

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

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

School: Greenvale Park Elementary

Baseline/Beginning Data: We had 43 out of 86 students below the 50th percentile after the 2016 fall MAP test.

PLC Team SMART Goal: We will increase the math proficiency of second graders who score below 50th percentile on the fall 2016 MAP test so that 10 percent or more of students will demonstrate growth to the next quartile or above as measured by the spring MAP math test by June 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the spring MCA III of 2017.

Current Progress Data: Out of the original 43 students, 6 have moved out of the district. This leaves us with 37 out of 80 students. Fourteen out of the remaining 37 students moved up at least one quartile. This means that 38% demonstrated growth.

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.
New Everyday Math Curriculum; Math Workshop; IXL; Differentiated instruction.	We still remain concerned about our lowest students who did not move. We tried interventions and Focus Math but none of those students moved. There were also significant behavior issues that interfered with delivery of instruction. We know that students are struggling but we do not have a system-wide plan to address this. What we currently have does not seem to be working for our struggling students. We feel it does a good job for our average and above average students.	Celebrate your success!

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

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

School: Greenvale Park Elementary

Baseline/Beginning Data: 43 out of 86 or 50 percent of our students scored below the 50th percentile at the beginning of the year.

PLC Team SMART Goal: We will increase the reading proficiency of second graders who score below the 50th percentile on the fall 2016 MAP test so that 10 percent or more of the students will demonstrate growth to the next quartile or above as measured by the spring MAP reading test by June 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: From the beginning of the year, 6 students (all of whom were in the low/mid-low range) have moved out of the district. This changes our baseline data to 37 out of 80 or 46 percent of our students. From these 37 students, 13 students moved to the next quartile. This is 35% of the students who scored below the 50%ile in the fall.

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Reader's Workshop; Guided Reading; Shared Reading; Independent Reading; Lucy Calkins Units of Study; EL program restructure; Interactive Writing/Word Work integrated into classroom; Reading Interventions (HELPS, Blends).	We remain concerned about our lowest students who did not move. We don't feel we have the appropriate interventions in place within our classrooms to accommodate all their needs. We feel this is a building-wide concern.	Celebrate your success!

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

Names of Team Members: Jennifer Allison, Bridget Timerson, Charlie Alvarez, Amy Conway

School: Greenvale Park Elementary

Baseline/Beginning Data: The baseline data included all 3rd grade students math and reading NWEA RIT scores. The data was used to determine the students projected spring growth as measured by the NWEA.

PLC Team SMART Goal: We will increase math and reading NWEA RIT scores of all 3rd graders so that 75% of students will demonstrate targeted growth that meets individualized NWEA RIT scores as measured by the spring NWEA by the end of May 2017.

SMART Goal Focus: Reading and Math

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

Current Progress Data:

For all third grade students in math, 30 out of 78 students or 42% met their individualized spring NWEA RIT projected growth score. However, 38 out of 78 or 49% of students scored within two points of their individualized spring NWEA RIT projected growth score. In addition, 76 out of 78 students or 97% of students showed growth on the NWEA assessment from fall 2016 to spring 2017.

For all third grade students in reading, 33 out of 78 students or 38% met their individualized spring NWEA RIT projected growth score. However, 39 out of 78 or 50% of students scored within two points of their individualized spring NWEA RIT projected growth score. In addition, 70 out of 78 students or 90% of students showed growth on the NWEA assessment from fall 2016 to spring 2017.

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.
For math, core instruction was delivered using the district Everyday Math curriculum. Teachers met with guided math groups and reinforced skills with the Everyday Math enrichment activities, math games, math boxes, and Home Links. Additionally, teachers	Looking ahead for math, teachers would like to slow unit pacing to allow for deeper learning and understanding. Teachers would also like to look at prioritizing and consolidating units of study.	Modify current practices.

