reflects 8 students rather than 9. 76% of the time students are transitioning with 2 or less verbal prompts and 12% of the time students are transitioning but needing up to 4 verbal reminders and 12% of the time students need more than 4 verbal prompts.

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

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| <b>Key Instructional Practice</b><br>Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.   | <b>Evidence of Impact</b><br>Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.  | <b>Next Steps</b><br>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.<br>2) Role Reversal Teaching.<br>3) Provide Individual Visual Schedules on student desks.<br>4) Created Google Form Check-ins for students.<br>5) Video Modeling.<br>6) Reviewed Above the Line/Below the Line Expectations.<br><br>Although there are 6 different practices, each practice was a result of individual learning styles/needs and addressed accordingly. | We feel that the students are responding positively to the interventions implemented and will continue to monitor and reteach if necessary based on each student's hallway/transition behavior. | Continue current practices.   |

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

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

**School:** District-Wide Elementary Art

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

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

**SMART Goal Focus:** Color.

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

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

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

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

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

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

**School:** Bridgewater Elementary

**Baseline/Beginning Data:** Multiple data points from composite intervention pool were below grade level. We used DAZE to assess mid-year progress.

**PLC Team SMART Goal:** We will increase our third grade students' ability to solve word problems so that 100% will demonstrate target growth goals as measured by the untimed DIBELS Concepts & Applications by May 2017.

**SMART Goal Focus:** Reading.

**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:** Average growth from fall to mid-year is 3.5 more words correct on the DAZE. Expectation for mid-year growth is 3 words for third grade and 2 words for fourth grade by mid-year.

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

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| Key Instructional Practice  | Evidence of Impact  | Next Steps   |
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| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.  | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.     | Indicate the action you have taken or plan to take based on your findings. |
| We used the following curriculums with scaffolding and support:<br>Fast Forward, Read 180, Reading Corps, Leveled Literacy Intervention, Touch Phonics, Reading Street, iLIT, Building a Bridge to Academic Vocabulary in Mathematics, and purposeful instruction about vocabulary we encounter while reading various texts.<br>Curriculum was implemented in small grade level pull out groups three to five days a week.<br>Impact has been measured mid-year using the DAZE and other mid-year benchmarks. Our data is available in a Google spreadsheet format. | Our current interventions are working as anticipated.<br>We will continue to work with them, making adjustments as necessary. | Continue current practices.  |

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

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

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

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

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

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

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

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

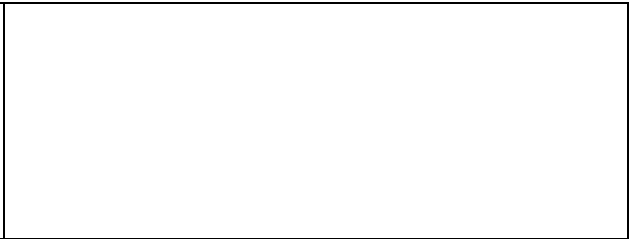
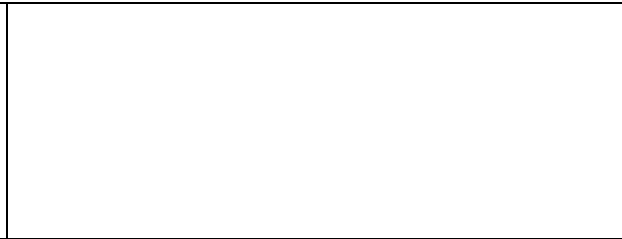
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| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.  | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.  | Indicate the action you have taken or plan to take based on your findings. |
| <p>-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, demonstrations, and graphic organizers. Communication takes place through all four language modalities: listening, speaking, reading, and writing.</p> | <p>Formative assessments indicate that the instructional practices listed above were effective for over 90% of our ELs. Due to this high success rate, we will continue these instructional practices with a few modifications aimed at addressing the needs of students with special language acquisition challenges, i.e. increased exposure to targeted vocabulary.</p> | <p>Continue current practices.</p>   |

-Instructional practice provides students opportunities to use language in meaningful contexts--studying the academic subject matter while they develop language proficiency.

