

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

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

School: Sibley Elementary

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

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

SMART Goal Focus: Math

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

Current Progress Data: Students were administered the math computation DIBELS in May 2017. Based on that assessment, 86% of students did meet the year-end benchmark score of 15 or more points. This means that 14% of students did not meet that year-end benchmark score, which shows that we did meet that part of our SMART goal. Additionally, 90% of the students who were below the fall benchmark score did meet the goal of making 10 or more points or growth during the year, which again indicates that we did meet that portion of our SMART goal. Finally, we had 86% of students meet the goal of growing 10 or more points during the year. This demonstrates that we have also met this part of our SMART goal.

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We administer a monthly progress monitoring DIBELS computation assessment to track and measure student growth. Students use Xtra Math every day to improve their math fact fluency in addition and subtraction. Students also use a variety of apps to practice and improve their fact fluency. We have implemented the Everyday Math edition 4 which emphasizes math fact fluency.	This was our first year using DIBELS as a tool to measure growth for our SMART goal. We plan to continue using DIBELS next year, but are open to making changes based on the needs of next year's students.	Celebrate your success!

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

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

School: Sibley Elementary

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

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

SMART Goal Focus: Reading

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

Current Progress Data: In May 2017, all first grade students at Sibley were administered the WTW Primary Spelling Inventory and 9% (9 out of 94) did not meet the year-end goal of getting through the blends spelling pattern. This means that 91% have met our year-end goal. This demonstrates we have met our SMART goal of 85% of students mastering the blends or higher patterns. Additionally, 5% of students did not meet their 6 point target growth on the WTW Primary Spelling Inventory. This means that 95% have met their 6 point target growth, which indicates we have also met this part of our SMART goal.

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

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We established flexible groups of students according to their awareness and understanding of sounds in specific spelling patterns. For four 30 minute sessions a week, we meet in flexible groups to challenge and support students at their current academic level. Within these groups, students sort a list of words/pictures into the focused spelling pattern for that week; play word and spelling games; and connect the focused skill to authentic literature. Students also participate in interactive writing and guided writing	The data shows that our practices helped us meet our year-end SMART goal and next year we should continue using the instructional practices we have in place to ensure even more success for all students.	Celebrate your success!

<p>sessions. Therefore, all student learning is accelerated at a developmentally appropriate level and pace. In addition to flex grouping, students are also supported in guided reading groups and individual reading conferences in their base classrooms. It was determined that students in the early alphabetic stage (short vowels) would benefit from additional instructional support. The building instructional coach pushes into the flex group that needs the most support. Additionally, the building reading specialist pulls a small group of students during the flexible grouping time. These interventions enable more individualized instruction through smaller groups/stations.</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Sibley Elementary

Baseline/Beginning Data: 59.6% of our 4th grade students were proficient on the MCA reading test in 3rd grade.

PLC Team SMART Goal: 70% of students will reach proficiency on Reading MCA. We will use smaller checkpoints every 6 weeks using the MCA reading sampler as formative and summative assessments.

SMART Goal Focus: Reading

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

Current Progress Data: 68% of our students met or exceeded the standards tested on the 4th grade reading MCA test.

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

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We believe that focusing on summarization and main idea was helpful, as those skills can contribute to understanding in all areas of comprehension. Reading a variety of diverse nonfiction texts helped expose the students to reading materials they may not choose themselves. Regular check-ins with MCA practice texts and questions helped us track our progress.	In 3rd grade, 21 students "did not meet" and this year that improved to only 13 students in that category. So, while we did not meet the 70% goal, we had an improvement over all of 8 students moving from that "did not meet" category. Moving forward, we will consider using similar practices if our next group of students has comparable needs.	Continue current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: At the beginning of the year, we looked at the students' 4th grade MCA reading data. 67% of students met or exceeded on the 4th grade reading MCA. 40% of students met expectations, 27% exceeded, 18% partially met, and 15% did not meet.

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

SMART Goal Focus: Reading

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

Current Progress Data: At the time of the 5th grade reading MCA, 73% of 5th grade students met or exceeded expectations. 49% of students met expectations, 24% exceeded, 16% partially met, and 11% did not meet. As for growth, 28% of students made low growth, 47% made medium growth, and 27% made high growth. Overall, 74% of 5th graders made medium to high growth.

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

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We focused on specific, targeted reading lessons and worked to integrate science into our reading. We worked to provide materials that were of high interest to 5th graders.	The highest amount of engagement in reading was seen when we integrated science into our lessons and then ended the unit with a project (Environmental Summit). It would be important to continue that practice in the future.	Modify current practices.

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

Names of Team Members: Kelli Otting, Karleen Sherman

School: Sibley Elementary

Baseline/Beginning Data: Percent of teachers responding to weekly communication form ranges from 47% to 80% across most recent 4 weeks.

PLC Team SMART Goal: We will increase the response rate of our resource room students' classroom teachers so that 90% of those classroom teachers will complete our weekly communication form as measured by the Google Forms Responses data by June 2018.

SMART Goal Focus: Communication and collaboration with classroom teachers.

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

Current Progress Data: Currently 43% of classroom teachers responded to our most recent communication form.

Has your PLC made progress on your SMART goal? No, we have not seen progress toward this 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 sent extra emails reiterating the value of their responses on the form and explained how we use the information to support them and our shared students.	We plan to have conversations with teachers to determine the best method for consistent communication between case managers and classroom teachers. We may need to individualize our practices between a few options, depending on the teachers (email form, in person meeting, etc.)	Modify current practices.

