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

Names of Team Members: Christa Danielson, Kristen Cade, Lahna Tran, Jen Allison

School: Bridgewater Elementary

Baseline/Beginning Data: According to Winter FAST assessments, 39 out of 96 kindergartners (40%) showed at least some risk on the Decomposing Numbers.

PLC Team SMART Goal: We will increase Decomposing Numbers of all kindergartners so that 75% will demonstrate no risk as measured by the Spring FAST assessment by May 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade K: The number of students in the low-risk category on the spring FAST screener will increase by 10% in both reading and math.

Current Progress Data: According to the Spring FAST assessments, 84 out of 98 kindergartners (86%) showed no risk on the Decomposing Numbers assessment.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We had a data retreat with our coaches and district assessment coordinator and explored the FAST assessment components. This led us to change some of our own teaching language. We implemented daily or weekly practice of skills through additional activities and games. We occasionally had college volunteers (or other) help with extra practice and progress monitoring.	We realize how important it is to know what the tests look like and how they are administered. We certainly don't "teach to the test", but it was helpful to know that with little language changes and additional practice activities, our students were more prepared and ready to succeed.	Celebrate your success!

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

Names of Team Members: Christa Danielson, Kristen Cade, Lahna Tran, Jen Allison

School: Bridgewater Elementary

Baseline/Beginning Data: According to the FAST Winter assessment, 51 out of 96 kindergartners (53%) are showing some risk in Word Segmenting.

PLC Team SMART Goal: We will increase Word Segmenting of all kindergartners so that 75% will demonstrate no risk as measured by the FAST Word Segmenting assessment by May 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Grade K: The number of students in the low-risk category on the spring FAST screener will increase by 10% in both reading and math.

Current Progress Data: According to the FAST Spring assessment, 90 out of 98 (92%) are showing little or no risk on the Word Segmenting assessment.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We met as a team with our coaches and data coordinator and looked at how the test is administered. We found some interesting things, such as students are expected to segment 4 sounds, when we have typically only worked on 3 sounds. By adding 4 sound words into our quick practices, we felt our kids were better prepared for the assessment.	We still struggle with "teaching to the test", but understand we need to prepare our students for what they are actually expected to be able to do--even if this isn't typically part of our teaching.	Celebrate your success!

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

Names of Team Members: Pam Charlton, Brittany Ellerbusch, Erin Hall, Suzanne Lanza

School: Bridgewater Elementary

Baseline/Beginning Data: 6% of our students scored 80% or higher on the telling time quiz.

PLC Team SMART Goal: We will increase student's ability to tell time to the hour and half hour reading an analog clock and writing the time digitally of all 1st graders so that 70% will demonstrate 80% as measured by a telling time test by May 2018.

SMART Goal Focus: Math

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

Current Progress Data: 87% of our first grade students scored 80% or higher on the telling time quiz.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Pull out intervention with small groups, and practice in classroom.	We met our goal!	Celebrate your success!

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

Names of Team Members: Brittany Ellerbusch, Suzanne Lanza, Erin Hall, Pam Charlton

School: Bridgewater Elementary

Baseline/Beginning Data: 32% of our students scored a 3 or higher in the area of Capitalization and 37% scored a 3 or higher on ending punctuation

PLC Team SMART Goal: We will increase the conventions (sentences are capitalized and periods, exclamation points are used when appropriate of all first grade students so that 65% a score of 3 or higher as measured by the CCC writing rubric.

SMART Goal Focus: writing

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

Current Progress Data: 72% of our students scored a 3 or higher in the area of Capitalization and 66% scored a 3 or higher on ending punctuation

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We provided robust instruction in writing using the CCC writing curriculum	Having a curriculum that is robust and sequential in skill building that every child is exposed to increases developmental necessary skills.	Celebrate your success!

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

Names of Team Members: Karen Lane, Darren Lofquist, Anna Rubin, Sherry Schwaab

School: Bridgewater Elementary

Baseline/Beginning Data: Unit 4 Cumulative Assessment results

PLC Team SMART Goal: We will increase proficiency of Everyday Math skills of second grade students so that 80% of students will demonstrate a score of 80% or higher as measured by the Unit 6 Cumulative Assessment by May 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: Grade 2: The number of students meeting their fall to spring MAP growth target will be 65% in reading and 75% in math.

