

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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"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: 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.

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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	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.	Continue current practices.

<p>mainstream topics and benchmarks in order to 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>increased exposure to targeted vocabulary). Our 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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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: Melanie Klein

School: Sibley Elementary

Baseline/Beginning Data: I continue to add more STAR pieces to my classroom as my data shows the increase of implementation with fidelity.

PLC Team SMART Goal: To implement with fidelity and data to show the increase in the areas of Receptive and Expressive language, pre-academic skills, imitation, play and functional routine across settings for students on the Autism Spectrum Disorder and other students with neurological exceptionalities.

SMART Goal Focus: Increasing Receptive and Expressive language, functional routines that carry over across settings, play and imitation skills for students on the Autism Spectrum Disorder and other students in the Neurobiological programs.

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

Current Progress Data: Accurate student learning profiles, implementation checklist and continued data taken up to three times a day up to 5 students a day.

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DT (Discrete Trial Training) PRT(Pivotal Response Training, Functional routines and independent work station.	Continue to implement the STAR program as written-add in another functional routine when my students are ready.	Continue current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: Reference the Unit Assessment Math Scores on the SB Grade 5 spreadsheet.
We will reference MCA results and 40 Book Challenge completion for our literacy goals near the end of the year.

PLC Team SMART Goal: Math:

80% of 5th grade students will score 80% or higher on unit math assessments.

100% of 5th grade students will master multiplication and division facts.

Literacy:

The percentage of students demonstrating proficiency on the 2019 MCA Reading test will exceed the MAP to MCA projected proficiency score by 10% or more.

80% of 5th grade students will complete the 40 Book Challenge.

SMART Goal Focus: both math and literacy

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

Current Progress Data: Percentage of students who scored 80% or higher:

Ostermann

Unit 2: 35% after reteaching: 70%

Unit 3: 45% after reteaching: 80%

Unit 4: 100%

Baragary

Unit 2: 77% after reteaching: 88%

Unit 3: 80% after reteaching: 88%

Unit 4: 96% after reteaching: 100%

Stulken

Unit 2: 80% after reteaching: 100%
 Unit 3: 69% after reteaching: 88%
 Unit 4: 100%

Malecha

Unit 2: 65% after reteaching: 96%
 Unit 3: 58% after reteaching: 88%
 Unit 4: 88% after reteaching: 92%

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

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We mapped out our year as a team before the school year started. We readjusted the units for best practice by not starting on unit one and were intentional with lessons that needed more time and support for students. We continue to reference the MN Essentials lessons and the work that the math team did to align our math curriculum to the standards. We provide challenges for students that need them and reteaching in small groups or one-on-one for students who did not meet benchmarks. We are providing opportunities for students to demonstrate proficiency after reteaching and more practice.	Reteaching has been helpful. Giving the students more practice, review, and opportunities for at-level instruction has been successful. We spent time creating math fact games at the start of the year, which was effective. We would like to do more pretesting of different concepts so that we can differentiate even more in our small group instruction. We will continue to focus on math fact fluency and continued practice at home through choice activities.	Continue current practices.

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

Names of Team Members: Stephanie Mahal and Jamin Sawyer

School: Sibley Elementary

Baseline/Beginning Data: Currently, in grades K-2, 20% of students are still showing active Symmetrical Tonic Neck Reflex (STNR) movements and 17% of students are still showing active Asymmetrical Tonic Neck Reflex (ATNR) movements.

PLC Team SMART Goal: We will increase the integration of reflexive STNR and ATNR movement patterns of K-2 graders so that 90% of students will demonstrate integrated STNR and ATNR movement patterns (the ability to move as indicated by the screener without showing the STNR and ATNR movements) as measured by the Sensational Brain Reflex Screening Tool by May 2019.

SMART Goal Focus: Improve inherent, developmental movements to support improved learning, focus, and self-regulation.

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 created our smart to focus on k-2 ATNR/STNR reflexes, as there was an average of 17% with ATNR and 20% STNR. Goal will be to move from 80%/83% to 90% for both reflexes. Classes K-2 are currently using a reflex integration routine to begin to integrate these two reflexes of focus. They have been doing this now for 1 month.

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

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Use of "Coaching Conversations" by Dennis Sparks, webinar trainings through Professional Learning Community through Region 10 focusing on Building Capacity for Itinerant staff. Also, using the resource "Rappin on the Reflexes" by Eve Kodiak. Using Sensational Brain Resources from	We are also going to bring specific reflex integration exercise videos with songs and chants to the K-2 classrooms and other grades as teachers request.	Continue current practices.

the Webinar "Primitive Reflexes: Screening, Compensation Techniques, and Treatment" by Kim Wiggins OTR/L.		
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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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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: Kristen Craft; Anita Sasse; Amanda Sieger; Gina Swenson,

School: Sibley Elementary

Baseline/Beginning Data: No base data.

PLC Team SMART Goal: 80% of First Grade students will score 80% or higher on the Everyday Math unit tests.

SMART Goal Focus: Math

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

Current Progress Data: 76% of first graders scored 80% or more on the EDM Unit test 1.

