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

Names of Team Members: Craig Johnson, Mark Auge

School: Northfield High School

Baseline/Beginning Data: Last year we made goal of 90% pass.

PLC Team SMART Goal: We will increase student semester grade of students in grade 10 biology so that 92% will demonstrate 70% or better as measured by semester grades by 1/2018 and 6/2018.

SMART Goal Focus: science achievement

Building/Program Goal Alignment: We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. As a result, 96% of students 9-12 will pass all their classes.

Current Progress Data: 194/209 above 70%. Auge 55/58 for 95%.   Johnson 139/151 for 92%

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.
Support staff such as EA's, special education teachers and peer tutors (S120) utilized in the classroom and outside the classroom. Emails sent home to encourage students to complete missing work. Allowed quiz retakes to improve understanding and grades. Conscious effort to make materials and curriculum more relevant to students.	We have used lots of MTSS Support mechanisms and have had good success.	Celebrate your success!

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

Names of Team Members: Julie Wolner, Theresa Wilson

School: Northfield High School

Baseline/Beginning Data: We look at our class grades weekly to connect with students whose grades are falling below a C-.

PLC Team SMART Goal: We will increase passing rates of students within individual semester business courses, grades 9-12 so that 95% will pass our courses with a C- or higher as measured by cumulative quarter and semester grades by the end of first semester and second semester, 2017-2018. We will implement a "business student of the month" to celebrate department excellent students. We will encourage more girls to take business courses. Julie will work through the transcription process for Accounting with Riverland Community College

SMART Goal Focus: Passing courses with a C- or higher

Building/Program Goal Alignment: 96% of NHS students, and 88% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2017-18 school year.

Current Progress Data: 96% of Julie's students passed first semester courses with a C- or higher. 93% of Theresa's students passed first semester courses with a C- or higher.

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.
Julie will use PLC time as necessary for Accounting which is concurrently enrolled with Riverland Community College, first year offered. The business department will focus on recruiting girls for our courses. This data won't be available until fall 2018. Julie created a "dot diva" poster to be used at registration time to encourage girls. We will talk to all girls we currently see in class to encourage them to continue business courses. Student connectedness: the business department	Julie and Theresa are encouraged by our class success results. Of Julie's 4% below a C-, 90% still passed with a D- to D+, and 10% who failed also failed their other classes. Julie worked closely with Carrie Duba and the S120 staff, as all of her students below a C- were monitored and encouraged through S120.	Celebrate your success!

| will be increasing student connectedness by implementing a "Business Student of the Month." We have named students for September, October, November, and December, 2017, as of January 2018. | | |

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

Names of Team Members: Bubba Sullivan & Brynne Stellner

School: Northfield High School

Baseline/Beginning Data: 1st Quarter Mid-Quarter Grades 57 of 67 students were passing (85%) or 10 of 67 failing (15%)

PLC Team SMART Goal: We will increase the passing rate of Myth & Mystery students so that 96% of students and 88% of students identified by MTSS will demonstrate passing level performance as measured by semester grades.

SMART Goal Focus: Robust Core Instruction and work completion

Building/Program Goal Alignment: 96% of NHS students, and 88% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2017-18 school year.

Current Progress Data: End of Semester: 65 of 67 students were passing (97%) or 2 of 67 failing (3%)

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.
Reteaching, Individualized instructional time, Accommodation including: allowing late work, re-submission of improved assignments, differentiated readings.	Individual and small group attention to those who are struggling can pay off. MTSS and its various interventions have been successful with our students.	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: Elizabeth Pfeiffer, Dylan Golla, Laura Vind, Shawna Molloy, Jamie Forbord, Anne Campbell

School: Northfield High School

Baseline/Beginning Data: Based on student's current progress for meeting their 66 social/emotional/ and 47 organizational IEP goals.

PLC Team SMART Goal: We will increase progress in the areas of social, emotional, and study skills so that 80% of students will demonstrate progress on their individual goals in these areas as measured by IEP progress reports by June 2018.

SMART Goal Focus: Social Emotional and Organizational Skills

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

Current Progress Data: We are currently at 91% of students making progress on their Social/Emotional goals and 73% of students making progress on their Organizational goals.

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Creation of our scope and sequence that are being implemented. In addition to the practice of implementing individualized instruction.	Since we have only implemented part of our scope and sequence, we need to continue with our scope and sequence, as well as reteach skills that were not mastered based on inadequate progress results. We need to continue to develop our scope and sequence in the areas students are not mastering.	Continue current practices.