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

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

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

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

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

SMART Goal Focus: Improvisation

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

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

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

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

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

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

School: District-Wide Elementary Media

Baseline/Beginning Data: October student engagement survey. Our PLC group created an engagement survey to gather our baseline data. This survey was given to one third grade media class at each of the three buildings. Based on the survey, each media specialist selected a few areas to focus on.

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

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

SMART Goal Focus: Media Skills

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

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

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

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

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

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

Names of Team Members: Stefanie Bothun, Natalie Kruger

School: District Elementary Instrumental Music

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

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

SMART Goal Focus: Music

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

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

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

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

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

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

School: District-Wide Special Ed

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

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

SMART Goal Focus: Self-regulation and coping strategies.

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

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

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

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

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

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

School: District-Wide Elementary Physical Education

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

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

SMART Goal Focus: Math

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

Current Progress Data: BW: 85%; GVP: 86%; SIB: 87%

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

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Daily warm ups that include counting by ones, twos, fives or tens. Using visuals and videos that involve counting and moving. Counting backwards with movement. Including counting during activities (i.e., Counting up team score).	The more exposure the students have to counting the better recognition and recall they have. Practice in many areas of their day increases their counting/math skills. Next steps would include continuing to do math every day with kindergarten students. Have number games, counting activities and number recognition during physical education class. Continue to do the key instructional practices above.	Continue current practices.

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

Names of Team Members: Cathy Bennetts, Peter McGorry

School: Sibley Elementary

Baseline/Beginning Data: 12 first grade students began the year below grade level. 9 third grade students began the year below grade level.

PLC Team SMART Goal: 75 % of Grade 1 students will either make sufficient progress to exit LLI (Leveled Literacy Intervention) by meeting grade level benchmark criteria (BAS) as measured by BAS (Sept.2016-May 2017). 75% of Grade 3 students will achieve 5 levels of BAS growth or exit on or above grade level. (Sept.2016-May 2017)

SMART Goal Focus: Reading

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

Current Progress Data: 9 of 12 students (75%) in first grade have met grade level criteria or achieved 5 levels of growth from Sept. 2016 through May 2017. 78% (7 of 9) third grade students achieved 5 levels of growth or exited at grade level according to the BAS. Additional input from teachers and DIBELS data was used to confirm the exit decision.

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Grade 1 students were given guided reading instruction at their reading level using Leveled Literacy Intervention materials. Additional targeted phonics instruction was given as needed. Grade 3 students were given guided reading instruction using current fiction and non-fiction grade level passages.	The instruction given to students at both of these levels was successful and at least 75% of students achieved goals (Grade 1 and Grade 3). We will continue to work with students in guided reading, using reading strategies and word work. Grade 3 students will work on vocabulary, grammar, comprehension and writing. Additional targeted phonics will be used, based on students' needs.	Celebrate your success!

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

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

School: District-Wide Speech Language

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

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

SMART Goal Focus: Oral narrative development

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

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

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Story Grammar Marker Expanding Expression Tool Tar Heel Reader Story Cubes Sequence Picture Cards Story maps Book Creator Wordless picture books Story Time dice Book Share.org Epic Spark Video Roll-A-Story Comic Strip Puppet Pals	We found this to be a good way to address the language needs of our students. We have found carryover to be better when teaching oral narrative skills. We need to make a few changes to the rubric. We need to get different materials to collect the baseline data.	Celebrate your success!

SKILL curriculum Play-Do and LEGOS to build characters Silent YouTube videos for story building		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Bridgewater/Sibley EL

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

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

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

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

Current Progress Data: 100% of the identified ELs demonstrated 80% mastery or 30% growth on assessments of targeted content-area vocabulary.

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
<p>-Key Instructional Practice: Thematic, content-based ESL instruction aims at developing English language proficiency within the language domains of listening, speaking, reading and writing.</p> <p>-As its base, EL instruction utilizes academic themes and content that connects to the mainstream topics and benchmarks in order to build general background understanding and knowledge of concepts and their associated academic language.</p> <p>-Content-based ESL instructional techniques include increased use of visuals, hands-on learning, repetition, demonstrations, and graphic organizers.</p> <p>Communication takes place through all four language</p>	<p>Formative assessments indicate that the instructional practices listed above were effective for over 100% of our ELs. Due to this high success rate, we will continue these instructional practices with a few modifications aimed at addressing the needs of students with special language acquisition challenges, i.e. increased exposure to targeted vocabulary.</p>	<p>Celebrate your success!</p>

<p>modalities; listening, speaking, reading, and writing.</p> <p>-Instructional practice provides students opportunities to use language in meaningful contexts--studying the academic subject matter while they develop language proficiency.</p> <p>-Also to include: Incorporation of leveled informational and fictional texts in guided reading and writing activities that include content-area target vocabulary from grade-level benchmarks.</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Deb Herman and Kris Harstad

School: Sibley Elementary

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

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

SMART Goal Focus: Reading

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

Current Progress Data: Reading Accuracy (average 10 students) 84%; Reading Comprehension (average 10 students) 68%; Basic Site Word Recognition (average 10 students) 77%

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.
Read Naturally passages, site word embedded leveled readers, word family comprehension passages, phonics comprehension practice packets while continuing to work with their reading series at their levels. PRESS partner reading and paragraph shrinking were also part of the interventions that were used.	We will continue to embed the current practices into our reading instruction because it has been proven effective with our students.	Celebrate your success!