

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

Names of Team Members: Lily Landry, Sari Zach, Jessy Nivala, Stephanie Ennis

School: Greenvale Park Elementary

Baseline/Beginning Data: We created this SMART goal because we noticed that students were making small errors when reading, which decreased their reading accuracy scores on the DORF. January was the first time that our students took the DORF assessment. We used that data as our baseline data. We saw that 48% of our students were above 90% accuracy on the January DORF assessment. We discussed this concern with our reading coach and she encouraged us to explore The Reading Strategies book by Jennifer Serravallo for lessons that would focus on accuracy. Goal 3 in the book was about increasing reading accuracy, so we took a look at the lessons in that chapter and selected lessons that we thought would best support our students.

PLC Team SMART Goal: We will increase reading accuracy of first grade students so that 80% of students will demonstrate 90% accuracy as measured by the DORF by Spring 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: On the May DORF assessment, 74% of our students had 90% accuracy or better. Though we did not meet our goal of 80% of students scoring 90% or better, we still had a significant increase in accuracy from January to May. We realize that we set a lofty goal for our students who receive reading support. Out of our 65 students, 18% of those students are supported by Special Education reading services or Title I services. If we remove those students from our overall data, 89% of the remaining students scored 90% or better. We feel confident in the progress our students made, and we continue to problem solve how we can best support our struggling readers.

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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
At each PLC during second semester, we identified a lesson from The Reading Strategies book to teach in the following weeks. We	We concluded that our goal of 90% accuracy or better was not attainable for our struggling readers who receive reading support. We really	Continue current practices.

<p>discussed strategies and resources needed for each lesson. We also prepared some materials (SMARTBoard slides, handouts) and shared them with our team. As we taught the lessons, we reflected on how the lessons went and how students responded. We connected these lessons to lessons we taught earlier in the year. For some students, these lessons were a great refresher. The lessons were a reteaching moment for our struggling students.</p>	<p>liked the lessons from The Reading Strategies book, but we believe that they would be more impactful in the fall. We're unsure how these lessons will fit in with CCC lessons next year. Next year, we will keep these resources in mind. We will consult The Reading Strategies book if we feel the need to supplement CCC materials.</p>	
---	---	--

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

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

School: Greenvale Park Elementary

Baseline/Beginning Data: Addition Pretest: 47/76 kids passed, which is 62%. Subtraction Pretest: 12/78 kids passed, which is 15%.

PLC Team SMART Goal: We will increase the two-digit addition skill of all 2nd grade students so that 80% will demonstrate 100% accuracy as measured by team-created formative assessment by March 23, 2018. We will increase the two-digit subtraction skills of all second grade students so that 80% will demonstrate 100% accuracy as measured by team-created formative assessment by May 25, 2018.

SMART Goal Focus: Math

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

Current Progress Data: Addition Posttest: 68/77 kids passed, which is 88%. Subtraction Posttest: 59/78 kids passed, which is 76%

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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
We taught Everyday Math curriculum with fidelity. We practiced 2 digit addition and subtraction daily, in the second semester. Kellie Edwards worked daily for 20 minutes with 11 of our lowest math students, working on these skills. We demonstrated different strategies on how to solve these problems. We worked with students in small groups to give extra support in solving these problems.	The reason we chose these two short-term goals is that we noticed a deficit in teaching 2-digit addition and 2-digit subtraction skills in our EDM curriculum, yet the students are expected to know it for the Minnesota State Standards. EDM curriculum does not dig deep enough in this area, only touching on it with 2-3 lessons before moving on. We are thrilled that we went from 62% to 88% of students passing our addition test. We are also celebrating success with our subtraction posttest results as well. We only had 15% pass the pretest and we grew to 76% passing the posttest. If we had not done this, we believe we would have seen even lower results on our Spring MAP Math test.	Continue current practices; Modify current practices.

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

Names of Team Members: Bridget Timerson, Mary Beth Youngblut, Amy Conway, Charlie Alvarez

School: Greenvale Park Elementary

Baseline/Beginning Data: Our baseline data consists Fall BAS Reading levels.

PLC Team SMART Goal: We will increase Fall reading BAS scores of 3rd grade students, at grade level (M) or below, so that 75% of these 34 students will demonstrate growth of three BAS levels, as measured by the use of the Fountas and Pinnell Benchmark Assessment System, by May 15th 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: Of our 31 students (previously 34 at the beginning of the year), 23 of them moved three or more BAS levels. This is 74% of our students. We missed making our goal by .9%. Of those 31 students, four are reading an O, just one level below grade level. Of these 31 students, four are Special Education and 15 (48%) of the 31 students are identified EL. Of our 76 students in 3rd grade, 57 students are reading at or above grade level. This is 75% of our students that are currently reading at grade level.

