

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

Names of Team Members: Angie Schewe, Kari Winter, Caitlin Robertson, Sara Webster, Andria Cornell

School: Early Childhood Longfellow School

Baseline/Beginning Data: Program kits focusing on language and literacy were not available at the beginning of our PLC.

PLC Team SMART Goal: We will complete 30 literacy and language kits that align with evidenced-based practice for use in the preschool classrooms in order to improve language and literacy skills in children ages three through six by May of 2018.

SMART Goal Focus: Language and Literacy

Building/Program Goal Alignment: Expand and enhance the Northfield Promise (Collective Impact Initiative in the community that will focus on supporting ALL Northfield youth from cradle to career.

Current Progress Data: We now have 35 kits that are completed. We exceeded our SMART goal.

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

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

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
We are using kits in the classrooms and improving our instructional practices to include these strategies (e.g., dialogic reading, story retell, increasing active participation of students, answering open-ended questions, and making real world connections).	Students appear to be more engaged during shared book reading activities. We hope to fully implement the literacy kits weekly in our preschool classrooms and use throughout school years. We will make other staff aware of the availability of these kits.	Celebrate your success!

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

Names of Team Members: Katie Waters, Megan Kremin, Annie Kruse, Pam Moening

School: Early Childhood

Baseline/Beginning Data: Beginning data was that zero times per week the students were exposed to movement activities.

PLC Team SMART Goal: Research from Ready Body Learning Minds has shown an average increase of 70% in reading proficiency with the group of students that were exposed to the movement lab biweekly versus the control group that did not have this opportunity over the 7-month period.

Research has shown that movement curriculums such as S.M.A.R.T and Ready Bodies Learning Mind contributed to an increase in academic skills directly related to the opportunities of structured movement in a classroom. Our PLC will incorporate structured movement curriculum and activities from a current level of zero times per week to a minimum of twice per week in the classrooms taught by PLC members.

SMART Goal Focus: Structured movement activity

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

Current Progress Data: Our goal stated an opportunity for structured movement minimum of twice per week. Our current data supports that the students are participating in structured movement two-three times per week in the classroom as well as some students with increased needs receiving more opportunities both inside and outside of the classroom.

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

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<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
We have implemented basic reflex integration, near far visual teaching, visual tracking into circle time. We have also implemented walking heel toe on a line to increase balance and body awareness during transitions times. Students identified as needing additional support have also had the opportunity to	Our conclusions include; that the SMART activities helped the children sit better at circle and snack time. It also helped to prepare them for pre-academic skills such as crossing midline, copying from the board, using bilateral hands, and increased their awareness of body posture. The students that went to the motor room have	Celebrate your success!

<p>go to the motor room to complete a full S.M.A.R.T. obstacle course.</p>	<p>significantly improved in all the obstacle activities and have had improvements in their classroom as well. The next steps might look like preparing the curriculum for the fall. Training the entire early childhood staff about natural implementation of structured movement.</p>	
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## Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

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

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

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

SMART Goal Focus: Special Education evaluations that are sensitive to diverse cultural and linguistic 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. We have developed and adapted background and developmental history to be completed by families, with an addendum for culturally and linguistically diverse students.

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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> 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 completed a short training with all Special Education staff around the challenges and requirements of non-biased assessment.	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 will continue 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 and evaluation	Celebrate your success! Create a new SMART goal.

	<p>flowchart with evaluation teams and working to support and encourage all schools to adopt the evaluation model. Further training is needed around non-biased assessments with all school staff who are involved in the referral and Special Education evaluation process. The developmental history form will be introduced to evaluation teams to begin using district-wide for evaluations, starting September, 2018. Other future goals may look specifically at the data being collected by SST at each building to make decisions around identification of possible Disability. Also, we would like to make templates for the Decision-Making Model for Special Education eligibility criteria.</p>	
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