

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

Names of Team Members: Elizabeth Ziemann, Tiffany Malecha, Kathy Flicek, Stephanie Hagberg

School: Greenvale Park Elementary

Baseline/Beginning Data: In the fall, according to FAST 29 percent of our students were in the fiftieth percentile or above for letter names, nationally. For letter sounds, in FAST 65 percent of our students were low risk.

PLC Team SMART Goal: 90 percent of our kindergarten students will be at grade level on the FAST assessment for letter sounds and letter ID by January 25, 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: In the winter, according to FAST 53 percent of our students were in the fiftieth percentile or above for letter names, nationally. For letter sounds, in FAST 74 percent of our students were low risk. According to our district kindergarten assessments 64 percent of our students were at grade level or above as of January 25, 2018, and 82 percent of our students were at grade level or above in sounds.

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.
Some of the instructional practices include: daily guided reading, daily book in a bag, segmenting, blending, and daily interventions with EA's or volunteers.	We have learned that Northfield has never scored above the fiftieth percentile according to FAST in Early Reading, and we have contacted Hope about this concern. We have also learned that our report card data does not align with our FAST results. Our report card data indicates that more kids are at grade level or above, whereas FAST does not.	Continue current practices; modify current practices.

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

Names of Team Members: Jessy Nivala, Lily Landry, Sari Zach

School: Greenvale Park Elementary

Baseline/Beginning Data: We used data from last year's first graders to drive our SMART goal this year. Last year's students struggled with expressing their mathematical thinking in writing. We saw a great need for explicit teaching about how to express mathematical thinking. Students' inability to verbalize their mathematical thinking consistently lowered the overall score for most students because there are so many written responses on the EM4 assessments.

PLC Team SMART Goal: We will increase the verbalization of mathematical thinking of our first grade students so that 80% of our students will demonstrate correct responses as measured by the EM4 unit and cumulative assessments by January 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: Math: 80% of students will score 80% or higher on selected quarterly Everyday Math unit tests.

Current Progress Data: We are seeing a steady increase in the number of students scoring 80% or higher on Unit and Cumulative tests as we are more intentionally teaching how to verbalize mathematical thinking. Here are the percentages of students who scored 80% or higher on Unit and Cumulative Tests: Unit 1 (70%), Unit 2 (77%), Cumulative 2 (78%), Unit 3 (82%), Unit 4 (92%), and Cumulative 4 (89%). The Unit 1 test was given before we started teaching our students how to verbalize their mathematical thinking. Since that point, the percentage of students scoring 80% or higher has been near or above 80% on every assessment.

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

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At the beginning of each unit, we have looked ahead to the unit test and identified the written response topics. We have agreed amongst our PLC group what acceptable answers would be. We created SMART board files focused on practicing the verbalizations for each unit. We regularly used these SMART board files to	Our strategies of explicit instruction on math verbalizations have thus far been successful. We will continue to implement this strategy for the remaining math units to support student success. We will make a point to connect as a team and discuss a variety of acceptable written answers.	Celebrate your success! Create a new SMART goal.

<p>provide more explicit practice with verbalizations of mental math.</p>	<p>Even after discussing acceptable answers at the beginning of the unit, we realized that there is some subjectivity to grading written responses. We will continue to communicate about how we are grading these written responses. We will also discuss the availability of math tools for assessments (number grid, number line, counters, etc.) and how to create consistency throughout the grade level. The goal would be that each first grade classroom would have the same tools available for each assessment.</p> <p>Our second semester SMART goal will be focused on literacy.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Greenvale Park Elementary

Baseline/Beginning Data: Our baseline data is the individualized score each child received on the Words Their Way Assessment completed in the Fall of 2017.

PLC Team SMART Goal: We will increase spelling proficiency of second grades so that 80% or more will demonstrate growth as measured by the Words Their Way Primary Spelling Inventory by January 25, 2018.

SMART Goal Focus: Reading

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

Current Progress Data: We had 99% of our students show growth on the Words Their Way Assessment completed in the Winter of 2018. In the Fall 36 second graders were below grade level (did not have common long vowels). Of those 36, 30 (83%) have moved over at least one category on the 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 were deliberate in our spelling instruction, teaching in spelling patterns, not just in random words. We did the PRESS Intervention and worked with small groups focusing on spelling patterns.	Due to the amazing work of Danielle Amundson and her training in OG, we were able to rewrite the spelling lists and be more deliberate in our instruction of spelling patterns and phonics. We moved from teaching students to memorize words to thinking through the strategies. We made spelling fun again!	Celebrate your success! Create a new SMART goal.