Current Progress Data: After analyzing the results, we concluded that 88% of students scored 80% or higher on the Unit 6 Cumulative Assessment.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Differentiated lessons, guided math groups, challenge math groups, covering the MN essential standards, adjusting the timing of units to fit with MAP testing.	Teach Everyday Math curriculum with fidelity and analyze results frequently.	Celebrate your success!

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

Names of Team Members: Karen Lane, Darren Lofquist, Anna Rubin, Sherry Schwaab

School: Bridgewater Elementary

Baseline/Beginning Data: Mid-Year Imagine Learning Vocabulary Benchmark Assessment (25% of students were in the advanced level in the middle of the year)

PLC Team SMART Goal: We will increase oral vocabulary skills of second grade students so that an additional 25% of students will demonstrate a score of 1,250 or higher (advanced level) as measured by the End of Year Imagine Learning Vocabulary Benchmark Assessment by May 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Grade 2: The number of students meeting their fall to spring MAP growth target will be 65% in reading and 75% in math.

Current Progress Data: From examining our end of year data, we confirmed that more than 25% of additional students met the advanced vocabulary mark! Approximately 58% of second grade students scored in the advanced category on their final vocabulary assessment.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Guided reading groups, Book-In-A-Bag, word of the day vocabulary lessons, comprehension and vocabulary homework, independently leveled reading, Imagine Learning.	Teach the CCC Making Meaning curriculum with fidelity and analyze progress frequently.	Celebrate your success!

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

Names of Team Members: Taylor Farm, Alexi Thompson, Caitlin Buschey

School: Bridgewater Elementary

Baseline/Beginning Data: 20% of our students demonstrated mastery of the phonemic awareness skills as measured by the beginning of the year assessment from the READ IT curriculum

PLC Team SMART Goal: We will increase phonemic awareness skills of our students we serve grades 1-5 so that 80% of our students will demonstrate mastery of phonemic awareness skills as measured by curriculum based measurements by February 2018.

SMART Goal Focus: Reading

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

Current Progress Data: 95% of our students have demonstrated mastery of phonemic awareness skills as measured by the phonemic awareness assessment from the READ IT curriculum.

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

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New reading curriculum that contains systematic and developmentally appropriate strategies to address student's phonemic awareness needs.	Continue to integrate and implement the READ IT curriculum. We will continue to pursue professional development with the READ it trainer of next year.	Celebrate your success!

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

Names of Team Members: Molly Ericksen, Jamie Wiebe, Leah Driscoll, Tyler Faust, Natalie Czech

School: Bridgewater Elementary

Baseline/Beginning Data: Our baseline data is according to each individual students' present levels of academic achievement and functional performance (PLAAFP) on their IEPs.

PLC Team SMART Goal: We will increase students' rate of compliance with adult directives of K-5 special education students with social, emotional and behavioral goals, through fostering relationships and providing professional development so that 80% will demonstrate progress on their individual IEP goals and objectives as measured by quarterly IEP progress reports by May 2018.

SMART Goal Focus: Behavior

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

Current Progress Data: We have found that 80% of our students with compliance with adult directives goals on their IEP's are making adequate progress towards their goal.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
The grade level meetings were well received by staff, and staff maximized their time with us by asking questions about specific students and special ed processes. Providing staff developments to build capacity on de-escalation techniques. Gathered information about paraprofessional support and additional training needs as requested by educational assistants. Implemented monthly EA trainings geared towards behavior management.	We need further EA training and communication. Special ed staff need to continue to collaborate with general ed staff and specialists. Individual goals for students need to continually reflect their uniqueness and data driven goals.	Celebrate your success!

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

Names of Team Members: Janet Larimore-Rockne, Diane Nagy, Sue Bolton, Sandi Reiman, Rebekah Paterson

School: Bridgewater Elementary

Baseline/Beginning Data: We used fall MAP scores on the Vocabulary Strand and the Data Analysis strand from the Math MAP in the fall.

PLC Team SMART Goal: We will increase Math and Reading Vocabulary Scores and Data Analysis scores of our second through fourth grade students so that 80% will demonstrate 6 points of growth as measured by MAP Reading Vocabulary Strand and MAP Math Data and Analysis Strand by May of 2018.