<p>also implemented XtraMath to increase computation fluency.</p> <p>For reading, core instruction was delivered using a balanced literacy model. Lessons taught reinforced literacy standards and followed the third grade pacing guide. Teachers met with guided reading group to reinforce reading strategies, sight words, fluency, vocabulary, and comprehension. Book-in-a-bag was sent home every evening for students to read. Tutors were also utilized for fluency and comprehension interventions, and daily reading practice.</p>	<p>Looking ahead for literacy, teachers would like to incorporate more guided reading practice along with increased phonemic awareness instruction. With countless high behavior needs this year, learning opportunities impeded dramatically on others learning and took away core instructional time, interventions, and guided reading time.</p>	
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**Evidence of Practice in Action:
SMART Goal Results That Have Positively Impacted Student Achievement**

Names of Team Members: Robert Garcia, Alisha Clarey, Kimbra Dimick, Tiffany Ryan

School: Greenvale Park Elementary

Baseline/Beginning Data: 35 students scored non-proficient on the 3rd grade MCA test.

PLC Team SMART Goal: We will reduce the number of students who did not make AYP in math in the spring of 2016 by 10% in the spring of 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the spring MCA III of 2017.

Current Progress Data: 35 students scored non-proficient on the 4th grade MCA test.

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 followed the core pieces of the curriculum to fidelity. We would like to find a way to better implement math boxes, home links, games, and flip book.	After unit tests, have a few days for reteach (post PLC meeting). Switch kids for a few days before cumulative unit tests. Look at curriculum and standards to move lessons to other parts of the year.	Modify current practices, reflect and rewrite the SMART goal.

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

Names of Team Members: Robert Garcia, Alisha Clarey, Kimbra Dimick, Tiffany Ryan

School: Greenvale Park Elementary

Baseline/Beginning Data: 41 students came into 4th grade non-proficient on MCA's from 3rd grade.

PLC Team SMART Goal: We will reduce the number of students who did not make AYP in reading in spring of 2016 by 10% in the spring of 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: 46 students scored non-proficient on MCA's in 4th grade.

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.
Tried implementing Lucy Calkins units of study after first quarter with no professional development. It was lacking direct instruction with vocab, spelling, word study and concrete comprehension. These are the areas we know our struggling readers need more help to be successful. While our classroom discussions reflected a deeper understanding of literature, this is not reflected on standardized tests.	We understand a need for more structure with vocabulary, word study and elements of literature; developing a scope and sequence that can be built on. Building wide consistency or lack of consistency makes it challenging to use a curriculum in isolation for just one year.	Modify current practices; reflect and rewrite the SMART goal.

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

Names of Team Members: Amy Tacheny, Michelle Sickler, Josh Spitzack, Jackie Harding

School: Greenvale Park Elementary

Baseline/Beginning Data: 61 of 91 (67%) students meet the fall benchmark as measured by the NWEA MAP Assessment in Math.

PLC Team SMART Goal: We will increase the problem solving skills of non-proficient students so that 10% more will meet the benchmark or higher as measured by the NWEA Math MAP Assessment by Spring 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the spring MCA III of 2017.

Current Progress Data: 64 of 91 (70%) students meet the spring benchmark as measured by the NWEA MAP Assessment in Math

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
<p>Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p> <p>We have implemented small group differentiated math instruction, monthly TOP 10 word problems, both the open response assessment and the two day problem solving lessons from Everyday Math, and continual practice of previously taught skills. In addition, we implemented 8 days of "Math Fun" Rotations to address skills not covered in the newly acquired Everyday Math.</p>	<p>Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p> <p>We will continue to address the Minnesota State Math Standards that are NOT covered (or not covered well) in the newly updated Everyday Math. In addition, we will continue to work to covering math concepts to mastery.</p>	<p>Indicate the action you have taken or plan to take based on your findings.</p> <p>Continue current practices.</p>

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

Names of Team Members: Amy Tacheny, Michelle Sickler, Jackie Harding, Josh Spitzack

School: Greenvale Park Elementary

Baseline/Beginning Data: In the fall of 2016, 61 out of 91 (67%) of students met the benchmark score on the NWEA Map Assessment in Reading.