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

Names of Team Members: Bridget Timerson, Amy Conway, Mary Beth Youngblut, Charlie Alvarez

School: Greenvale Park Elementary

Baseline/Beginning Data: Our baseline data consists Fall BAS Reading levels.

PLC Team SMART Goal: We will increase Fall reading BAS scores of 3rd grade students, at grade level (M) or below, so that 75% of these 34 students will demonstrate growth of three BAS levels, as measured by the use of the Fountas and Pinnell Benchmark Assessment System, by May 15th 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: Currently we have 31 students out of the 34 students that were included in our original data. Of those 31 students, 10 have grown three or more levels (32%), 9 have grown two levels (29%), and 11 have grown one level (35%); 1 student has not demonstrated any growth. 61% of students this year have grown two or more levels, because of this collected data, we conclude that our we are on target to meet our goal before May 15th, 2018.

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.
All teachers are doing daily core reading instruction along with guided reading, conferencing, and small group interventions. In addition, students are participating in individualized learning through Lexia Core5. Furthermore, a PRESS intervention was used in all classrooms to target specific gaps in reading skills. Volunteer tutors are also utilized to assist	Currently we have 31 students out of the 34 students that were included in our original data. Of those 31 students, 10 have grown three or more levels (32%), 9 have grown two levels (29%), and 11 have grown one level (35%); 1 student has not demonstrated any growth. 61% of students this year have grown two or more levels, because of this collected data, we conclude that	Continue current practices, Modify current practices

struggling students in deficit areas. A daily book in a bag is sent home with students to ensure fluency, comprehension, and individualized leveled practice.	our we are on target to meet our goal before May 15th, 2018.	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Alisha Clarey, Kimbra Dimick, Robert Garcia, Sheila Hetzel

School: Greenvale Park Elementary

Baseline/Beginning Data: Twenty-two students out of 79 total 4th graders fell into the partially met category on the projected proficiency report of the MAP fall reading test.

PLC Team SMART Goal: We will increase vocabulary acquisition, informational text and literature skills of students who scored between 192-202 on the MAP fall reading test so that 100% will demonstrate proficiency as measured by MAP winter reading scores by January 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: Of the twenty-two students who partially met their projected proficiency on the fall 2017 MAP reading test, twelve met their projected growth target on the winter 2018 reading MAP test.

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

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We have implemented Lexia as a personalized learning tool. We believe this has improved students' vocabulary acquisition. We all completed a PRESS intervention in December for 10-12 days. We all implement guided reading daily in our classrooms. We also began implementing the CCC curriculum after winter break.	We will continue current practices. We will also try another PRESS intervention with small groups of students.	Continue current practices.

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

Names of Team Members: Ruben Alvarez, Josh Spitzack, Michelle Sickler, Jackie Harding

School: Greenvale Park Elementary

Baseline/Beginning Data: Fall Math MAP scores

PLC Team SMART Goal: We will increase problem-solving skills in math of 5th grade students so that 80% of students will demonstrate their expected growth as measured by the math MAP test by spring 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: Math: 80% of students will score 80% or higher on selected quarterly Everyday Math unit tests.

Current Progress Data: Winter math MAP scores: 61 of 87 students (70%) have met their expected growth.

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We have implemented rotations during math lessons where we are able to differentiate instruction as well as provide enrichment opportunities. Because of our rotations we are able to provide small group scaffolding to those students who have areas of needed improvement. We have developed engaging lessons to keep students motivated. We also created higher level thinking word problems that challenge students. Finally, we have set up various math challenges for students to complete throughout the year that keep students motivated while also addressing various needs.	We feel that we should continue our current practices while modifying them a bit to help reach our goal of 80%. We are planning on looking at the students who did not meet their expected growth and developing a plan to target their specific needs. Our goal is to address this during our math rotations while continuing our other practices so students continue to be engaged and motivated.	Modify current practices.