84% scored 80% or more on the EDM Unit test 2

87% scored 80% or more on the EDM Unit test 3

Average: 82%

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<ul style="list-style-type: none"> - Small group instruction (teaching and reteaching) - Math games - Dreambox - Number of the Day journal - Stations - Individual work with instructional coach and Math corps instructor 	<p>The instructional practices we are using, and the support we are getting from our instructional coach and the Math Corp instructor are helping us reach our goal.</p> <p>We will continue using these practices to help our students reach their academic goals. Also, we will continue checking our data on regular basis to modify our practices if needed.</p>	<p>Continue current practices.</p>

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

Names of Team Members: Kiwi Bielenberg

School: Sibley Elementary

Baseline/Beginning Data: 50% of students currently demonstrating adequate progress in their related IEP motor goal areas, specific to motor checklists skills (based on TGMD data)

PLC Team SMART Goal: I will increase the consistency of demonstrated gross motor skills in both object control & locomotor tasks of 8 identified students in the NB and LI programs, so that 80% of the students will demonstrate adequate progress achievement in their related gross motor IEP goals, as measured by created individualized motor skill practice checklists, by May 2019.

SMART Goal Focus: creation & use of appropriate gross motor assessments

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

Current Progress Data: currently, 70% of the (8 identified) students have made specific "adequate progress" on all portions of objectives within their gross motor IEP goals

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

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side-by-side modeling for gross motor skills; implementation of motor checklist--object control and locomotor subtests, specific to students and DAPE programming at Sibley; creation of standard-based gross motor assessments to serve as checklists for specific motor skill criteria	Students are making great gains in both object control and locomotor objectives and goals. The checklists have served not only as helpful data collection systems for myself, but also have created a greater structure and concrete breakdown of skills for the students. Next steps will continue to focus on the 30% of students who	Continue current practices.

	<p>have not made as large of gains on their objectives. For many of these students, the area of "locomotor" gross motor skills are more difficult to break down and teach criteria compared to "object control" skills. I will research other assessment checklists in the region/state/DAPE resources that are more specifically geared toward measuring and teaching in the area of locomotor skills.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Sibley Elementary

Baseline/Beginning Data: 70% of our students met proficiency on their third grade MCA test.

PLC Team SMART Goal: We will increase the number of students that show proficiency in reading comprehension from 70% proficient in 3rd grade to 75% proficient in 4th grade as measured by the MCA test.

SMART Goal Focus: Reading

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

Current Progress Data: Fall MAP: 79% of 4th graders were proficient

Winter MAP: 72% of 4th graders were proficient

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

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Student proficiency in using reading comprehension strategies and acquiring new vocabulary will be monitored and enhanced through individual reading conferences, vocabulary lessons and quizzes, and fall and winter MAP scores.	We will continue our current areas of focus. We will add strategies for reading comprehension that include passages with questions. We feel this will help students be more familiar with reading and answering questions as they do on the tests.	Continue current practices; Modify current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: We used beginning of the year MAP data for reading to set the baseline.

PLC Team SMART Goal: The percentage of students demonstrating proficiency on the 2019 MCA Reading test will exceed the MAP to MCA projected proficiency score by 10% or more.

SMART Goal Focus: Reading

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

Current Progress Data: Winter MAP data was used to look at growth targets. 34.7% have met growth target and 65.3% have not met growth target.

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Implementation of collaborative classroom; focus on more in-depth conferences.	How can we increase the depth of our conferring? Is that the real issue? Book groups are missed by teachers. Will adding them back in boost student learning?	Continue current practices; Modify current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: Use unit assessments to monitor progress.

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

SMART Goal Focus: Math

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

Current Progress Data: Use unit assessments to monitor progress. For Unit 1, all 4 classes saw over 80% of students passing. For unit 2, 3 classes had over 80% and the other had 79%

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Small groups within the classroom.	Our current system of teaching math works well for most students. Continue to monitor and support those that aren't making the 80% benchmark.	Continue current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: We made an error and didn't record the percentage of students who met expectations (3) on the baseline assessment, but we made general observations that most students were partially meeting writing production expectations (2).

PLC Team SMART Goal: We will increase writing production of all general education second graders so that all students increase their writing production by one point on the grading scale.

SMART Goal Focus: Writing

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

Current Progress Data: We measured that an average 71% of second grade students now produce writing at grade level expectations (3).

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We provided instruction on the expectations and used student writing samples to help guide student's work.	We will continue to use student samples as guides in our work, but in addition, we will check in more frequently with students after independent writing time as well as provide daily writing prompts as an option for students who are struggling to develop ideas.	Modify current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: In October of 2018, 87 First Grade students were assessed using Being a Reader Small Group assessment tools. By May of 2019, 80% of those students (70 First Graders) should make a 3 set growth in Being a Reader small group instruction.

PLC Team SMART Goal: 80% of First Grade students will make a 3 set growth in Being a Reader small group instruction by May 2019.

SMART Goal Focus: Reading

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

Current Progress Data: As in January of 2019, 13% of students haven't passed to the next reading set; 46% have shown a 1 set growth; 34% have shown a 2 set growth and 7% have shown a 3 set growth.

