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

Names of Team Members: Gretchen Heil, Mairin Born, Maren Matson, Lindsey Downs

School: Sibley Elementary

Baseline/Beginning Data: All of our (91) current kindergarten students were administered a consonant/vowel/consonant (CVC) word stretch assessment in November 2017. Our assessment targets 20 beginning consonant sounds, 20 middle vowel sounds, and 20 ending consonant sounds (a total of 60 sounds). Results showed that 38% of students were able to identify 0-15 sounds, 19% were able to identify 16-29 sounds, 19% were able to identify 30-47 sounds, and 24% were able to identify 48-60 sounds.

PLC Team SMART Goal: We will increase our students' ability to hear and record sounds in CVC words so that 85 % will demonstrate proficiency (54/ 60-90%) as measured in the CVC Word Stretch Assessment by May of 2018.

SMART Goal Focus: Reading

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

Current Progress Data: We have concluded that our instructional practices were very successful. We exceeded our SMART goal, with 88% of our students displaying mastery on the CVC Word Stretch assessment. Additionally, we moved from 24% of students scoring in the top bracket (48-60) in November to 93% of students scoring in the top bracket. We also decreased the students in the lowest bracket (0-15) from 38% in November to 2% in May.

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 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.
In all four of our kindergarten classrooms, we implemented the "No More Letter of the Week" program. We introduced each letter and sound with a corresponding picture, action and rhyme. We assigned a student "expert" for each letter. We displayed all this on a Reading Wall and small posters that we chant together daily.	We are going to spend a good deal of time next year diving into the new CCC curriculum. We'll look at Being a Reader to see how it expands upon student's letter knowledge. We want to learn how it teaches letter names and sounds and how we can meld the new curriculum with our current practices.	Celebrate your success!

We moved from segmenting syllables to segmenting sounds. Some classrooms used the PRESS interventions to work on segmenting. Others used parts of the "Being a Reader" program. All classrooms emphasized brave spelling in our writing time every day. This year, with our instructional EA, we implemented more intensive interventions for phonetics and phonemic awareness. Students who worked with her made demonstrable gains. We plan to modify the new curriculum to fit in the framework of our old "No More Letter of the Week." Over the past 5 years, the program has successfully introduced letter names and sounds to our kindergarten students. We will use new rhymes and pictures, but will continue to use a reading wall and letter experts. In analyzing our data, we noticed that of the 10 students who did not meet the goal, 7 were SpED, EL or both. This year, we began with our largest percentage of kids in the lowest bracket but we ended with only 2% of kids with under 16 sounds. We are proud of our success in moving these at-risk kids.	We will provide interventions for those students who are not making adequate progress. We will challenge students to apply their letter knowledge to read and write CVC words.	

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

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

School: Sibley Elementary

Baseline/Beginning Data: As of September 2017, 54% (45 out of 83) of all Sibley first grade students were not meeting the fall benchmark of 5.

PLC Team SMART Goal: In September 2017, the Sibley first grade teachers administered the DIBELS Computation Assessment to all first grade students to gather information about students' addition and subtraction facts to twenty.

SMART Goal Focus: Math

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

Current Progress Data: As of May 2018, 87% of Sibley first grade students met the spring benchmark goal of 15. In addition, 88% of students showed a growth of 10 or more 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 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.
Monthly progress monitoring, Xtra Math, Everyday Math Curriculum, Number of the Day book Our current practices have been effective. We met our Smart Goal.	Our practices were effective and we will be continuing similar practices next year.	Celebrate your success!

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

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

School: Sibley Elementary

Baseline/Beginning Data: As of the September 2017 assessment, 49% (41 out of 84) of the first graders were not meeting the district fall benchmark goal of reading at a level D.

PLC Team SMART Goal: In September of 2017, the Sibley first grade teachers administered the BAS Assessment to all first grade students to gather information about students reading behaviors.

SMART Goal Focus: Reading

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

Current Progress Data: As of May 2018, 65% of the first graders met the benchmark goal of reading at a level J.

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.
Shared Reading, Guided Reading, Press Interventions, Imagine Learning, Flex Grouping, Words Their Way, Reading Fluency Passages, Book-in-the-Bag	Our next steps will primarily include our new reading curriculum (CCC). Other instructional practices that will be continued include Guided Reading, Shared Reading, and Book-in-the-Bag.	Modify current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: In January following the winter math MAP test, less than 50% of 2nd graders were on target to meet their personal growth goal.

PLC Team SMART Goal: We will increase math skills of all second graders so that 75% will meet or exceed their personal growth goal as measured by the spring Math MAP test in May 2017.

SMART Goal Focus: Math

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

Current Progress Data: 55% of Sibley 2nd graders met or exceeded their personal growth goal as measured by the spring math MAP test. Another 30% were within 3 points of meeting their goals. Of those not meeting their growth goal, 19% had an initial MAP above the year-end target of 192 in September.

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 began flexible grouping as a team, called "Brain Boost," for 8 weeks during March and April. Students were divided into 4 groups based on need: requiring remediation and reteaching (20 students); reinforcement and practice of grade level standards (28 students); enrichment and acceleration at a moderate pace (27 students); enrichment and acceleration at a more rigorous pace (22 students). The groups met 4 times each week for 40 minutes.	The MAP test is a one hour-long assessment. Our grade level was assigned test times in the afternoon when 2nd graders have less stamina for this serious, rigorous test. Following disappointing results from the first 2 classes that took the assessment in one hour-long session, the remaining 2 classes asked permission to follow current MCA protocol and test over 2 days in 30-minute sessions. Those classes yielded similar results reflected in the percentage that met or exceeded in our grade-level data. Next year we would like to lobby for morning assessment times when stamina is stronger.	Continue current practices; Modify current practices.