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

Names of Team Members: Jackie Harding, Michelle Sickler, Ruben Alvarez, Josh Spitzack

School: Greenvale Park Elementary

Baseline/Beginning Data: 2017 Fall Reading MAP scores

PLC Team SMART Goal: We will increase vocabulary and comprehension skills of 5th grade students so that 60% of students will demonstrate their expected growth as measured by the MAP Reading Assessment by the spring of 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: Based on the 2018 Winter Reading MAPS Assessment, 57 out of our 88 students, which is 65%, met or exceeded their projected growth.

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) We have implemented Reading Plus with fidelity, which gives students practice at their just-right level with important comprehension skills such as text structure, point of view, main idea, and use of language. 2) We have implemented the Before, During, and After Reading Strategies to prepare students for "close reading" to enhance comprehension. 3) We implemented a PRESS fluency class-wide intervention, which significantly increased student's accuracy, which increases reading comprehension.	Many students have responded successfully to our instructional practices; therefore, we will continue implementing the key instructional practices listed above. In particular, we value the implementation of Reading Plus because this program holds students accountable for their own learning by enhancing their focus, motivation, and autonomy.	Celebrate your success!

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

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

School: Greenvale Park Elementary

Baseline/Beginning Data: The beginning data points are EL's composite ACCESS scores from the 2016-2017 administration.

PLC Team SMART Goal: We will increase English language proficiency of EL students in grades 1 through 5 so that 80 percent of EL students with a composite level of 3.5 or less will demonstrate an increase of 0.6 levels in their composite score as measured by a WIDA assessment by March of 2018.

SMART Goal Focus: English Language Development, especially in writing

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

Current Progress Data: Our achievement of this goal will be determined in May 2018 when preliminary ACCESS scores are released. For progress data, we analyze student writing samples generated in much the same way as is assessed through ACCESS testing. We analyze these samples by using the WIDA (designer of ACCESS test) writing rubric. We can only estimate students' scores knowing that our scores will be different than WIDAs. We can report that students' writing is improving but are unable to determine whether or not we have fully met our SMART goal until the actual ACCESS test scores are released.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Key instructional practices include ELD activities that address language at the word, sentence, and discourse levels. At the word level, we teach students phoneme segmentation, syllabification, identify meaning of new vocabulary in text, learn sight words, among others. At the sentence level, we teach students to orally rehearse before writing, re-reading as they write, sentence structure analysis (breaking it apart and putting it	For the most part, we plan to continue our current practice. However, moving forward, the use of the rubric (recently discovered) can be used more extensively and regularly. In other words, we want to use this tool more.	Modify current practices.

back together), among others. At the discourse level, we use paragraph structure activities (e.g. paragraph jumbles, cut up sentences, sentence strips in pocket charts, story mapping, various graphic organizers). Finally, students produce their own writing using key academic vocabulary, integrating them into paragraphs matched to grade level standards.		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Lisa Nelson, Nicole Papke, Deb Thomforde

School: Greenvale Park Elementary

Baseline/Beginning Data: All students are below grade level as represented on the composite sheet.

PLC Team SMART Goal: We will increase phonics, vocabulary, and fluency in 75% of reading support students in grades 1-5 by January 2018 using DIBELS as our measurement tool.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: 90% of reading support students have shown growth according to the DIBELS winter benchmark.

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.
Touch Phonics, LLI, Orton Gillingham, PRESS, FastForWord, Read 180	Even though 90% of our students showed growth, we need students to be closer to their grade level aimline. We will continue implementing multiple interventions to support student growth. Based on student data, we will write a new SMART goal for second semester.	Celebrate your success! Create a new SMART goal.

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

Names of Team Members: Diane Wiese, Megan Wheelock, Carrie Rice, Joy Amundrud, Stephani Carlson, Roanne Johnson

School: Greenvale Park Elementary

Baseline/Beginning Data: All students are below expectation in their identified area of deficit skills.

PLC Team SMART Goal: We will increase the identified deficit skills through the use of assisted and instructional technology so that 80% of students will demonstrate mastery of their IEP goals as measured by progress reports by May 2018.

SMART Goal Focus: IEP goals for students

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

Current Progress Data: Currently all students have showed adequate progress towards reaching their annual IEP goals.

