

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

Names of Team Members: Stefanie Bothun and Natalie Kruger

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

Baseline/Beginning Data: We gave out a pre-test for the note names and 53% of band students passed and 72% of orchestra students passed with a grade of 75% or better on the test.

PLC Team SMART Goal: We will increase note name identification of 5th grade instrumental students so that 75% of students will demonstrate 75% or more correct as measured by note name identification assessments by January 2019.

SMART Goal Focus: Music

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: We gave out a post-test for the note names and 75% of band students passed and 91% of orchestra students passed with a grade of 75% or better on the test.

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

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

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Instructional Practices: -In orchestra, we sing through songs on letters first. -In band, we write in letter names for every note at the start of the year. As students learn their notes, we write fewer and fewer. -In both groups, we go over lines and spaces and do random note checks with students -In both groups, we discussed the music alphabet	Celebrate our success and begin curriculum writing.	Celebrate your success!

<p>and how it relates to the lines and spaces on the music staff. We practice saying the music alphabet both forward and backwards.</p> <p>Evidence of Their Impact:</p> <ul style="list-style-type: none">-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.		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Kristin Hummel, Angela Eliason, MK Maney

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

Baseline/Beginning Data:

30% of kindergarten students were able to demonstrate "fountain of air" when singing for the formative assessment measured in September of 2018.

PLC Team SMART Goal: We will increase vocal skills in Kindergarten students so that 80% of singers will use a well-supported head voice as demonstrated in the "fountain of air" by January, 2019.

SMART Goal Focus: Vocal Music

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: 87% of kindergarten students were able to demonstrate "fountain of air" when singing for the formative assessment measured in December/January.

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.
"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	We added in a new strategy of having teacher demonstrate vocal model in between each student assessment (as opposed to a single vocal model at beginning of class). We think this increase in vocal modeling helped students have a best example to imitate.	Celebrate your success!

wrong way and right way (too low, screaming voice etc...) Fountain of air-using balloon, and fountain visual	For remainder of year, we are focused on curriculum alignment as directed by district.	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Pam Charlton, Brittany Ellerbusch, Suzanne Lanza, Anika Hodel, Sue Bolton, Erin Hall

School: Bridgewater Elementary

Baseline/Beginning Data: 8 students were able to read up to 20 numbers. 36 students were able to read 21-40 numbers. 49 students were able to read 41-64 numbers based on a 1-minute timing.

PLC Team SMART Goal: We will increase student's ability to recognize numbers 1-50 so that 100% of all first graders will be able to recognize the number 1-50 when shown the numbers using a number identification assessment by January 24, 2019.

SMART Goal Focus: Math

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

Current Progress Data: 1 student was able to read up to 20 numbers. 11 students were able to read 21-40 numbers. 78 students were able to read 71-64 based on a one minute timing.

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

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

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Students practiced daily when working on a number grid. We practiced quick recognition with 10 frames and quick looks as a whole group. Students wrote numbers 1-1000 with a number scroll. A small group of students received a number ID intervention that was a 15 minute pull out with volunteers, Mrs. Rockne and Mrs. Nagy.	We saw great growth in the area of identifying numbers 1-50. We will continue to practice this skill when working with money, place value and 3-digit numbers.	Continue current practices.

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

Names of Team Members: Christa Danielson, Lahna Tran, Kristen Cade, Jen Allison, Paige Haley

School: Bridgewater Elementary

Baseline/Beginning Data: Based on RSG data and beginning of the year data, 49 out of 97 (51%) that appear to be at risk for meeting our semester 1 goal (not able to count to 20 at this time).

PLC Team SMART Goal: We will increase kindergarten rote counting skills of all kindergartners so that 75% will demonstrate grade level proficiency as measured by the kindergarten report card assessment by the end of Semester 1.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade K: The number of students in the low-risk category on the spring FAST screener will increase by 10% in both reading and math.

Current Progress Data: Based on Semester 1 data, 46 out of 96 (48%) met grade level proficiency as measured by the kindergarten report card assessment.

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	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.
Counting daily, counting songs, occasional counting interventions, homework component	We realize that many of our students are getting stuck on the decade right before where they would be proficient (60-99 is at grade level, many stop at 59 or another previous decade switch). We realize that our daily counting and songs may not be as worthwhile as we hoped--particularly helping those students that are struggling with decade switches. We intend on implementing	Modify current practices; Reflect and rewrite the SMART goal.

	continuous practice as well as including some games/activities to address decade switches (59 to 60, 69 to 70).	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Brenda Hand at BW, in a PLC with Elizabeth Valentine and Amanda Schrader at SB

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 2019.