SMART Goal Focus: Reading

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

Current Progress Data: We are using the RIT predictor from the fall in order to determine the results from the MCA. For those students who did take the MAP this spring, we used that data. We have a spreadsheet available.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We have been reading the book Bringing Words to Life and implementing some of the strategies from this reading. These include Example/Non-Example, Word Associations, Word Relationships, Returning to the Story Context, Incorporating Cognates (EL).	We believe that the results show that vocabulary instruction has a direct impact on our students' success on both MAP reading and MCA reading. It also impacts the Data Analysis strand of the Math MAP/MCA.	Celebrate your success! Create a new SMART goal.

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

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

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

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

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

SMART Goal Focus: Special Education evaluations that are sensitive to diverse cultural and linguistic backgrounds.

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: We have a flowchart developed to outline what is expected for an evaluation. We have developed a form to be completed by teachers and support staff when a student is referred for an evaluation due to a suspected disability. We have developed and adapted background and developmental history to be completed by families, with an addendum for culturally and linguistically diverse students.

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

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The form that we developed to collect data for EL student evaluations is being trialed in several current evaluations. We have also sought out the input of all School Psychologists in the district and will be sharing our forms with EL teachers and other building instructional coaches. We completed a short training with all Special Education staff around the challenges and requirements of non-biased assessment.	We have met with Hope to review the data that is available from ACCESS scores and WIDA data points. It's important to be able to compare a student's scores to norms on a district level and state level. We will meet with her again when the next ACCESS score results are available, with the overall goal to develop local norms and state norms. We will continue to evaluate how our data form for EL evaluations was used and received by evaluation teams. On-going conversations and modifications of the form will be made. We will be reviewing the overall referral and evaluation	Celebrate your success! Create a new SMART goal.

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

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

Names of Team Members: Brenda Hand, Amanda Schrader, Elizabeth Valentine

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 2018.

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: 100% of the identified ELs demonstrated 80% mastery or 30% growth on assessments of targeted content-area vocabulary.

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

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| Key Instructional Practice
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal. | Evidence of Impact
Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice. | Next Steps
Indicate the action you have taken or plan to take based on your findings. |
|---|---|---|
| -Key Instructional Practice: 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 mainstream topics and benchmarks in order to build general background understanding and knowledge of concepts and their associated academic language.

-Content-based ESL instructional techniques include | Formative assessments indicate that the instructional practices listed above were effective for over 100% of our ELs.   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. increased exposure to targeted vocabulary. | Continue current practices. Celebrate your success! |

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. -Instructional practice provides students opportunities to use language in meaningful contexts--studying the academic subject matter while they develop language proficiency. -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.		

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 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, 2018.

SMART Goal Focus: Music

Building/Program Goal Alignment: Robust core instruction.

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 77% of their students achieve 100% on all four rhythms. Band had 76% of their students achieve 100% on all four rhythms. Our percentages could increase because all students have not completed testing on their rhythms. We find that at the end of the school year, the students are missing their lessons more and more because of field trips, track and field days, etc. so our data is slightly lower this year.

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

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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.	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 rhythm 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.	Celebrate your success!

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

Names of Team Members: Amy Randall, Angie Kruse, Whitney Sannes, Christine Howard, Ann Ackerman

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

Baseline/Beginning Data: 52% accurate production of the /r/ sound at the word level

PLC Team SMART Goal: We will increase the accurate production of the 'r' sound of a targeted group of students so that group of students will demonstrate an improvement of 10 percent as measured by the "R" Deep Screening Probe by April 2018.

SMART Goal Focus: Articulation

Building/Program Goal Alignment: Building and fostering relationships - commitment to social/emotional health for all.

Current Progress Data: 85% accurate production of the /r/ sound at the word level.

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

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Continued to use from winter EOP: Char Borshart techniques Using facilitating contexts and co-articulation Use of metronome to improve placement, speed and natural production Use of visual and auditory feedback Repeated practice with increased complexity Use of wordless video to promote carryover of the /r/ in a structured conversation Recording students and having a group discussion on different techniques to implement Went to conference Started in Spring: The /r/ Made Simple Program	We will continue to use these different techniques to increase the accuracy of the /r/ production with future students.	Celebrate your success!

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

Names of Team Members: Ann, Dustee, and Amanda

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

Baseline/Beginning Data: According to Northfield District Curriculum, Kindergarten students have never been formally introduced to coding.