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

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We have explored app use with students now that we have Sped I pads, we have looked at the app for Learner with Dyslexia/Reading and Writing Difficulties, and we have explored computer use with our new reading program Read It.	Because students are making progress, we will continue to look at apps through the iPad apps for Learners with Dyslexia/Reading and Writing Difficulties, use Google forms for data collection and continue iPad usage with students.	Continue current practices.

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

Names of Team Members: Ann Hehr and Amanda Heinritz (Dustee Phenow on maternity leave)

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

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

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

SMART Goal Focus: Media and technology skills

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SMART Goal Focus: Speech articulation

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

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

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

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

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

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

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

Baseline/Beginning Data: BW FORMATIVE ASSESSMENT (9/27)

3 - 47 58%

2 - 20 25%

1 - 12 15%

0 - 2 2%

(Student Total - 81)

SIBLEY FORMATIVE ASSESSMENT (9/28)

3-50: 57%

2-18: 20%

1-17: 19%

0-3: 4%

Student total: 88

GVP FORMATIVE ASSESSMENT

3-63%

2-32%

1-4.5%

0-0.5%

Student total: 81

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

SMART Goal Focus: Head voice singing

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: BW SUMMATIVE ASSESSMENT (11/21)

3 - 68 79%

2 - 15 18%

1 - 1 1%

0 - 2 2%
(Student Total - 86)

SIBLEY SUMMATIVE ASSESSMENT (11/28)

3-77%

2-11%

1-8%

0-4%

Student total: 86

GVP SUMMATIVE ASSESSMENT

3-78%

2-18%

1-3%

0-0%

Student total: 78

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

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

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

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

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

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

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

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

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

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

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Teach how to wear pedometers. Teach how to enter data on iPad. Instruct students on the relationship of steps and mileage. Instruct students on activity vs. number of steps and what it show.	Students are beginning to see the relationship between PE activity and the number of steps taken in a given period of time. Students are able to quickly get their pedometers on and are now leaving them alone during the activity. Students are trying to move more with every activity. Students are now able to access their iPads and quickly transfer their data. Continue to work on relationship data and have students begin to graph their results in their classroom. Have students write reflections.	Continue current practices, Modify current practices

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

Names of Team Members: Stefanie Bothun, Natalie Kruger

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

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

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

SMART Goal Focus: Music Reading

Building/Program Goal Alignment: Robust core instruction.

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

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
In orchestra, students sing through songs, or short passages, with letter names and/or finger numbers. In band, students write in letter names at the start of the year and also say note names while fingering on instruments. In general, students are able to recognize the notes and how to play them on their instruments. Students are not always able to verbalize this knowledge. Some of the students who did not meet the goal know the fingerings and are able to play the notes, they are just still working on verbalizing the name of the notes.	Students are learning their note names and are working towards playing with fluency. Students who did not pass the quiz will continue to work towards learning their note names through extra guidance in morning rehearsal and lessons. In band, for students who forget to bring their instrument to lessons, they may use musictheory.net to practice note naming.	Celebrate your success! Create a new SMART goal.

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

Names of Team Members: Ren Kurtz, Kate Woodstrup, Erica Ness

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

Baseline/Beginning Data: Current district reading comprehension data.

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

SMART Goal Focus: Reading

Building/Program Goal Alignment: Robust core instruction.

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

Has your PLC made progress on your SMART goal? No, we have not seen progress toward this goal.

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We are using a modified process from research-based strategies. As we are currently in process, the data won't be collected until after Spring 2019 MAP scores are released.	We will continue moving forward with our current process and modify as needed to accomplish goal.	Modify current practices.

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

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

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

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

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

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

Building/Program Goal Alignment: Robust core instruction.

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

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
The form that we developed to collect data for EL student evaluations is being trialed in several current evaluations. We have also sought out the input of all School Psychologists in the district and will be sharing our forms with EL teachers and other building instructional coaches.	We have met with Hope to review the data that is available from ACCESS scores and WIDA data points. It's important to be able to compare a student's scores to norms on a district level and state level. We will meet with her again when the next ACCESS score results are available, with the overall goal to develop local norms and state norms. We are also going to evaluate how our data form for EL evaluations was used and received by evaluation teams. On going conversations and modifications of the form will be made. We will be reviewing the overall referral	Continue current practices.

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