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: At Sibley, the identified subgroup of 28 students met the goal on assessments of targeted content-area vocabulary 100% of the time.

At BW, the identified subgroup of 9 EL students met the goal on assessments of targeted content-area vocabulary 86% of the time.

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.
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	Formative assessments indicate that the instructional practices listed above were effective for our ELs the majority of the time. 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). Our	Continue current practices.

<p>build general background understanding and knowledge of concepts and their associated academic language.</p> <p>-Content-based ESL instructional techniques include increased use of visuals, hands-on learning, repetition, demonstrations, and graphic organizers. Communication takes place through all four language modalities; listening, speaking, reading, and writing.</p> <p>-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>	<p>caseload includes students with multiple challenges, including students that are dual identified as EL/SpEd students. These students can have more complex needs and challenges that make learning more difficult. EL service time can be limited by required SpEd servicing time and their emotional and behavioral needs.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

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

Baseline/Beginning Data: Student MAP Scores for 12 students from each grade level.

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: Current data is collected from structured lessons/activities; Spring 2019 MAP scores will be compared with this data for reference.

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
We have expanded to 9 structured lessons this year, expanding on our six used in the previous year. These structured lessons take students through the process of sketching up to analyzing a part of an image and deciphering the clues that inform the rest of the piece, to finally analyzing a poem and creating imagery that helps them understand the poem.	Our next steps will be to finish the lessons as designed and determine from MAP scores if students have increased reading comprehension skills.	Continue current practices.

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

Names of Team Members: Angie Kruse, Amy Randall, Christine Howard, Whitney Docken, John Schnorr, Ann Ackerman

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

Baseline/Beginning Data: not consistent procedures across district SLPs

PLC Team SMART Goal: We will increase the consistency of bilingual speech language assessments so that all speech language pathologists across the district will demonstrate consistent decision-making procedures as measured by the use of the decision-making matrix for at least 90% of the assessments completed by May 2019.

SMART Goal Focus: Bilingual speech-language evaluations

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

Current Progress Data: Our goal was to use a decision-making matrix for at least 90% of the EL assessments completed. We have created the matrix and are currently working with district-wide psychologists and administration to implement it. Part of the matrix is using the new SALT Software (language sample analysis), which is in the process of being distributed to all school buildings. The IDEA Proficiency Test (IPT) has also been ordered to assist with determining language dominance.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We have created a decision-making matrix in conjunction with the district-wide school psychs, in order to follow consistent procedures for initiating bilingual evaluations. We have also ordered the SALT software for language analysis, and the IPT (to determine language dominance). These will be used as part of the new protocol.	Next steps include training with the new programs (SALT software and IPT). We will also meet with the psychs along with EL teachers in February to discuss processes for EL evaluations. We are also working to refine the questionnaire for teachers to gain more information about students' home language during the SST process.	Continue current practices.

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

Names of Team Members: Dana Holden, Tiffany Ryan, Renae Schuster, Melissa Shepherd, & Erik Swenson

School: Bridgewater Elementary

Baseline/Beginning Data: Pretest Scores:

Unit 1: 30.77%

Unit 2: 35.28%

Unit 3: 27.01%

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

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade 4: The number of students meeting or exceeding the MCA target score based on prior year scale score will be 60% in reading and 75% in math.

Current Progress Data: Post-test Scores:

Unit 1: 86.57% (increase of 55.80%)

Unit 2: 88.93% (increase of 88.93%)

Unit 3: 90.17% (increase of 63.16%)

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.
Reteaching skills/concepts to students who achieve lower than 80% on any strand/substrand.	While our unit test data looks good, we were disappointed with our MAP results. As a grade level, 46% of students met their target growth from Fall to Winter. A higher percentage of our	Continue current practices; Modify current practices.

	<p>students scoring at the 42nd percentile, or lower, in the fall met their target goal in winter (54%) compared to the overall (46%). Whereas fewer of the students who scored in the 89th percentile, and above, in the fall met their target goal in winter (37%). As a result, we are looking at how we can compact curriculum and expose our higher performing math students to above grade level material.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Karen Lane, Darren Lofquist, Deborah Russell, Sherry Schwaab

School: Bridgewater Elementary

Baseline/Beginning Data: 95.75% of incoming second grade students met or exceeded the target score of 80% on Everyday Math Unit 1 Assessment.

