

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

Names of Team Members: Breezy Barrett, Ashley Northrup, Annie Kruse, Sara Line

School: Early Childhood

Baseline/Beginning Data: Staff across programs were surveyed on their understanding of PBIS, ability to access and implement resources for PBIS, their confidence in addressing challenging behaviors, and their perception of the overall positive culture at Longfellow. Data indicates that 19 respondents suggest the top 3 focus areas should be related to staff understanding PBIS (52.7% of respondents indicated they agreed or strongly agreed), accessing resources to implement PBIS and obtain support (47.4% of respondents agreed or strongly agreed), and improving overall positive culture at Longfellow (42.1% of respondents indicated they agreed or strongly agreed).

PLC Team SMART Goal: We will increase staff understanding of PBIS, their ability to feel comfortable accessing resources to implement PBIS and obtain support, and improve overall positive culture at Longfellow from baseline data that indicates that 19 respondents suggest the top 3 focus areas should be related to staff understanding PBIS (52.7% of respondents indicated they agreed or strongly agreed), accessing resources to implement PBIS and obtain support (47.4% of respondents agreed or strongly agreed), and improving overall positive culture at Longfellow (42.1% of respondents indicated they agreed or strongly agreed) to a 20% increase in the previously mentioned percentages as measured by the PBIS PLC Staff Survey by May 2019.

SMART Goal Focus: Social-Emotional

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Building and fostering relationships - commitment to social/emotional health for all.

Current Progress Data: We have yet to re-administer the survey; we plan to do so after complete implementation of our interventions.

SHas 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.
As a PLC we have completed the following interventions: applied for an Enact grant through	We have a lot of staff development that still needs to be implemented to increase staff understanding	Continue current practices.

<p>the district, and after a presentation, we were awarded funds to purchase Conscious Discipline guidebooks and children's skill building books for each Early Childhood classrooms, created a school mascot and and motto, designed posters which are displayed around the school, organized an apparel order with our mascot/design, implemented "caught-yous" for students and staff, created a staff shout-out board, created a self-care station for staff in the lounge, we have scheduled a 2-day Conscious Discipline training for all Early Childhood staff region wide. Additional program - specific Conscious Discipline webinars and book study opportunities as well.</p>	<p>of PBIS, their ability to feel comfortable accessing resources to implement PBIS and obtain support, and improve overall positive culture at Longfellow</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Kyle Roth, Lydia Gross, Kari Winter, Stephanie Balma, Angie Schewe, Sara Webster, Stacie Banks, Katie O'Connor, Megan Kremin, Andria Cornell, Ashley Northrup, Dawn Sorenson, Pam Moening

School: Early Childhood

Baseline/Beginning Data: Based on the Hand in Hand student population of 136 students, there were 21 students identified as having more extensive needs in social and emotional development using the Preschool Checklist, which measures student independence on a scale of 1-4 (1= not yet able, 2= beginning/rarely, 3=developing/sometimes with help, 4=secure/regularly). Based on the 21 identified students, 9.5% of them are demonstrating at least a 3.0 average score in social/emotional development.

PLC Team SMART Goal: We will increase the level of student independence in social and emotional development of the 21 students identified as having more significant needs so that at least 50% of the 21 students will demonstrate at least a 3.0 average level of independence as measured by the Preschool Checklist by January 25th, 2019.

SMART Goal Focus: Social/Emotional Development

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: Based on the Hand in Hand student population of 136 students, there were 21 students identified as having more extensive needs in social and emotional development using the Preschool Checklist, which measures student independence on a scale of 1-4 (1= not yet able, 2= beginning/rarely, 3=developing/sometimes with help, 4=secure/regularly). Based on the 21 identified students, 38% of them are demonstrating at least a 3.0 average score in social/emotional development.

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.
We were targeting specific students in FLEX groups based on similar areas of need from the preschool checklist. In our FLEX groups, we planned intentional group instruction to teach the skills that students demonstrated as a need.	Upon reflection of the current data, we agreed as a team that our focus needs to be on providing ongoing intervention to the students who are not yet at a 3.0 or higher average (on a 1-4 scale) in regards to social/emotional development. As we analyzed our	Modify current practices.

<p>We know that our interventions have made an impact based on how we moved from 9.5% of students showing at least a 3.0 average score as of 10/31/18 to 19% by 12/12/18, to our current measure of 38% of the FLEX group students by 2/13/19. We recognize that the significant number of snow days have impacted our ability to meet with students and implement our interventions. The inconsistency of scheduling has impeded our ability to implement our interventions with fidelity, yet we have made significant gains none the less.</p>	<p>student population for intervention, we came to the realization that 1/3 of our FLEX group population is not on an IEP, which is certainly not an accurate cross-section of our Hand in Hand Preschool population. When we looked specifically at students on an IEP versus not on an IEP, we realized that our progress has been more significant than we realized. For the population of FLEX groups students who are not on an IEP, 57% of those students are at or above a 3.0 average score on a 1-4 scale, which is at our goal. For the population of FLEX group students that are on an IEP, 29% of those students are at or above a 3.0 average score on a 1-4 scale. Based on this comparison, we believe that our intervention for FLEX groups needs to focus on students who have not yet met the 3.0 or higher average score. Our FLEX groups will need to focus on designing our interventions to include both classroom interventions and small group interventions.</p>	
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