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

Names of Team Members: Kevin Dahle and Emileana Graupmann

School: Northfield High School

Baseline/Beginning Data: Today we compiled our date re: late work. Kevin took a sampling of Civics assignments between Fall of 2016 and Spring of 2017. The fall 2016 classes sampled had on average, 11% late assignments and 7% missing assignments. For the Spring of 2017 Civics classes sampled: 23.5% of sampled assignments were late and 7.5% were missing. Emileana tallied all American History classes from the 2016 school year: 8% of all assigned work was late and between 5-8% of all assigned work was missing. She noted that 1st quarter and 3rd quarter had a combined 15% (missing and late work). 1st and 3rd quarters were the start of course work for the semester long American History class. 2nd and 4th quarter = 14% combined missing and late work.

PLC Team SMART Goal: We will increase work completion and on time "hand in" rates of students in US History and Civics so that 90% will demonstrate success in completing assigned work on specified due dates as measured by data showing missing and late work as indicated by gradebook data by end of the 2017-2018 academic year.

SMART Goal Focus: Late Work Policy

Building/Program Goal Alignment: We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. As a result, 96% of students 9-12 will pass all their classes.

Current Progress Data: We spent first semester compiling best practices from staff members regarding their late work policies. We asked a variety of teachers to analyze what works and what doesn't with their current late work policies. We also took time to interview students as to what their preferences are regarding late work policies and keeping up with assigned work. We intend to collate that data to come up with a plan to implement in our own classes in regards to late work policies.

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.
Conveyed our current late work policies to students in various formats, including verbally and in written form via Schoology. This was done to	Using the input gathered from teachers and students, we will continue to modify current practices to improve upon our baseline data that	Continue current practices, Modify current practices.

provide students with clear expectations to assist them in homework completion to find success in our classes.	we gathered this fall. Our goal is to see fewer issues regarding missing or late assignments.	

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

Names of Team Members: Troy Cohrs, Katie Casson, Jody Saxton-West, Jaci McKay

School: Northfield High School

Baseline/Beginning Data: Currently, based on a review of data, advanced and AP classes at the high school do not accurately represent the demographics of our school as a whole. We found that there is little to no statistical representation of students of color in advanced classes and, while FRP data is confidential, anecdotally, students who participate in the Free-Reduced lunch program are not adequately represented in advanced classes.

PLC Team SMART Goal: With permission from administration, our PLC did not create a true SMART goal, instead working to develop an understanding of what barriers exist for students, specifically for students of color and FRP, at the high school that result in opportunity gaps.

SMART Goal Focus: Social Justice

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: After meeting with administrators, middle school teachers, data team members, and attending several workshops at the U of M, we are working to develop specific programming changes to address the opportunity gap for these student populations. As part of our continuing work to reduce opportunity gaps and increase equity in our classes, we supported a change in how 8th grade students were selected for Advanced English 9. These changes hopefully simplify the process for capable, well-suited students, thereby reducing barriers to seeking out and joining an advanced-level class. Additionally, this year we have shifted to focus on the social-emotional component of success. A particular focus has been on the potential to move to more flexible scheduling and support of students within the school day.

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.
As we aren't operating with a traditional SMART goal, we have worked to develop partnerships with other stakeholders in this area and increased our own learning and understanding of race, socioeconomic status, and other barriers that impact student opportunity learning.	As part of our continuing work to reduce opportunity gaps and increase equity in our classes, we supported a change in how 8th grade students were selected for Advanced English 9. These changes hopefully simplify the process for capable, well-suited students, thereby reducing	Continue current practices.

We understand that to make effective changes we will need to increase support services for identified student populations as we move forward. We want to continue to build a stronger community for all learners and reduce the presence and impact of any opportunity gaps.	barriers to seeking out and joining an advanced-level class. We will continue to discuss and brainstorm the potential for flexible interaction opportunities.	

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

Names of Team Members: Denise Halvorson

School: Northfield High School

Baseline/Beginning Data: 50%

PLC Team SMART Goal: French class will be in 90% French 90/10

SMART Goal Focus: Listening

Building/Program Goal Alignment: We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. As a result, 96% of students 9-12 will pass all their classes.

Current Progress Data: Waiting on data

Has your PLC made progress on your SMART goal? Yes, we have partially 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.
Increase intentional listening, comprehension.	Try to implement the communicative methodology.	Modify current practices.

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

Names of Team Members: Doug Davis, John Sand, Leah Sand

School: Northfield High School

Baseline/Beginning Data: Less than 8% of students use heart rate monitoring devices while exercising.

PLC Team SMART Goal: By repeatedly experiencing "time in the zone," we will increase the understanding of the benefits of exercising in the target heart rate zone and aerobic activity of PE students so that 80% of students will meet the time in the zone goal when assigned as measured by the Adidas Zone Monitors by January 12, 2018.