PLC Team SMART Goal: We will increase the proficiency in Everyday Math skills of second grade students so that 85% of students will demonstrate a score of 80% or higher as measured by the average of the Unit 2 and Unit 3 Assessments by December 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade 2: The number of students meeting their fall to spring MAP growth target will be 65% in reading and 75% in math.

Current Progress Data: After completing Unit 3, 92.5% of second grade students met or exceeded the 80% target score on their unit assessments. While this number dropped from the average in Unit 1, the content on the tests was more rigorous and involved new concepts.

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.
<ul style="list-style-type: none"> -Flexible grouping of students within base classrooms. -Reteaching difficult concepts. -Providing guided math groups to address student readiness (enrichment and extra support). -Providing tiered activities based on readiness within lessons. -Dreambox on iPads. -Sharing positive instructional strategies as a team to help ensure success. 	<p>Students are showing great progress towards meeting end-of-year math standards. Our team needs to continue to watch for individual students who struggle on the assessments. We also need to address the 'holes' in the curriculum and supplement our instruction with materials that are covered in MAP testing which the curriculum does not cover.</p>	<p>Celebrate your success! Create a new SMART goal.</p>

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

Names of Team Members: Jessica Weber, Roanne Johnson, Caitlin Bushey, Rebecca Stoufis, Leah Driscoll, Tyler Faust, Jamie Wiebe, Natalie Czech

School: Bridgewater Elementary

Baseline/Beginning Data: Baseline data is that all of our students are below grade level in their behavior and academic expectations.

PLC Team SMART Goal: We will increase the skills identified as deficit within the Individualized Education Plans (IEP) to better provide robust instruction through data driven decision making so that 80% of students will demonstrate mastery of their IEP goals as measured by progress reports by May 2019.

SMART Goal Focus: Reading and Behavior

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

Current Progress Data: Currently, 73% of the students we chose to follow are making progress towards their IEP goals, at the expected rate, according to their IEP progress reports.

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
We have implemented student goal setting, self-assessment, and progress on student needs with the use of Google Forms to collect data and determine if interventions need to be made to current instruction and programming tools. Reading records and DIBELS have been used to determine fluency needs. Flexible/strategic grouping and regrouping has been utilized in order to better assist our students.	We have found that students benefit from the key instructional practices we have been implementing. The strategic regrouping we implemented in January 2019 has proven to be successful for our students' current needs.	Continue current practices.

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

Names of Team Members: Tony Mathison, Ryan Pietsch, Andy Jaynes, Brent Yule, Ryan Driscoll, Paul Bernhard

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

Baseline/Beginning Data: Students inserted baseline results of their initial activity level which was tracked throughout the school year. Students reflected after each class their level of participation and effort which they felt they exerted during that class period

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 Ipad followed by an end of the year reflection, by May 2019.

SMART Goal Focus: Fitness Awareness

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

Current Progress Data: Students inserted base line results of their initial activity level which we have started to track. Students reflect after each class their level of participation and effort which they felt they exerted during that class period.

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

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

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Every fourth grade student was instructed on how to wear, read, and understand the results of their pedometer and activity for that time period. Students were knowledgeable on how many steps they took in relation to how many steps were equated to a mile or more. Wearing the pedometer has increased students participation level on a more consistent basis. It was very apparent (through observation) that students tend	Activity levels have increased among fourth grade students when wearing the pedometer. We will look at continuing with the pedometers and self-reflections. Overall, we felt like the pedometers are doing their job of getting our 4th grade students more active and we will continue using them with our 4th grade students.	Continue current practices.

to move more while wearing pedometers. It made them accountable for their activity level.		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Bridgewater Elementary

Baseline/Beginning Data: Fall

Sickler: 194.6

Larson: 193.1

Truman: 195.7

Temple: 190.8

PLC Team SMART Goal: 80% of students will score 80% or higher on the Unit Math Assessments.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade 3: The percentage of students outperforming the fall MAP predictor of proficiency will be more than 15% in reading and 10% in math.