A significant percentage of students that did not meet their growth goal, tested above grade level in the fall. After 2 years of implementation, we are finding that EM4 does not have much content to offer students with strong number sense. We are discussing other ways to provide differentiation, including acceleration, throughout the year as opposed to the 8-week format used this year hoping that ongoing differentiation would allow for better achievement toward meeting targets in the 200+ range.

Also discussed, however, is the apparent belief by some that EM4 is more developmentally appropriate for students. We are also discussing the developmental appropriateness of acceleration for these young students. Perhaps those students testing above grade level should be allowed the opportunity to be primary age mathematicians and enjoy more enrichment opportunities?   Many of these high scoring math students, however, really enjoyed the challenge of learning accelerated math concepts. Both teachers working with the above grade level students approached the lessons/activities from a "let's try it" or "let's play with this a bit" attitude rather than "teaching for mastery" so that is also perhaps reflected in our scores since we did not want to encourage anxiety amongst these groups of 2nd graders by striving for mastery of accelerated content.

In addition, for those students needing reteaching and reinforcement, the needs were very different among students providing a challenge for lesson/activity development to address those needs. We wonder if addressing gaps in learning following each unit would be more beneficial rather than waiting until Mar/Apr as we did this year. We feel some students might benefit from a more ongoing intervention using the FOCUS curriculum to support grade-level lessons in EM4.

We are also going to investigate a program called IXL. Our math committee rep has heard positive things about it. This program sounds like it would allow us to meet math needs for all students on a very individual basis.

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

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

School: Sibley Elementary

Baseline/Beginning Data: We looked at the students' pretests for each unit. 80% will pass with 80% score.

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

SMART Goal Focus: Math

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

Current Progress Data: We looked at the students' pretests for each unit. 80% will pass with 80% score.

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.
small group instruction with scaffolded support	Both ways of grouping and not grouping worked, but it was quite a bit of upheaval and chaos and the top group had about 30 kids. We decided it was easier to teach our own students because we knew them best.	Continue current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: November 8th, My Lexia predictor percentages

PLC Team SMART Goal: We will increase phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension of fourth graders so that 100% of students will demonstrate growth each month as measured by Lexia predictor percentages by May 2018.

SMART Goal Focus: Reading

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

Current Progress Data: We measured growth each month for all students participating in Lexia. Our largest growth numbers were taken in March with 42% of our students showing growth. On average for the year, 32% of students showed growth each month.

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 implemented skill builders, lessons, and strived for students to reach their required minutes each month. Predictor percentages increased as student completed more of the materials. As we got closer to the end of the year, those percentages plateaued, as time left in the year is a major factor in increasing those percentages.	We have seen significant growth through levels in the data; however, it does not seem to be reflected in the predictor percentages for some students. The students that have not moved from low percentages for success in passing have shown growth through movement through the levels. With this fact, we have seen 100% growth, as all students have passed through levels. However, looking at predictor percentages, 32% of students grew. In the future, we will use a different method of measurement for a goal like this. If using Lexia, we will measure movement through levels, student attempt numbers within the levels, or movement through grade level materials.	Modify current practices.

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

Names of Team Members: Cathy Bennetts, Peter McGorry

School: Sibley Elementary

Baseline/Beginning Data: 16 Fourth Grade students began the year below grade level in reading

PLC Team SMART Goal: 75% of fourth grade students will meet grade level benchmark criteria in words per minute read correctly (DIBELS) and will achieve the grade level goal in text reading level (BAS).

SMART Goal Focus: Reading

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

Current Progress Data: At the end of the year, 58% of students met grade level benchmarks (BAS) and 60% of students met Grade 4 Spring benchmarks for DIBELS (wpm)

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.
Leveled Literacy Intervention and nonfiction articles with emphasis on comprehension and fluency. HELPS fluency and PRESS interventions.	We plan to evaluate interventions on a regular basis and reach out to other sources when necessary for additional support systems.	Modify current practices.

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

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

School: Sibley Elementary

Baseline/Beginning Data: Present levels in each students' IEP

PLC Team SMART Goal: We will increase the reading, math and behavior skills of students receiving special education services in the resource room so that 80% of students will demonstrate adequate progress toward their individualized IEP goals as measured by IEP progress reports by June 2018.

SMART Goal Focus: Reading, Math, Behavior

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

Current Progress Data: Currently 92% of our Resource Room students made adequate progress toward their June IEP goals and objectives.

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 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.
READ:IT curriculum, Everyday Math at differentiated levels, Math Elevations and MathUSee, Framing Your Thoughts, STEP, Social Thinking, Unstuck and On Target, Executive Skills in Children and Adolescents, The Incredible Flexible You, Smart but Scattered and SSIS.	We will celebrate the achievement of our students this school year and spend some time over the summer thinking about what we would like to target in the fall.	Celebrate your success!

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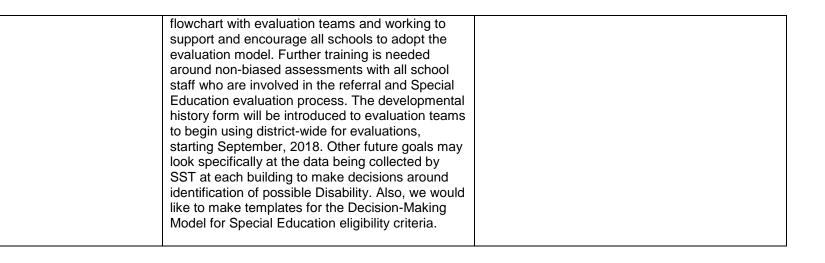
SMART Goal Focus: Special Education evaluations that are sensitive to diverse cultural and linguistic backgrounds.

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.

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 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: 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.

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.
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.

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.
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.

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.
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.

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.
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.

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.
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!