

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

Names of Team Members: Betsy McLaughlin, Mary Beth Youngblut, Bridget Timerson, Charlie Alvarez

School: Greenvale Park Elementary

Baseline/Beginning Data: No baseline data except reviewing student data from second grade.

PLC Team SMART Goal: For students in groups 1-5, 80% will score 80% or higher on six selected Everyday Math unit tests.

SMART Goal Focus: Math

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

Current Progress Data: We feel that while our numbers for two of our test are below 80%, we have strong elements in place that we will continue: guided math, DreamBox, and reteaching during W.I.N. time. It does make us pause to continue to reexamine how we best meet the needs of all our students.

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.
Core instruction, guided math groups, DreamBox, reteaching during W.I.N. time, small group support for our struggling Math mathematicians with Kelle Edwards.	One area that we will address during PLC is the students' written responses to demonstrate their thinking on how to solve a Math problem.	Continue current practices; Modify current practices.

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

Names of Team Members: Betsy McLaughlin, Mary Beth Youngblut, Bridget Timerson, Charlie Alvarez

School: Greenvale Park Elementary

Baseline/Beginning Data: Fall 2018 MAP Reading scores

PLC Team SMART Goal: The percentage of students demonstrating proficiency on the MCA Reading 2019 test will exceed the MAP to MCA projected proficiency score by 5% or more.

SMART Goal Focus: Reading

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

Current Progress Data: Using our Winter MAP scores, the percentage of students predicted to demonstrate proficiency, on the MCA Reading 2019 test, has exceeded the MAP to MCA projected proficiency of the fall scores by 3%. We will not have true accurate data until we take the MCA test in the spring.

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.
All teachers are doing daily core reading instruction along with guided reading, conferencing, and small group interventions. In addition, students are participating in individualized learning through Lexia Core5. Volunteer tutors are also utilized to assist struggling students in deficit areas. A daily book in a bag is sent home with students to ensure fluency, comprehension, and individualized leveled practice.	We are on track. We feel even more time spent reading independently and working in small groups will only increase their reading abilities.	Continue current practices.

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.

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.
"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: 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.

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
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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 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: Ellen Trotman, Joyce Lindstrom, Matt Berg-Wall

School: Greenvale Park Elementary

Baseline/Beginning Data: Our baseline data is the ACCESS writing test from February, 2018.

PLC Team SMART Goal: We will increase written English language proficiency of EL students in grades 1 through 5 so that our students will make an average growth of .75 as measured by the ACCESS writing test in February of 2019.

SMART Goal Focus: Writing

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

Current Progress Data: We do not currently have comparable progress data. The ACCESS test will be administered in February 2019. However, we believe students have been making progress as writers in the CCC Being a Writer curriculum. Conferring with students as students draft, revise, and edit, we have been able to see that students are improving in terms of the curriculum objectives. We hope this progress translates to improved performance on the ACCESS writing test.

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.
1. Pre-writing: Students use various conferring strategies including think-pair-share, turn-to-your-partner, and oral rehearsal to plan and develop writing ideas 2. Drafting: Share drafts in small groups, asking questions and offering recommendations to improve writing. Attend to lesson objectives as students draft rather than simply waiting until the	MODIFICATIONS include pushing students more toward independence, analyzing student drafts in terms of CCC Being a Writer lesson objectives and the WIDA writing rubric, creating opportunities for greater oral language development in the pre-writing and drafting stages, challenging ourselves to reduce the mini-lesson length in order to increase time conferring	Continue current practices; Modify current practices.

<p>revision stage.</p> <p>3. Revising: Review drafts to improve writing in terms of lesson objectives (e.g. including temporal words, sensory details, dialogue, appropriate use of conventions).</p> <p>4. Editing: Read intently and aloud student's own writing, conferring with peers to clarify writing and fix mistakes, and edit with direct, one-on-one teacher guidance.</p> <p>5. Publishing: Publishing provides the EVIDENCE of students' learning and effort, gives the students an opportunity to build confidence and proficiency in reading and speaking to a group in English.</p>	<p>and writing in small groups, and using graphic organizers to aid in speaking their stories prior to drafting. We will CONTINUE to use the CCC Being a Writer curriculum as our primary instructional resource and collaborate with classroom teachers around the curriculum's implementation.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Greenvale Park Elementary

Baseline/Beginning Data: Dibels fall Benchmark scores are below grade level

PLC Team SMART Goal: We will increase fluency/words per minute of all reading intervention students in grades K-5 so that 75% of our students will demonstrate fluency growth at instructional level as measured by Dibels progress monitoring by January 2019.