Current Progress Data: Winter

Sickler: 201.4

Larson: 206.1

Truman: 202.9

Temple: 204.8

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Everyday Math Lessons Challenge Math Volunteers Dream Box	We will continue with the above stated instructional practices. We will implement the	Continue current practices.

<p>Freckle Xtra Math MAP Score averages improved in every classroom 7 out of 12 Unit Classroom Assessments exceeded 80% of 80% or higher goal.</p>	<p>Ladder of Success in preparation for the MCA Tests.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

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

Baseline/Beginning Data: First grade media lessons encouraging and exploring innovative practices have been ambiguous and inconsistent between the three elementary buildings.

PLC Team SMART Goal: We will increase exposure to innovative media curriculum for 1st grade students so that all students will demonstrate innovative practices (creativity, collaboration, critical thinking, and communication) as measured by class portfolios by the end of the first semester 2019.

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: The data gathered was a photo summary of the activities students participated in at each building. The photos were originally sent out as part of a SeeSaw journal for families. For privacy purposes we cannot link directly to the SeeSaw journal. However we can share sample photos (without students) from the journal.

Has your PLC made progress on your SMART goal? Yes

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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.
<ul style="list-style-type: none"> We explored a variety of resources to get ideas about engaging innovative projects for young students. We brainstormed a list of possible lessons and activities for our classes. Most activities had a literature connection. We agreed to use a consistent design process (ask, imagine, plan, create, improve) when students are given engineering challenges. 	<ul style="list-style-type: none"> Student engagement/excitement was observed in all three buildings throughout each of the three innovative units. Change in teacher roles--from teacher lead to student centered classrooms created an atmosphere of intrinsically motivated students. Positive classroom environments were identified as classrooms were buzzing with activity and noise where students felt 	<ul style="list-style-type: none"> We have successfully completed our SMART goal! We will continue to work on integrating STEAM into our curriculum. We will formulate another SMART goal during upcoming meetings.

<ul style="list-style-type: none"> • We discussed where best to place the activities within our curriculum and calendar allowing each elementary media specialist to choose lessons that worked for her students. <ul style="list-style-type: none"> ○ At Bridgewater first grade students were exposed to three new innovative units: Pumpkin Structure Building Challenge, Humpty Dumpty Engineering Challenge, and Coding with Dash. Portfolios were created using SeeSaw. ○ At Sibley first grade students were exposed to three new innovative units: STEAM creation bins, Pumpkin Structure Building Challenge, and Squirrel Launch Engineering Challenge. Portfolios were created using SeeSaw. ○ At Greenvale Park first grade students were exposed to three new innovative units: Animal Structures with STEAM cart materials, Ghost Building Challenge, and Float your Boat Challenge. Portfolios were created using SeeSaw. 	<p>comfortable asking questions or to help others.</p> <ul style="list-style-type: none"> • Students are learning how to collaborate/work as a team. Students had to practice taking turns and sharing responsibilities. • The planning and improving phases of the design process are very powerful. The students had a safe space to make mistakes. Students celebrated their successes that were student generated not teacher generated and validated. • A sample of the SeeSaw portfolios can be seen here. Because of data privacy we cannot link directly to the posts in SeeSaw. 	
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**Evidence of Practice in Action:
PLC Team Examples of Practices That Have Positively Impacted Student Achievement**

Names of team members: Sara DeVries, Sarah DuChene, Gail Kohl, Brent Rauk

School: BW

Date: 2/13/2019

PLC Team SMART Goal: 80% of our students will score 80% or higher on end of the unit math assessments

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

<p style="text-align: center;">Key Instructional Practice</p> <p>Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p>	<p style="text-align: center;">Evidence of Impact</p> <p>Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p>	<p style="text-align: center;">Next Steps</p> <p>Indicate the action you have taken or plan to take based on your findings.</p>
<p>We use both formative assessments such as math unit pretests, and current standardized test data such as the MAP and MCA tests to create math groups, and guided math groups within our classrooms. This data also helps us determine who should receive extra math support.</p>	<p>We saw adequate growth on winter MAP, but on average, we still have about 30% of our students who are not meeting the 80% target on unit tests.</p>	<p>Our math support teacher has created Show Me lessons to re-teach concepts from the test.</p> <p>We will continue to use Dream Box, but need time to assign individual lessons based on MAP strand data.</p> <p>We will create review packets based on math strands for the students to use before the spring testing. Some students will do them independently, while others will be in guided groups for more hands-on instruction.</p>