-Also to include: Incorporation of leveled informational and fictional texts in guided reading and writing activities that include content-area target vocabulary from grade-level benchmarks.



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

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

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

**Baseline/Beginning Data:** Students' present levels.

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

**SMART Goal Focus:** Self-Regulation.

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

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

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

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

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

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

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

**Baseline/Beginning Data:** Average of 23 points per narrative.

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

**SMART Goal Focus:** Oral narratives

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

**Current Progress Data:** Average of 27 points per narrative.

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

**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.**

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



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

**Names of Team Members:** Stefanie Bothun, Natalie Kruger

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

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

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

**SMART Goal Focus:** Music Note Reading

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

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

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

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

| Key Instructional Practice  | Evidence of Impact   | Next Steps   |
|---|--|--|
| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.  | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.  | Indicate the action you have taken or plan to take based on your findings. |
| <p>Instructional Practices:</p> <ul style="list-style-type: none"> <li>-In orchestra, we sing through songs on letters first.</li> <li>-In band, we write in letter names for every note at the start of the year. As students learn their notes, we write fewer and fewer.</li> <li>-In both groups, we go over lines and spaces and do random note checks with students</li> <li>-In both groups, we discussed the music alphabet and how it relates to the lines and spaces on the music staff. We practice saying the music alphabet both forward and backwards.</li> </ul> <p>Evidence of Their Impact:</p> <ul style="list-style-type: none"> <li>-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.</li> </ul> | <ul style="list-style-type: none"> <li>-We will continue to work with students on naming notes and using the knowledge they already have to figure out new note names.</li> <li>-There are several music websites, such as MusicTheory.net, that have note naming exercises and other music quizzes. Students can use these websites on their iPads and work through the exercises during classroom work time.</li> <li>-We will be creating a new SMART goal for the second semester of school that will relate to rhythm.</li> </ul> | <p>Celebrate your success! Create a new SMART goal.</p>                    |

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| <p>-Some of the students who did not meet the goal know the fingerings and are able to play the notes; they are just still working on verbalizing the name of the notes.</p> |  |  |
|--|--|--|

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

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

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

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

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

**SMART Goal Focus:** Music/improvisation

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

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

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

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

| Key Instructional Practice   | Evidence of Impact  | Next Steps   |
|--|---|--|
| Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal. | Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice. | Indicate the action you have taken or plan to take based on your findings. |
| Key Points: Rhythmic improvisation, melodic improvisation, phrasing.   | Continued practice on our three key components for improvisation: Rhythm, melody, and phrasing.                           | Continue current practices.  |

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

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

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

**Baseline/Beginning Data:** In progress.

**PLC Team SMART Goal:** We will increase the consistency of identification students with SLI and SLD and their needs and systematically how to link interventions to needs of identified students with special needs so that 100 percent of students will have specialized instruction based on all identified needs as measured by random IEP reviews by Spring of 2017.

**SMART Goal Focus:** Special education instruction

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

**Current Progress Data:** In progress.

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

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

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

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

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

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

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

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

**SMART Goal Focus:** Classroom Management Strategies

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

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

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

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

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

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

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

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

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

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

**SMART Goal Focus:** Math

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

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

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

**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.**

| <b>Key Instructional Practice</b><br>Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.   | <b>Evidence of Impact</b><br>Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice. | <b>Next Steps</b><br>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.<br>Using visuals and videos that involve counting and moving.<br>Counting backwards with movement.<br>Including counting during activities (i.e., Counting up team score). | Continue current practices.<br>Look into adjusting goal percentage next school year.   | 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 (Specialists, Nurses, etc)

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

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

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

**SMART Goal Focus:** Media Skills

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

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

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

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

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

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



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|  | <p>One thing we feel would help us grow as professionals is having the opportunity to visit each other's classrooms and possibly observe media specialists from other districts. This would give us new ideas to use with our students. It would also inspire us to push outside of our own comfort zones and grow as professionals.</p> |  |
|--|--|--|