PLC Team SMART Goal: We will increase knowledge of coding skills of kindergarten students so that 75% of students will demonstrate basic understanding of coding as measured by a teacher created coding assessment by May 2018.

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: There were 3 areas of the coding assessment: coding maze 1, coding maze 2, and a debugging maze.   Results for each building are listed for maze 1, maze 2, and debugging maze: Bridgewater 90%, 86%, and 76%; Greenvale Park 98%, 90%, and 88%; and Sibley 100%, 96%, and 93%.

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

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Reviewed several coding activities and applications to develop an idea of lesson sequence. Created a lesson framework for Kindergarten for Northfield Schools. There are introductory activities such as video, robotic mice, and whole-body maze activities. Students then use Kodable.com to program a "fuzz bug" through a maze. The Kodable.com was used on computers and iPads. Students practiced a variety of mazes and debugging situations. Then students completed a sample of mazes for the coding assessment.	We noticed students had the most trouble with the debugging maze. Finding an error in the code is a higher-level skill. That may be one of the reasons students didn't do as well as the other mazes. Another reason scores could have gone down is that the debugging process in Kodable and the teacher assessment were slightly different. To help students to improve their debugging skills we will plan more whole group instruction that will include a sample of how the debugging assessment will look.	Celebrate your success!

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

Names of Team Members: Kristin Hummel, Angela Eliason, and MK Maney

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

Baseline/Beginning Data: 21% of 2nd grade students were able to pass the formative assessment which measured visual and aural recognition of instrument families.

PLC Team SMART Goal: We will increase visual and aural recognition of families of the orchestra in 2nd grade so that 80% of our students will achieve the benchmark as measured by the given assessment by May 16, 2018.

SMART Goal Focus: Music - Recognition of Orchestra Instrument Families

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: 74% of 2nd grade students passed the summative assessment. Some of the interruptions to the pacing of the unit we faced included: field trip conflicts, scheduling, absenteeism, St Olaf micro teaching.

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

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Utilizing visuals and real instruments (borrowed from band/orchestra) to reinforce visual concepts of instruments and sound production. Students have had hands on experiences with instruments - touching, passing around. *Utilizing video/audio recordings to support aural identification of instruments and families.	Spread the instruction throughout the year - one day per family. More video/performers to see individual instruments up close and to hear/see isolated families of instruments. More recordings.	Modify current practices.

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

Names of Team Members: Ren Kurtz, Kate Woodstrup, Erica Ness

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

Baseline/Beginning Data: MAP and MCA scores.

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. This is a two-year SMART Goal focus due to limited class meeting times.

SMART Goal Focus: Reading skill development through structured drawing and writing activities in sketchbook lessons.

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: Spring semester we completed 6 structured drawing and writing lessons with our 4th and 5th grade students to determine a baseline. This baseline was determined by having classroom teachers select readers who receive minimal outside support. Our current process has focused on developing reading strategies through analysis of works of art and development of critical thinking questions through 6 lesson plans. These lesson plans are found in the Elementary Visual Arts PLC folder under Action Research and Lesson Plans.

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.
We have implemented 6 structured lessons that develop critical thinking skills through art imagery and drawing. Students practiced developing critical thinking skills in drawing and writing activities by looking at M.C. Escher and Magritte and practicing predicting the context. Students also created imagery from reading a poem and discussed the imagery with their classmates.	Due to the feedback we received to consider checkpoints for progress, we implemented our lessons and collected data by photographing student examples and through class discussions, and are adapting the process to meet gaps our data collection so we can integrate more words and writing into the sketchbooks.	Modify current practices.

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

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

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 2018.

SMART Goal Focus: Physical Education

Building/Program Goal Alignment: Robust core instruction.

Current Progress Data: There is a direct correlation between the number of steps taken during activity time and the amount of effort students put in to the activity. Students are definitely aware of their activity level wearing the pedometer, and it increased their overall participation level when wearing them.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
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 increased students' participation level on a consistent basis. It was very apparent (through observation) that students moved more while wearing pedometers. It made them accountable for their activity level.	Activity level easily increased among fourth grade students when wearing the pedometer. We will look at continuing with that grade level, as well as possibly adding it to other grade levels with the anticipation of seeing the same positive results we experienced this year. Overall, we felt that this was a successful attempt at increasing awareness and activity levels of students.	Celebrate your success!