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

Names of Team Members: Maren Matson, Lindsey Downs, Mairin Born, Gretchen Heil

School: Sibley Elementary

Baseline/Beginning Data: All of our (91) current kindergarten students were administered letter name and sound identification assessments in September 2017. Our letter name identification assessment targets 54 upper and lower case letters. Results showed that 23% of students were able to identify 50 or more letter names, 29% of students were able to identify 35-49 names, 24% of students were able to identify 15-34 names, and 22% of students were able to identify fewer than 15 names. Our letter sound identification assessment targets 26 letter sounds. Results showed that 15% of students were able to identify 22 or more sounds, 15% of students were able to identify 15-21 sounds, 25% of students were able to identify 9-14 sounds, and 45% of students were able to identify fewer than 9 sounds.

PLC Team SMART Goal: We will increase our students' knowledge of letter names and sounds so that 75% will be able identify 51 of 56 uppercase/lowercase letter names and 75% will be able to identify 24 out of 26 letter sounds when assessed in January 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: All students will demonstrate at least one-year's growth in reading fluency and comprehension.

Current Progress Data: We have concluded that our instructional practices were very successful. We met our SMART goal, with 79% of our students able to identify all the letter names and 80% of our students able to identify all the letter sounds. This year we again focused our interventions primarily on sounds, aligning our instruction with research which states that knowledge of sounds is more beneficial for future reading success.

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 all four of our kindergarten classrooms, we implemented the "No More Letter of the Week" program. We introduced each letter and sound with a corresponding picture, action and rhyme. We assigned a student "expert" for each letter. We displayed all this on a Reading Wall and small posters that we chant together daily.	We are going to spend the second half of the year diving into the new CCC curriculum. We'll look at Being a Reader to see how it expands upon student's letter knowledge. We want to learn how it teaches letter names and sounds and how we can meld the new curriculum with our current	Create a new SMART goal.

In addition to this curriculum, we planned station activities around the letters we introduced each week. We integrated the letter sounds/actions in our writer's workshop time. We sang fun alphabet songs during transitions and morning meetings. This year, with our instructional EA, we implemented more intensive interventions for phonetics and phonemic awareness. Students who worked with her made demonstrable gains.	practices.	

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

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

School: Sibley Elementary

Baseline/Beginning Data: As of September 2017, 54% (45 out of 83) of all Sibley first grade students were not meeting the Fall benchmark of 5.

PLC Team SMART Goal: In September 2017 the Sibley first grade teachers administered the DIBELS Computation Assessment to all first grade students to gather information about students addition and subtraction facts to twenty. As of September 2017, 54% (45 out of 83) of all Sibley first grade students were not meeting the fall benchmark of 5. We will increase scores on the DIBELS Computation Assessment of first grade students at Sibley so that 75% will demonstrate a score of 15 as measured by the DIBELS Computation Assessment by May of 2018. 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 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: All students will demonstrate at least one year's growth in math.

Current Progress Data: As of January 2018, 13% (10 out of 80) of all Sibley first grade students were not meeting the January benchmark of 10. In addition, 11% (9 out of 80) have not met 5 or more points of growth from September to January.

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: Monthly Progress Monitoring, Xtra Math, Everyday Math Curriculum, Number of the Day book The improved scores demonstrate these practices have been effective.	Our current practices have been effective. We will continue to use these to help our students grow.	Continue current practices

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 2017 assessment, 49% (41 out of 84) of the first graders were not meeting the district fall benchmark goal of reading at a level D.

PLC Team SMART Goal: We will increase reading level based on BAS assessment of first grade students at Sibley, so that 75% of students will demonstrate reading independently at the district benchmark of level J, as measured by the BAS reading assessment by May 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: All students will demonstrate at least one year's growth in reading fluency and comprehension.

Current Progress Data: As of the January 2018 assessment, 28% (23 out of 82) of the first graders were not meeting the January benchmark level of F.

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.
Shared Reading, Guided Reading, Press Interventions, Imagine Learning, Flex Grouping, Words Their Way,	The practices we have put in place are effective. We have continually monitored our progress and will continue to meet students at their levels.	Continue current practices.