PLC Team SMART Goal: We will reduce the number of students who did not make AYP in reading in the fall of 2016 by 10% in the spring of 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: In the spring of 2017, 63 out of 91 (69%) of students met the benchmark score on the NWEA Map Assessment in Reading.

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
We have implemented individualized instruction via the SuccessMaker app. Students reflect on what they have learned in SuccessMaker and how it relates to the lesson. Students are learning how to do the before, during, and after reading strategies to improve comprehension in their independent reading and also through practice with Evan Moor passages. Students learn WOW words to boost vocabulary acquisition. Students explored nonfiction texts in order to write a research report.	We feel that the implementation of SuccessMaker has benefited the students and their comprehension/ vocabulary development by giving them consistent comprehension practice reading and answering questions at their just right level. Students graph their progress after each SuccessMaker session. This was implemented three times a week for twenty minutes. We will also continue to teach the before, during, and after reading strategies in conjunction with continual practice with the Evan Moor passages. In addition, the two teachers teaching literacy have focused in on literacy instruction thereby becoming experts in the curriculum and literacy instruction.	Continue current practices.

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

Names of Team Members: Roanne Johnson, Carrie Rice, Megan Wheelock, Diane Wiese

School: Greenvale Park Elementary

Baseline/Beginning Data: 100% of our students are not meeting grade level standards in the areas identified on the IEP.

PLC Team SMART Goal: We will increase the identified deficit skills through the use of assistive and instructional technology so that 80% of students will demonstrate mastery of their IEP goals as measured by IEP progress reports.

SMART Goal Focus: Individual IEP goals

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: 44 special education students are on target toward meeting their individual goals and objectives by their annual IEP review date.

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Individualized and small group instruction based on IEP goals; for example, RAZ-Kids, Read Naturally, Touch Phonics, Fluency Phrases, Math U See curriculum, Explode the Code, Focus Math, Superflex and Zones of Regulation.	Through individualized instruction, we are able to increase student achievement toward their IEP goals and objectives, which is a small step towards meeting grade level expectations and standards.	Celebrate your success!

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

Names of Team Members: Lisa Nelson, Nicole Papke, Brigitte Tisdale

School: Greenvale Park Elementary

Baseline/Beginning Data: All of our First Grade students began the year at a Pre-A or an A BAS level.

PLC Team SMART Goal: Using the Benchmark Assessment System (BAS) as our measuring tool, 90% of Grade 1 Title I LLI students will read Level H at 95% accuracy with satisfactory comprehension by June 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: All students increased in BAS levels this year. 79% of my first graders made it to Title I's year end BAS goal of H. 82% of my second graders made it to the year-end BAS goal of a BAS level L.

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.
Using LLI as the basis for reading instruction, we have read leveled books, had students reread books at home, do word work and write in writing books. Prompting for effective strategy use has been critical for student progress.	As I look over individual students and progress made, I cannot help but see the tremendous growth that they have made in reading and writing. It brings me great joy to see the growth students have made. If I contrast this year's data from last year's data, I see a lot of improvement. I can attribute this to better use of strategy prompting, students more consistently getting books read at home, and more writing overall. I would like to continue with these practices and try to focus even more on them next year when I come back.	Continue current practices; modify current practices.

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

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

School: Greenvale Park Elementary

Baseline/Beginning Data: Grade 3 baseline data -
15% Level D; 8% Level E; 8% Level G; 8% Level H; 3% Level I; 2% Level J; 1% Level K; 2% Level L

PLC Team SMART Goal:

- *Using the Benchmark Assessment System as our measuring tool, 90% of Grade 1 Title 1/LLI students will read Level H at 95% accuracy with satisfactory comprehension by June 2017.
- *Using the Benchmark Assessment System as our measuring tool, 90% of Grade 2 Title 1/LLI students will read Level L at 98% accuracy with satisfactory comprehension by June 2017.
- *Using the Benchmark Assessment System as our measuring tool, 90% of Grade 3 LLI students will read at Level O at 98% accuracy with satisfactory comprehension by June 2017.