SMART Goal Focus: Reading

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

Current Progress Data: According to the Dibels Progress Monitoring, all of our students showed growth at the instructional level. According to Dibels Benchmarking, 88% of the reading intervention students showed growth at grade level.

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.
consistently deliver reading interventions with fidelity - SIPPS, Sonday, LLI, PRESS	Even though students are showing growth, some are not progressing at the targeted rate (aim line). Each reading teacher is looking into more fluency practice with our students. We need to consider a new SMART goal that reflects expected growth, as indicated by the aim line determined by Dibels progress monitoring.	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: 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	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 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: Anne Larson, Danielle Amundson, Briana Bulfer, Kris Johnson

School: Greenvale Park Elementary

Baseline/Beginning Data: This is not a goal that has a baseline

PLC Team SMART Goal: 80% will score 80% or higher on six selected Everyday Math unit tests.

SMART Goal Focus: Math

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

Current Progress Data: On the Unit 1 test, 100% of our students got 80% or higher.

On the Unit 2 test, 97% of our students got 80% or higher.

On the Unit 3 test, 86% of our students got 80% or higher.

On the Unit 4 test, 86% of our students got 80% or higher.

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

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

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
*Teaching the Everyday Math curriculum to fidelity *Every day, we differentiate for our students using small group instruction and station work *Our most struggling students are receiving 12 minutes of Title I math service 4 days a week	We are focusing on the math standards. Next steps, we will continue differentiating the method for giving the math test to see what our students can do in math. We were using IXL to differentiate, but this subscription has expired. It will be interesting to see how this impacts our student growth, particularly our highest students.	Celebrate your success!

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

Names of Team Members: Kimbra Dimick, Robert Garcia, Stephanie Ennis, Alisha Clarey

School: Greenvale Park Elementary

Baseline/Beginning Data: MAP 4th Grade Fall Data (MN Predictors) - Exceeds: 22%, Meets: 30%, Partial: 25%, Does Not Meet: 22%

PLC Team SMART Goal: The percentage of students demonstrating proficiency on the MCA Reading 2019 test will exceed the MAP to MCA projected proficiency score by 5% or more.

SMART Goal Focus: Reading

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

Current Progress Data: MAP 4th Grade Winter Data (MN Predictors) - Exceeds: 21%, Meets: 27%, Partial: 23%, Does Not Meet 28%

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

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

Key Instructional Practice	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 fully implemented CCC with fidelity. We have been conferring with students as recommended by CCC, in place of guided reading as we have done in previous years.	Having this being our first year of CCC we have noticed that conferring with students may not be meeting their needs. After reviewing data, our plan is to continue to confer but add guided reading to our IDR block and WIN time.	Modify current practices.

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

Names of Team Members: Amanda Solinger, Stephanie Hagberg, Kathy Flicek, Elizabeth Ziemann

School: Greenvale Park Elementary

Baseline/Beginning Data: 35/59 students know 5 or less letter sounds at RSG day. This data indicates that 59% of our kindergarten students have little or no letter sound knowledge at the beginning of kindergarten.

PLC Team SMART Goal: 90 percent of students that are in our classrooms for direct reading instruction will be able to identify 21 of 26 sounds by January 24th, 2018.

SMART Goal Focus: Reading

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

Current Progress Data: 50/55 students know 21 or more letter sounds on January 24th. This data indicates that 90% of our kindergarten students have sufficient letter sound knowledge. Most of the 90% know all 26 letter sounds.