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

Names of Team Members: Paula Seeberg, Missy Spitzack, Ashley Baker, and Amber Soderlund

School: Sibley Elementary

Baseline/Beginning Data: We decided to follow the district math goal of 80% of students achieving 80% or higher on unit tests.

PLC Team SMART Goal: 80% of 2nd grade students will achieve 80% or higher on unit math assessments

SMART Goal Focus: Math

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

Current Progress Data: Unit 1: 96% of 2nd graders met the goal, Unit 2: 91% of students met, Unit 3: 95% of students met, 89% of students met

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 committed to a 75-minute math block. Teaching the EM4 curriculum with integrity ensures students are receiving appropriate practice in essential skills. We also delayed the start of Xtra Math this year. We decided on this because our first three units focus on fact strategies and fact fluency games.	We will continue current practices in math instruction. Our next step is to look at MAP Math data to form a new SMART goal.	Create a new SMART goal.

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

Names of Team Members: Dawn Jandro, Rich Guggisberg, Kelly Johnson, Allison Sweeney

School: Sibley Elementary

Baseline/Beginning Data: We looked at the students' pretests for each unit. 80% will pass with 80% score.

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

SMART Goal Focus: Math

Building/Program Goal Alignment: All students will demonstrate at least one year's growth in math.

Current Progress Data: We are looking at students' posttest growth.

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.
Ability grouped classes for more focused instruction.	While it appears to be working, the logistics and upheaval in the student's day seems to be upsetting to them. We are taking our own classes back to differentiate within our own classes.	Modify current practices

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

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

School: Sibley Elementary

Baseline/Beginning Data: November 8th, My Lexia predictor percentages

PLC Team SMART Goal: We will increase phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension of fourth graders so that 100% of students will demonstrate growth each month as measured by Lexia predictor percentages by May 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: All students will demonstrate at least one-year's growth in reading fluency and comprehension.

Current Progress Data: On the winter assessment, 32 of 100 students have shown growth.

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.
Students are reaching their minutes each week when possible. Holiday weeks and snow days have prevented this from happening at times. It is also difficult for our EL students to reach their minutes as they are taken out of the classroom often. We have implemented the skill builders and lessons to help those that struggle. We have seen significant growth through levels in the data, however, it does not seem to be reflected in the predictor percentages for some students. The students that have not moved from low percentages for success in passing, have shown growth through movement through the levels. With this fact, we have seen 100% growth, as all students have passed through levels.	We are quite far from reaching this goal, however we are on track for growth each month. All students have shown growth by moving through the levels. However, this is not seen through our predictor percentages. We will continue implementing skill builders and strive for students to reach their required minutes. As we collect data we will look at the growth through the levels as well as the predictor percentages.	Refine data collection to better inform practice.

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

Names of Team Members: Becky Malecha, Paula Baragary, April Ostermann, Shelley Stulken

School: Sibley Elementary

Baseline/Beginning Data: Our beginning goal is 80% of our students will score 80% or higher on math unit assessments.

PLC Team SMART Goal: 80% of 5th grade students will score 80% or higher on unit math assessments.

SMART Goal Focus: Math

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

Current Progress Data: % of students scoring 80% or higher:

Ostermann
Unit 2: 86%
Unit 3: 59%
Unit 4: 95%
Unit 5: 50%

Baragary
Unit 2: 71%
Unit 3: 72%
Unit 4: 71%

Stulken
Unit 2: 92%
Unit 3: 61%
Unit 4: 96%
Unit 5: 57%

Malecha
Unit 2: 73%
Unit 3: 65%
Unit 4: 92%
Unit 5: 73%

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.
Planning together as a team Making sure lessons are standards based Providing challenges for students that need them Reteaching in small groups or one-on-one for students who did not meet benchmark Review and practice throughout the unit Providing opportunities for students to demonstrate proficiency after reteaching and more practice.	We recognize the value of reteaching for specific content areas. We are keeping more detailed records of which students struggled with which concepts so that we can tailor to individual learning needs.	Continue current practices.