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: 43% Level O; 17% Level M; 8% Level L; 16% Level K; 8% Level J; 8% Level G

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.
I will continue to use LLI as directed, assess student reading behaviors through reading tests, and monitor reading levels using LLI reading records.	In conclusion, my current third grade students will need to continue in a reading intervention. Most of the students will need close monitoring and encouragement to read both during school and after school. Some of the students will need to focus on more phonics and decoding skills.	Continue current practices, Modify current practices

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

Names of Team Members: Matt Berg-Wall, Joyce Lindstrom, Ellen Trotman

School: Greenvale Park Elementary

Baseline/Beginning Data: 77 students scored a 4.0 or below on their 2016 ACCESS test.

PLC Team SMART Goal: We will increase English language proficiency of EL students in grades K through 5 so that 80 percent of EL students with a composite level of 4.0 or less will demonstrate an increase of 1 level in their composite score as measured by a WIDA assessment by March of 2017.

SMART Goal Focus: English Language Development in content areas.

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: Our average growth was an increase of .5 proficiency level on the WIDA ACCESS test. Of the 77 students with 2016 data, 74 took the test in 2017. 76% students did not meet our goal while 24% did. It should be noted WIDA has adjusted cut scores and increased the rigor of the 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	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.
Key Instructional Strategies to Improve our Goal: Oral Language - Language Experience Approach RASP (Repeat by All, Some, Person) Picture and Vocabulary sorts TPR Oral Composition Reading: Vocalized and Repeated Readings (Read alouds, Echo, Choral, Cloze/Gap, Partner, Individual) Text-Dependent Questioning of Challenging Text “Sentence Strip” activities at word, sentence, and	This is our first year delivering our new instructional model and the first year of the new ACCESS test. We plan to continue to grow in our instruction within our new teaching model. Data next year will be more comparable to this year's data due to year two of the ACCESS test and our instructional model.	Continue current practices.

discourse levels Writing - Interactive Writing Oral Composition and Rehearsal Dictogloss Reread to Write Listen, Repeat, Write		
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**Evidence of Practice in Action:
SMART Goal Results That Have Positively Impacted Student Achievement**

Names of Team Members: Natalia Romero, Angela Eliason, Kristin Hummel

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

Baseline/Beginning Data: Beat 56%, Melody 25%, Phrasing 14%

PLC Team SMART Goal: We will increase the ability and knowledge of 4th grade students in improvisation using a set framework and criteria so that 80% will meet the benchmark as measured by the rubric below by May 2017.

SMART Goal Focus: Improvisation

Building/Program Goal Alignment: Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

Current Progress Data: Beat 82%, Melody 76%, Phrasing 88%

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

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Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Each step was broken down and reviewed multiple days. We used modeling as a visual aid and aural aid (as we used the xylophones), we used consistent SMART Board documents across the district, and we think the modeling on the board, on the actual instrument and through students was extremely helpful. We also gave multiple examples and had students critique what they heard, resulting in critical listening which gave them an opportunity to be self aware and critique themselves and their neighbors.	Hummel says: "We're awesome!" We are creating a scope and sequence based on what we did with 4th grade and scaling down to focus on the core of improvisation in the younger grades. We'll be thinking about age appropriate forms of improvisation for each grade level and how we can incorporate curriculum we are already working on.	Celebrate your success!

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

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

School: District-Wide Elementary Media

Baseline/Beginning Data: October student engagement survey. Our PLC group created an engagement survey to gather our baseline data. This survey was given to one third grade media class at each of the three buildings. Based on the survey, each media specialist selected a few areas to focus on.