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.
EA interventions, AmeriCorp, CCC guided reading, phonics instruction, segmenting practice, CCC being a writer, guided writing	As kindergarten teachers, we understand that children develop at various times. We believe all students will meet the letter sound goal by the end of quarter three. We are continuing the interventions for the 10% of students that did not meet the goal at this time. These students were only a few letters away from meeting our goal. We will continue support for these children every day and some are in the process of SST. We will	Celebrate your success! Create a new SMART goal.

	continue expanding the knowledge of the students that met the goal by introducing vowel combination sounds, digraphs, and blends.	
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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 base line 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: Lily Landry, Betsy Peterson, Jessy Nivala, Sari Zach

School: Greenvale Park Elementary

Baseline/Beginning Data: We identified this as an ongoing area of weakness for first grade students. Our attempt to address this problem last year didn't go as planned, so we are regrouping and trying again. We developed a new pacing schedule for strategies and accessing student mastery of fact sets.

PLC Team SMART Goal: We will increase basic math fact fluency of our first grade students so that 80% of our students will demonstrate 100% fluency as measured by 6 of 10 addition strategy fact checks by June 2019.

SMART Goal Focus: Math

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

Current Progress Data: Of the first 4 sets, 100% of the students have been assessed and have passed. We are on track with our pacing schedule to get through all the fact sets before the end of the year. Students who do not pass the first time are given more opportunities to practice and an opportunity to test again.

(We have a table of data that shows our progress. We are unable to attach it to this Google Form but we would like to include it in our winter EOP.)

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

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<ul style="list-style-type: none"> - Teaching of specific strategies for each fact set - Breaking fact sets into manageable sizes - Whole class practice with option for at home/individual practice - Regular schedule of assessment checks - Regularly scheduled volunteers to test students 	<p>This is by far the most success we have seen to develop and assess student fact fluency. The smaller sets are more manageable for students and teachers. Students are moving through the sets at a faster pace than we planned. Next year, we may move at a quicker pace for the addition</p>	<p>Celebrate your success! Create a new SMART goal.</p>

<p>and work one-on-one</p> <p>With this new system, we are finding more success than in previous years. Our evidence shows that students are being successful, and we are on track for meeting our goal by the end of year, if not before! We have had some of these instructional practices in our previous plans, but we have tweaked it so it is now effective for teachers and students.</p>	<p>strategies so that we can get in subtraction sets as well.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Josh Spitzack, Ruben Alvarez

School: Greenvale Park Elementary

Baseline/Beginning Data: No data point to reference

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

SMART Goal Focus: Math

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

Current Progress Data: Our current progress data is based on the percentages of students who have met the goal of 80% or higher on the EM4 unit assessments. Overall, these are the current results for the entire 5th grade: Unit 2 - 71% met the goal; Unit 3 - 62% met the goal; Unit 4 - 89% met the goal.

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

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We have been using stations to help differentiate the lesson to different level groups. We have also used King of Math as a point of reference to challenge the more advanced students, and reteach the lesson to those who have yet to understand it. Reviewing with intentionality for the test and making sure they understand all of the EM4 concepts before they take is also a crucial part in our results.	Our next steps would be to continue to practice skills or concepts that we've been working on throughout the year. As students learn these basic concepts, we add on to them as a way of challenging and reinforcing their learning. Based on our data, we also believe it is important to be creative about the information we teach that may go above and beyond EM4 curriculum so that they are also prepared for the MCA tests. For example, the concepts of mean, median, mode and range are not explicitly in the curriculum, so we will find a way to embed it throughout.	Continue current practices; Modify current practices.

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

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

School: Greenvale Park Elementary

Baseline/Beginning Data: Fall Reading MAP data (benchmark was 206): 37/74 or 50% of 5th grade students met or exceeded the benchmark score in the fall of 2018

PLC Team SMART Goal: We will increase vocabulary and comprehension skills of 5th grade students so that 60% of students will demonstrate their expected growth as measured by the MAP Reading Assessment and MCA Reading Assessment by the spring of 2019.

SMART Goal Focus: Reading

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

Current Progress Data: Winter Reading MAP data shows that 60% (59.725) of 5th grade students met or exceeded their projected RIT
Winter Reading MAP data (benchmark was 210): 41/74 or 55% of 5th grade students met or exceeded the benchmark score in the winter of 2019

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
1) implementation of Reading Plus to increase reading stamina, silent reading fluency, vocabulary, and comprehension, especially of non-fiction texts. 2) teaching students how to navigate a text or passage by using the Before, During, and After Reading Strategies	Jackie and I feel very good about what our students have accomplished in reading so far this school year. We feel fortunate that we departmentalize, so that we can focus our energy and efforts on the literacy portion of the day. We will continue with our current practices and make sure Reading Plus is implemented consistently.	Celebrate your success!