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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
All teachers did daily core reading instruction along with guided reading, conferencing, and intensive text analysis using Evan Moore Daily Reading Comprehension passages, MCA practice tests (online and on paper), Rise and Shine practice sheets, and Collaborative Classroom reading passages and questions. Two classrooms also used a sight word intervention with all their students.	We believe that Collaborative Classroom will provide needed consistency and pacing not only at each grade level but also across grade levels. We will continue to do guided reading and MCA practice activities with our students (CCC MCA prep, MCA practice tests.) We will continue having the students do book-	Modify current practices.

<p>In addition, students are participating in individualized learning through Lexia Core5.</p> <p>Furthermore, a PRESS intervention was used in all classrooms to target specific gaps in reading skills. Three of our classes did a small group phonemic awareness intervention for 12 days. The fourth classroom did a whole group fluency and accuracy intervention for 12 days.</p> <p>Volunteer tutors were also utilized to assist struggling students in deficit areas. Volunteers worked on a range of activities including comprehension strategies, vocabulary development, and test prep.</p> <p>A daily book in a bag was sent home with students to ensure fluency, comprehension, and individualized leveled practice.</p> <p>-----Below is the impact of each activity</p> <p>Reading Comprehension passages, MCA practice tests (online and on paper), Rise and Shine practice sheets, and Collaborative Classroom reading passages and questions. We found that these elements greatly helped students prepare for the MCAs. It helped them with their comprehension, improve their stamina, and their ability to read grade level text.</p> <p>Two classrooms also used a sight word intervention with all their students. This intervention boosted students fluency abilities.</p> <p>Lexia Core5 Students were able to grow within the program, however, we do not have conclusive evidence or data that shows how this program affected their growth.</p> <p>PRESS intervention Because of the limited amount of time we did this intervention, we do not believe this played a major role in the growth of students.</p> <p>Volunteer tutors Volunteers were invaluable because it gave students another opportunity to have time spent reading with another adult.</p> <p>A daily book in a bag was sent home</p>	<p>in-the-bag. We will also continue to utilize volunteers next year to give additional support to our struggling readers.</p>	
---	--	--

It has been proven that a key component that literacy growth is time spent reading. Book in a bag provides that time spent reading at home and creating life-long reading habits.

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

Names of Team Members: Alisha Clarey, Kimbra Dimick, Robert Garcia, Sheila Hetzel

School: Greenvale Park Elementary

Baseline/Beginning Data: Twenty-two students out of 79 total 4th graders fell into the partially met category on the projected proficiency report of the MAP fall reading test.

PLC Team SMART Goal: We will increase vocabulary acquisition, informational text and literature skills of students who scored between 192-202 on the MAP fall reading test so that 100% will demonstrate proficiency as measured by MAP spring reading scores by May 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: Of the twenty-two students who partially met their projected proficiency on the fall 2017 MAP reading test, thirteen students were proficient on their 2018 spring MAP reading test.

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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
We continued to implement Lexia as an individualized learning program. We also began implementing the new Collaborative Classroom curriculum. This included a strong emphasis on independent reading at a student's level. We also dedicated at least one reading day to nonfiction reading. We also used PRESS interventions and guided reading groups to continue small group instruction.	We are looking forward to the consistent curriculum that we will have next year and a schedule that supports all students receiving core instruction. Next year's intervention block will provide additional support for all students to meet their needs.	Continue current practices.

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

Names of Team Members: Jackie Harding, Ruben Alvarez, Michelle Sickler, Josh Spitzack

School: Greenvale Park Elementary

Baseline/Beginning Data: MAP Math Fall Scores

PLC Team SMART Goal: We will increase problem-solving skills in math of 5th grade students so that 80% of students will demonstrate their expected growth as measured by the math map test by spring 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: Math: 80% of students will score 80% or higher on selected quarterly Everyday Math unit tests.

Current Progress Data: 67% of 5th grade students met or exceeded their expected MAP Math growth.

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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
We continued to implement rotations during our math lessons so that students gain a variety of exposure to math skills. We also were able to differentiate with different levels of students within our classroom. Before MCA/MAP testing time, we reviewed specific skills and strategies that needed to be reviewed or addressed. We continued to expose them to various types of word problems and incorporated different apps to help motivate students in problem solving skills. We continued to look for ways to have engaging lessons as well as project based learning that helped students incorporate their math skills into real world scenarios.	While looking at our data we observed that nine students were one point away from meeting their expected growth which would have brought our percentage up to 78% so we felt by adjusting some of our current practices we would be able to meet our goal. We feel that our rotations are effective, but also need to be altered a bit to address more problem solving skills and number sense. We also have talked about the Everyday Math curriculum and have adjusted the order of Units and lessons which we feel will help prepare students for these standardized tests.	Modify current practices.



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

Names of Team Members: Jackie Harding, Ruben Alvarez, Josh Spitzack, Michelle Sickler

School: Greenvale Park Elementary

Baseline/Beginning Data:

Fall MAP Reading scores

PLC Team SMART Goal: We will increase vocabulary and comprehension skills of 5th grade students so that 60% of students will demonstrate their expected growth as measured by the MAP reading test by the spring of 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Literacy: The percentage of K students in low risk category on FAST will increase 15% from fall 2017 to spring 2018; the percentage of 1-5 students meeting their student growth target from fall to spring on NWEA MAP reading will meet or exceed: 1-67.5%, 2-72%, 3-50%, 4-69%, 5-60%.