- SB: I will focus on two statements from the survey. “In media, I participate (ask questions, work at my computer, do the activity).” 61.1% answered yes, 38.9% answered sometimes, and 0% answered no. The second statement I selected is “I think media is fun.” 55.6% answered yes, 38.9% answered sometimes, and 5.6% answered no.
- GVP: Two statements of focus for baseline data are “I like coming to media class” and “I participate in media class.” The “yes” responses were as follows 58% and 63% respectively. Two statements related to productivity, “I work hard” and “I stay busy and do not waste time,” shows room for improvement as well. Only 63% of students say “yes” they work hard in class and 37% say only sometimes. In regard to staying busy, 47% responded “yes” and 53% responded “sometimes.”
- BW: I will also focus on two statements from the survey. “The teacher in this class really cares about me.” 90.5% answered yes, 4.8% answered sometimes, and 4.8% answered no. The second statement I will focus on is “In media, I participate (ask questions, work at my computer, do the activity)” 85.7% answered yes, 14.3% answered sometimes, and 0% answered no.

PLC Team SMART Goal: We will increase student engagement of our most challenging media class so that 80% of students will demonstrate active engagement as measured by our teacher-created student engagement surveys by May 2017.

SMART Goal Focus: Media Skills

Building/Program Goal Alignment: Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: May student engagement survey. The engagement survey was given to the same classes again in May. We evaluated responses to all 11 questions that were on the survey. In all 3 buildings at least 80% of our students demonstrated active engagement on all of the questions from the survey. We also individually met our focus goals for the specific areas we selected in the fall. This data can be found below.

- SB: The first question I focused on was “I participate in media class.” These scores went up. 80% answered yes, 20% answered sometimes, and 0% answered no. The results for the second statement “I think media is fun.” also went up. 75% answered yes, 20% answered sometimes, and 0% answered no.
- GVP: The first question I focused on was “I like coming to media class.” The “yes” responses went from 71% to 50%. All of the other responses were “sometimes.” The second question I focused on was “I participate in media class.” Here the responses went down from the winter survey from 94% of students responding “yes” to 81%. However the 81% in the spring was an increase from 63% saying “yes” in the fall.
- BW: The first question I focused on was: “The teacher in this class really cares about me.” This question increased from 95% answering “yes” and 5% answering “maybe” to 100% of the students saying that they really think the teacher cares about them. The second statement I focused on was “In media, I participate (ask questions, work at my computer, do the activity)” This question also increased from 95% answering “yes” and 5% answering “maybe” to 95.7% answering “yes” and 4.3% answering “maybe”.

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

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<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>
<p>We created a “What I Did In Media Class Daily Log” where students could track their progress and reflect on their learning. We also tried some new lessons where students were more active.</p>	<p>SB: The fall survey gave me some great data on student engagement. However, I feel that it was difficult to compare the data over time because the results varied a great deal based on the unit of study, class location, and overall mood of the students. I plan to continue the “What I did in media class” log but will change it to a weekly log instead of daily. I tried the log with my 3rd, 4th, and 5th grade students this spring and really liked it. I found great value in the form but taking 5 minutes out of our 15 minutes of work time is difficult. I also had the opportunity to visit a school in New Prague this year and came back with many new ideas. Next year I hope to observe other media specialists both within our district and outside of the district.</p> <p>GVP Overall the data from the spring is not as favorable as the data from the winter and fall surveys. I think there are several factors that could have impacted the results. In the spring, students were in the midst of MCA testing and every media class was held in a different classroom to accommodate testing in the computer lab (media classroom). It was more and more difficult to make connections with students because my focus was on where we were meeting and getting students settled. The winter survey results were the highest. At that time students were participating in the Digital Passport curriculum which includes online learning games. These experiences are valuable to students because they are interactive but also allow the class to discuss important content. I would like to use Digital Passport next year.</p>	<p>Celebrate your success!</p>