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

Names of Team Members: Karleen Sherman, Caroline Sjoberg, Kelli Otting, Susie Puppe, Noreen Cooney

School: Sibley Elementary

Baseline/Beginning Data: Present levels in each students' IEP

PLC Team SMART Goal: We will increase the reading, math and behavior skills of students receiving special education services in the resource room so that 80% of students will demonstrate adequate progress toward their individualized IEP goals as measured by IEP progress reports by June 2018.

SMART Goal Focus: Reading, Math, Behavior

Building/Program Goal Alignment: All students will demonstrate at least one year's growth in reading fluency and comprehension.

Current Progress Data: Currently, 89% of our students made adequate progress on all of their IEP goals as measured by Semester 1 progress data.

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.
Replacement curriculum in reading and math, SEL curriculum, role playing	Our students are making progress toward their goals. We had 4 students who had insufficient progress with one of their IEP goals. 3 were with reading and one was behavior. We will modify our current reading curriculum to add more fluency practice to address the needs of these students. Communication with parents will also be a focus to support students' behavior needs.	Continue current practices; modify current practices.

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

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

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

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

PLC Team SMART Goal: We will increase the conversational and academic vocabulary of an identified subgroup of EL students, so that 100% will demonstrate 80% mastery or 30% growth as measured by assessments of target content-area vocabulary by June 2018.

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

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: 96% of the identified ELs demonstrated 80% mastery or 30% growth on assessments of targeted content-area vocabulary.

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

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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 Practice: Thematic, content-based ESL instruction aims at developing English language proficiency within the language domains of listening, speaking, reading and writing. -As its base, EL instruction utilizes academic themes and content that connects to the mainstream topics and benchmarks in order to build general background understanding and knowledge of concepts and their associated academic language. -Content-based ESL instructional techniques	Formative assessments indicate that the instructional practices listed above were effective for over 96% of our ELs. Due to this high success rate, we will continue these instructional practices with a few modifications aimed at addressing the needs of students with special language acquisition challenges, i.e. increased exposure to targeted vocabulary.	Continue current practices

include increased use of visuals, hands-on learning, repetition, demonstrations, and graphic organizers. Communication takes place through all four language modalities; listening, speaking, reading, and writing. -Instructional practice provides students opportunities to use language in meaningful contexts--studying the academic subject matter while they develop language proficiency. -Also to include: Incorporation of leveled informational and fictional texts in guided reading and writing activities that include content-area target vocabulary from grade-level benchmarks.		

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

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

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

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

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

SMART Goal Focus: Media and technology skills

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

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

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

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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 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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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	**Evidence of Impact** Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	**Next Steps** Indicate the action you have taken or plan to take based on your findings.
Reviewed several coding activities and applications to develop an idea of lesson sequence. Created a lesson framework for Kindergarten for Northfield Schools. There are introductory activities such as videos, robotic mice, and whole-body maze activities. Students then use Kodable.com to program a "fuzz bug" through a maze.	We haven't drawn any conclusions for our Kindergarten practice as of yet. We are brainstorming about what curriculum or applications we will "adopt" as we continue to teach lessons on coding with each grade. We also discussing how much time we should spend on coding as a topic.	Continue current practices.

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

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

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

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

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

SMART Goal Focus: Speech articulation

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

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

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

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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.
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 iPD.

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

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

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

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

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

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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.
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.

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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 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.	

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: 4th Grade students began the year below grade level

PLC Team SMART Goal: 75% of fourth grade students will meet grade level benchmark criteria in words per minute read correctly (Dibels) and will achieve the grade level goal in text reading level (BAS).

SMART Goal Focus: Reading

Building/Program Goal Alignment: All students will demonstrate at least one-year's growth in reading fluency and comprehension.

Current Progress Data: 55% of students met benchmark growth in text reading level and 45% met DIBELS mid-year benchmark goals.

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 students received guided reading instruction using Leveled Literacy and Fast Forward. Other students focused primarily on non-fiction passages. There was an emphasis on vocabulary, decoding, fluency and comprehension for all students.	We will continue with interventions as listed. We will integrate targeted fluency and phonics interventions.	Continue current practices.