Current Progress Data: 71% of 5th grade students met or exceeded their expected MAP Reading 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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
1) Consistent implementation of Reading Plus 2) Teaching through direct instruction "Before, During, and After Reading Strategies" along with "Book & Head Questions" to improve students' focus when reading passages to help enhance their prior knowledge and comprehension 3) Modeling comprehension strategies during direct instruction 4) Press Fluency Intervention 5) Student accountability for at-home reading using	Reading Plus really helped students' focus in on their reading, specifically improving fluency, vocabulary, and comprehension. We are looking forward to implementing our new literacy curriculum (CCC) next school year. Learning and delivering the new curriculum will take time, collaboration, and patience.	Celebrate your success!

<p>our 5th Grade Reading Calendar: 1st semester expectation is 150 minutes per week; 2nd semester expectation is 200 minutes per week</p> <p>6) Enrichment book clubs facilitated by quality volunteers</p> <p>7) Reading interventions with Deb Thomforde and Nicole Papke</p>		
---	--	--

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

Names of Team Members: Diane Wiese, Megan Wheelock, Carrie Rice, Joy Amundrud, Stephani Carlson, Roanne Johnson

School: Greenvale Park Elementary

Baseline/Beginning Data: All students are below expectation in their identified area of deficit skills.

PLC Team SMART Goal: We will increase the identified deficit skills through the use of assisted and instructional technology so that 80% of students will demonstrate mastery of their IEP goals as measured by progress reports by May 2018.

SMART Goal Focus: IEP goals for students

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

Current Progress Data: 48/51 (94%) of our students have showed adequate progress and have met their IEP goals.

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

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

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
We explored various academic apps and instructional technology, and used Google docs and forms to collect data on behavior including: on task behavior, academic performance and unexpected behaviors. We then used the data to help modify student programming to accommodate needs. Evidence: IEP progress reports and data collection.	Now that we have used Google forms and instructional for data collection, we are going to continue to tweak and modify our usage so that we continue to collect appropriate and usable data.	Celebrate your success!

## 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: Our beginning data are the composite ACCESS scores for current EL students in 2017.

PLC Team SMART Goal: We will increase English language proficiency of EL students in grades 1 through 5 so that 80 percent of EL students with a composite level of 3.5 or less will demonstrate an increase of 0.6 levels in their composite score as measured by a WIDA assessment by March of 2018.

SMART Goal Focus: English Language Development

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

Current Progress Data: 2017-18 ACCESS scores as well as the growth each EL student made

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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
Key instructional practices include ELD activities that address language, at the word, sentence, and discourse levels. At the word level we teach students phoneme segmentation, syllabification, identify meaning of new vocabulary in text, learn sight words, among others. At the sentence level, we teach students to orally rehearse before writing, re-reading as they write, sentence structure analysis (breaking it apart and putting it back together), among others. At the discourse level, we use paragraph structure activities (e.g. paragraph jumbles, cut up sentence strips in pocket charts, story mapping, various graphic organizers). Finally, students produce their own	In the 2018-19 school year, we will teaching the new writing curriculum to all GVP EL students. Our 2018 ACCESS scores show 57% of ELs whose composite in 2017 was 3.5 or below made growth equal to or greater than 0.6 in 2018.  Average growth in composite proficiency level for this group was 0.56, an increase from last year's 0.5.  While we did not meet our goal our students showed growth in overall English language proficiency. We look forward to teaching the	Modify current practices.

writing using key academic vocabulary,  
integrating them into paragraphs matched to  
grade level standards.

writing curriculum and incorporating our ELD  
activities.



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

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

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

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

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

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

Building/Program Goal Alignment: Robust core instruction.

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

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

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

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
The form that we developed to collect data for EL student evaluations is being trialed in several current evaluations. We have also sought out the input of all School Psychologists in the district and will be sharing our forms with EL teachers and other building instructional coaches. We completed a short training with all Special Education staff around the challenges and requirements of non-biased assessment.	We have met with Hope to review the data that is available from ACCESS scores and WIDA data points. It's important to be able to compare a student's scores to norms on a district level and state level. We will meet with her again when the next ACCESS score results are available, with the overall goal to develop local norms and state norms. We will continue to evaluate how our data form for EL evaluations was used and received by evaluation teams. On-going conversations and modifications of the form will be made. We will be reviewing the overall referral and evaluation	Celebrate your success! Create a new SMART goal.

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

## 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.

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

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
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.

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

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
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.

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

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
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.

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

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
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.

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
We have implemented 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.

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

<b>Key Instructional Practice</b> Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	<b>Evidence of Impact</b> Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	<b>Next Steps</b> Indicate the action you have taken or plan to take based on your findings.
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!