	<p>In addition to continuing Digital Passport, I tried some new activities with students such as using iPads for pictures or a card games to review content. I will continue these to engage students. Finally, I will continue to make personal connections with students. I need to work harder during testing times when we cannot be in our regular class environment.</p> <p>BW: The baseline data collected in the fall increased in every category except one in the spring. The category that it decreased in was “I can use media skills outside of school” and it dropped only by 1%. This may have been due to the new students who entered this classroom later in the year. They may not have felt as prepared to use their newly learned media skills as the other students who had been in class all year. I believe this steady increase of students feeling engaged in media throughout the year is due to a combination of factors. One of the major factors contributing to the success of increasing engagement is taking the time to create a meaningful relationship with each of the students. I made an effort for them to get to know me better as well as for me to get to know them better. In the beginning of class often times I would update them on my puppy, Louie. I would let them share some of their dog stories as well. At the end of the lesson instead of having them fill out an extra form we would have a conversation about what we accomplished and what we will continue to work on. Another strategy that was successful in increasing engagement was integrating various activities to increase learning and comprehension of the skill at hand. I would research different apps/websites/activities to implement into the lesson to increase engagement. I would survey the students afterwards to find out whether or not they enjoyed the activity. I would try to differentiate for the students who did not prefer that way of instruction. My next steps would be to modify the engagement questions on the survey and research ways to effectively assess engagement.</p>	
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**Evidence of Practice in Action:
SMART Goal Results That Have Positively Impacted Student Achievement**

Names of Team Members: Stefanie Bothun, Natalie Kruger

School: District Elementary Instrumental Music

Baseline/Beginning Data: We will give a rhythmic pre-test on the highest level of rhythm our students should know before going to the middle school. Once they take the pre-test we will go back to the basic rhythms and work our way towards that highest level to measure the accuracy.

PLC Team SMART Goal: We will increase rhythm accuracy skills of 5th grade instrumental music students so that 75% of students will demonstrate 100% correct on all 4 rhythm excerpts as measured by our rhythm assessments by June, 2017.

SMART Goal Focus: Music

Building/Program Goal Alignment: Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

Current Progress Data: Both band and orchestra were able to reach the goal of at least 75% of our students were able to get 100% on all four rhythms. Orchestra had 88% of their students achieve 100% on all four rhythms. Band had 80% of their students achieve 100% on all four rhythms.

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
<p>Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p> <p>In both groups, we regularly count and clap rhythms that are in their lesson books or concert music. We also go through rhythms by just playing them on a single note. In orchestra, we shadow bow rhythms in our lesson books or concert music. In band, students have the opportunity to write the counts out so they can visually see the counts they are clapping.</p>	<p>Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p> <p>The rhythms helped students focus on rhythm details, which were shown in their concert music preparation and ability to learn faster. Counting and clapping are essential to keeping a steady beat and with the practice they did on the short rhythms exercises, they were able to use that in the full ensemble when we move away from unison playing. The students we worked with were 5th graders so they are now going to the middle school. We will continue to check in with the middle school teachers and get feedback on anything we can do differently.</p>	<p>Indicate the action you have taken or plan to take based on your findings.</p> <p>Celebrate your success!</p>

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

Names of Team Members: Stephani Carlson, Rachel Morrison, Tammy Paulson, Noreen Cooney, Tyler Faust, Natalie Czech, Jamie Weibe, Lori Peterson, Deb Seitz, Patty Pfeiffer, Anne Campbell, Liz Pieffer

School: District-Wide Special Ed

Baseline/Beginning Data: Baseline data was determined by the present levels on each of the student’s IEP.

PLC Team SMART Goal: We will increase students’ use of self-regulation and coping strategies of K-12 special education students with social, emotional and behavioral goals so that 80% will demonstrate progress on their individual IEP goals and objectives as measured by quarterly IEP progress reports by May, 2017.

SMART Goal Focus: Self-regulation and coping strategies.

Building/Program Goal Alignment: Northfield Public Schools will integrate practices and services for social emotional learning and children's mental well-being.