<p>3) implementation of CCC, specifically deepening their thinking by using the discussion prompts and Turn to Your Partner</p> <p>4) conferring with students individually during IDR</p> <p>5) at-home reading expectations and completion of weekly Reading Calendar</p> <p>6) teaching students what self-monitoring is and how to use fix-up strategies when something doesn't make sense</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Kris Johnson, Danielle Amundson, Briana Bulfer, Anne Larson

School: Greenvale Park Elementary

Baseline/Beginning Data: The goal started in the fall. Our baseline is the winter scores.

PLC Team SMART Goal: The percentage of students meeting their student growth target from fall to spring on 2018-2019 MAP reading will meet or exceed 66%.

SMART Goal Focus: Reading

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

Current Progress Data: From FALL to WINTER, 48% of our students met their MAP projected growth target. That includes our special education students.

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We are teaching the CCC curriculum to fidelity. All students are meeting with the teachers in guided reading groups 3 times a week. We are conferring with students in IDR once a unit.	For IDR conferring, we will try choosing grade level books to confer with students rather than have them choose their own books for teacher conferring. Some of the books we are conferring with student's self-selected books are too easy. We will continue learning how to challenge our lower and higher readers with professional development. We feel like the word work component in guided reading has been beneficial for our lowest readers.	Modify current practices.

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

Names of Team Members: Stephani Carlson, Carrie Rice, Diane Wiese, Joy Amunrud, Melissa Larsen, Debbie Navarro, Kris Johnson, Jessica Enge, Lynsi Sherry

School: Greenvale Park Elementary

Baseline/Beginning Data: According to the selected students IEP goals and objectives and SAEBRS data

PLC Team SMART Goal: We will increase student social and emotional regulation skills through the implementation of trauma informed practices of identified students so that 80% of identified students will demonstrate increased level of self-regulation as measured by teacher data by February 2019.

SMART Goal Focus: Trauma Informed Practices

Building/Program Goal Alignment: Climate: In order to increase positive behavior, we will implement the Second Step curriculum and continue our Character Education Traits to reduce minor and major behaviors by 10% as measured by SWIS data by June 2018.

Current Progress Data: Reviewing IEP goals and objectives and SAEBRS data, 100% of our students increased level of self-regulation.

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.
Implementing trauma informed practices, such as, providing a safe space, predictable schedule and clear expectations, empathetic listening, social skills conferencing, providing breaks, teaching coping and regulation skills, and collaborating with teachers and parents to increase consistency.	We will explore ways to extend trauma informed practices building wide. We plan to present to the staff in April.	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, 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.

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

<p align="center">Key Instructional Practice</p> <p align="center">Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p>	<p align="center">Evidence of Impact</p> <p align="center">Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p>	<p align="center">Next Steps</p> <p align="center">Indicate the action you have taken or plan to take based on your findings.</p>
<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. 	<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. 	<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 agreed to use a consistent design process (ask, imagine, plan, create, improve) when students are given engineering challenges. ● 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. 	<ul style="list-style-type: none"> ● Positive classroom environments were identified as classrooms were buzzing with activity and noise where students felt comfortable asking questions or to help others. ● 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: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Kimbra Dimick, Robert Garcia, Stephanie Ennis, Alisha Clarey

School: Greenvale Park Elementary

Baseline/Beginning Data: MAP 4th Grade Fall Data (MN Predictors) - Exceeds: 22%, Meets: 30%, Partial: 25%, Does Not Meet: 22%

PLC Team SMART Goal: The percentage of students demonstrating proficiency on the MCA Reading 2019 test will exceed the MAP to MCA projected proficiency score by 5% or more.

SMART Goal Focus: Reading

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

Current Progress Data: MAP 4th Grade Winter Data (MN Predictors) - Exceeds: 21%, Meets: 27%, Partial: 23%, Does Not Meet 28%

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.
We fully implemented CCC with fidelity. We have been conferring with students as recommended by CCC, in place of guided reading as we have done in previous years.	Having this being our first year of CCC we have noticed that conferring with students may not be meeting their needs. After reviewing data, our plan is to continue to confer but add guided reading to our IDR block and WIN time.	Modify current practices.