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<ul style="list-style-type: none"> - BAR small group instruction - Book in a bag - Independent work (reading stations, word work, independent writing) - Individual and small group support with Reading Corp, ADSIS, instructional coach and volunteers - Lexia (one class) 	<p>We will continue using these practices to help our students reach their academic goals. Being the first year with our new reading curriculum, we think we should keep our instruction as close as possible to what CCC suggests and requires.</p>	<p>Continue current practices.</p>

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: 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>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>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>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: Gretchen Heil, Mairin Born, Maren Matson, Lindsey Downs

School: Sibley Elementary

Baseline/Beginning Data: All of our (92) current kindergarten students were administered letter name and sound identification assessments in September 2018. Our letter name identification assessment targets 54 upper and lower case letters. Results showed that **29%** of students were able to identify 50 or more letter names, **25%** of students were able to identify 35-49 names, **22%** of students were able to identify 15-34 names, and **24%** of students were able to identify fewer than 15 names. Our letter sound identification assessment targets 26 letter sounds. Results showed that **26%** of students were able to identify 22 or more sounds, **17%** of students were able to identify 15-21 sounds, **9%** of students were able to identify 9-14 sounds, and **48%** of students were able to identify fewer than 9 sounds.

PLC Team SMART Goal: We will increase our students' knowledge of letter sounds so that **90%** will be able identify all 26 letter sounds when assessed in May of 2019.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal: Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student's progress toward academic mastery, work habits, and behavior standards.

Current Progress Data: We have concluded that our instructional practices have been successful so far. We are progressing towards meeting our SMART goal, 70% of our students able to identify all the letter sounds. In addition, 90% of our students know 20 or more letter sounds and we are confident they will learn the rest by the end of the year. This year we again focused our interventions primarily on sounds, aligning our instruction with research which states that knowledge of sounds is more beneficial for future reading success.

Has your PLC made progress on your SMART goal? Yes, we are close to meeting 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.
In all four of our kindergarten classrooms, we implemented the CCC curriculum. We did slow down letter introduction and introduced each letter and sound with a corresponding picture, action and rhyme. We displayed all of this on a Reading Wall and referenced it during small and large group instruction. In addition to	We feel that what we've done so far has been successful. We feel strongly that we will meet our goal by spring. Using the new CCC program along with a Reading Wall and differentiated station activities has helped many of our students to meet	We plan to continue to use the CCC program and focus on letter sound knowledge during small group Being a Reader time.

<p>the new CCC curriculum, we integrated the letter sounds/actions in our writer's workshop time. We sang engaging alphabet action songs during transitions and morning meetings.</p> <p>This year, we also implemented incremental letter rehearsal earlier in the year because we were focused on getting all students into the small group sets in Being a Reader.</p> <p>During our CCC Word Work station, we differentiated student work based on their letter/sound knowledge. Students who had not mastered all of their letters and sounds continued to practice during that time.</p>	<p>the letter sound goal already. There are only a few to go!</p> <p>We will continue to use the Reading Wall to revisit letter names and sounds throughout the year. We will provide interventions for those students who are not making adequate progress. We will challenge students to apply their letter knowledge to read and write CVC words.</p> <p>We will continue to embed letter instruction into our stations, transitions and morning meeting time, as well as during Making Meaning and Being a Writer lessons.</p>	<p>In our whole kindergarten group, we have five students who are not yet ready for the Being a Reader sets.</p> <p>We will continue to practice letters and use interventions so all students can get started in set 1 by spring.</p>
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Sibley Elementary

Baseline/Beginning Data: June 2018- 92% made adequate progress on IEP goals/objectives

PLC Team SMART Goal: We will increase the reading, math and behavior skills of students receiving special education services in the resource room so that 90% of students will demonstrate adequate progress toward their individualized IEP goals as measured by IEP progress reports by June 2019.

SMART Goal Focus: Individual IEP Goals

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: Currently, 95% of resource room students have made adequate progress toward individual IEP goals.

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Fostering relationships, SIPPs, Everyday Math, Second Step	What we're doing appears to be working well. We had two students make insufficient progress. These two students have significant mental health needs that require services beyond the reach of school, but impact their progress here.	Continue current practices.

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

Names of Team Members: Deb Herman and Kris Harstad

School: Sibley Elementary

Baseline/Beginning Data: Our 15 targeted students demonstrated an average of understanding 4 of the 10 SEL terms with adult support.

PLC Team SMART Goal: We will increase student social emotional skills of our 15 targeted special education students so that 80% will demonstrate increased social emotional skills from their current levels as defined in their IEP goals to a level of demonstrating an understanding of the SEL Units of Study terms and concepts by May, 2019.

SMART Goal Focus: Social Emotional Skills

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: Currently, 8 of our 15 students have demonstrated an understanding SEL terms with visuals and some adult support.

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.
SEL components, Zones of Regulation lessons, Think Social curriculum, Faceland and Model Me Kids computer lessons, and The Incredible Flexible You curriculum.	Now that the students demonstrated understanding of some of the SEL terms, we will begin pre-teaching SEL lessons so that our students can more successfully participate with peers during general education lessons.	Continue current practices.