Current Progress Data: 82% of the targeted students met their self-regulation/coping goals on their IEP's

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.
Key instructional practices used this semester: responding to student crises using Life Space Crisis Intervention techniques and principles.	We will continue to utilize evidence-based practices to support our students with social, emotional and behavioral needs.	Celebrate your success!

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

Names of Team Members: Paul Bernhard, Ryan Driscoll, Andy Jaynes, Tony Mathison, Ryan Pietsch, Mary Wojick

School: District-Wide Elementary Physical Education

Baseline/Beginning Data: Approximately 30% of Kindergarten students could count to 100 by ones in the fall.

PLC Team SMART Goal: We will increase counting skills through various motor and movement activities of Kindergarten students so that 100% will demonstrate proficiency in counting by ones, fives and tens to 100, counting by twos to 20 and counting backwards from 20 as measured by the NPS Kindergarten Assessment Packet given by May 2017.

SMART Goal Focus: Math

Building/Program Goal Alignment: 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: BW: 85%; GVP: 86%; SIB: 87%

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
<p>Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p> <p>Daily warm ups that include counting by ones, twos, fives or tens. Using visuals and videos that involve counting and moving. Counting backwards with movement. Including counting during activities (i.e., Counting up team score).</p>	<p>Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p> <p>The more exposure the students have to counting the better recognition and recall they have. Practice in many areas of their day increases their counting/math skills. Next steps would include continuing to do math every day with kindergarten students. Have number games, counting activities and number recognition during physical education class. Continue to do the key instructional practices above.</p>	<p>Indicate the action you have taken or plan to take based on your findings.</p> <p>Continue current practices.</p>

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

Names of Team Members: Ann Ackerman, Angie Kruse, Pam Palmquist, Amy Randall

School: District-Wide Speech Language

Baseline/Beginning Data: Our measurable component is how much they gained on their narrative scores based on a narrative rubric. Our original baseline average in the fall was 23 points.

PLC Team SMART Goal: We will increase the oral narrative skills of a targeted group of students receiving Speech and Language services so that all of the targeted students will demonstrate an average improvement of two points as measured by a narrative rating scale by April 3, 2017.

SMART Goal Focus: Oral narrative development

Building/Program Goal Alignment: Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: Our current baseline average is 31 points for an average gain of 8 points.

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.
Story Grammar Marker Expanding Expression Tool Tar Heel Reader Story Cubes Sequence Picture Cards Story maps Book Creator Wordless picture books Story Time dice Book Share.org Epic Spark Video Roll-A-Story	We found this to be a good way to address the language needs of our students. We have found carryover to be better when teaching oral narrative skills. We need to make a few changes to the rubric. We need to get different materials to collect the baseline data.	Celebrate your success!

Comic Strip Puppet Pals SKILL curriculum Play-Do and LEGOS to build characters Silent YouTube videos for story building		
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**Evidence of Practice in Action:
SMART Goal Results That Have Positively Impacted Student Achievement**

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

School: Greenvale Park Elementary

Baseline/Beginning Data:

First Grade: Lisa's Students
Pre A=19%; A=29%; B=46%; c=6%

Second Grade: Lisa's Students
B=1%; D=29%; E=14%; F=21%; G=14%; H=14%

PLC Team SMART Goal: We will reduce the number of all students who scored non-proficient in reading by 10% in the spring

SMART Goal Focus: Reading

Building/Program Goal Alignment: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.

Current Progress Data: First grade: Lisa's Student
D=19%; G=19%; H=10%; I=19%; J=19%; L=10%; p=10%

Second Grade: Lisa's Student
H=15%; K=46%; L=9%; M=15%; O=15%

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.
Leveled Literacy Intervention by Fountas & Pinnell	Continue to use LLI as directed. Assess student reading behaviors through reading assessments and monitor reading levels using LLI reading records.	Refine data collection to better inform practice