SMART Goal Focus: Aerobic Activity

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

Current Progress Data: 33% of the time students are meeting the time in the zone goal when assigned by the teacher

Has your PLC made progress on your SMART goal? Yes, we have partially 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.
Initial concept teaching in heart rate: know your numbers, heart rate, THRZ, how to change your heart rate. The average score on the assessment was 8.475/10. We will continue to teach these initial concepts. Teachers instructed students to know the time in the zone assignment while checking out their device. More explicit instruction from the teachers on how the activity of the day and time in the zone align is needed. Teachers will also experiment with no numbers and colors only on the monitors. Zone reflection assignments. Students reviewed	We will continue to teach these initial heart rate concepts. More explicit instruction from the teachers on how the activity of the day and time in the zone align is needed. Teachers will also experiment with no numbers and colors only on the monitors. Continue to use zone reflection assignments and increase frequency. Teachers will create a consistent method for assigned time in the zone.	Modify current practices.

past session reports to further deepen their understanding of the monitors and their heart rate. Continue to use and increase frequency. In our data collection, we included ALL uses of the monitor, not just the assigned time in the zone data. Teachers will create a consistent method for assigned time in the zone.		

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

Names of Team Members: Tyler Balow, Mary Robia

School: Northfield High School

Baseline/Beginning Data: Unit 1 formative and summative data

PLC Team SMART Goal: We will increase cognitive performance of psychology students so that 80% will demonstrate mastery as measured by passing scores on summative assessments by the end of the school year (or semester).

SMART Goal Focus: Learning Strategies

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

Current Progress Data: We saw an increase in overall summative assessment performance from our first unit compared to final exams in both AP Psychology and Social Psychology courses. In AP Psychology, the class averages from the first to most recent summative assessment increased by an average of 3 percentage points. Our Social Psychology course saw a 100% pass rate on the final summative assessment, which increased from a 92% pass rate on the first unit test.

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.
Throughout the semester, both AP Psychology and Social Psychology courses taught cognitive study strategies to help improve performance on exams. Students were also provided opportunities to apply these cognitive strategies in both group based and individual assignments. The strategies were periodically followed up on during teachable moments and structured review sessions throughout the remainder of the semester. For specific lessons and activities that were used please reference our PLC minutes.	Although cognitive study strategies are supported by a wealth of educational research, we did not know if their introduction in high school psychology courses would lead to increased academic performance. We found the implementation of cognitive study strategies to be beneficial to our students and promoted mastery of course content in both AP Psychology and Social Psychology. We will continue to teach these strategies in our psychology courses during the next semester and will encourage our	Celebrate your success!

	students to apply what they have learned to courses that they take. In the future, we would also like to explore ways to implement the teaching of these practices into other social studies courses.	

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

Names of Team Members: Jaci McKay

School: Northfield High School

Baseline/Beginning Data: Approximately 75% of grade 9 students made errors on writing assignments which is not attributable to a deficit of skill or knowledge.

PLC Team SMART Goal: Increase student self-advocacy, metacognition, and active learning.
We will provide instruction, opportunity, and scaffolding documents to help students be more active participants in the creation of their work; specifically writing.

SMART Goal Focus: Writing

Building/Program Goal Alignment: 96% of NHS students, and 88% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2017-18 school year.

Current Progress Data: Increased use of assigned revision. In the process of creating a revision checklist and procedure to increase student self-efficacy for revision.

Has your PLC made progress on your SMART goal? Yes, we have partially 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.
Specific re-teaching and revision assignments. Increasing use of student samples with annotations (or annotating practice) to show skills and expectations. Peer checking (different from peer revision). Checklist documents with instructions for completing the checklists. Using the ETS grammar functionality of Turnitin.com for rough drafts.	Many students benefited from using turnitin.com and teacher feedback, but many students have yet to master their revision skills. We plan to develop a revision checklist for research assignments. We also plan to develop a form for students to complete to encourage students to seek support outside of the classroom.	Modify current practices.

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

Names of Team Members: Jennifer Lompart

School: Northfield High School

Baseline/Beginning Data: 37 of 44, 84% of EL students' of families will demonstrate a minimum of one on-campus (NHS), home visit, or telephone contact.

PLC Team SMART Goal: We will increase the academic and personal contacts of 44 ESL students (9-12) who are receiving direct services from me and their parents so that 100% of families will demonstrate a minimum of one on-campus (NHS), home visit, or telephone contact.

SMART Goal Focus: Family connections

Building/Program Goal Alignment: Surveyed in May 2018, there will be an increase of 10% in students 10-12 who indicate they feel connected to their high school "almost always" and "often."

Current Progress Data: 37 of 44 students

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.
Students have improved grades, attendance and have worked on getting to school on time after parent contact has been made. Parents seem to appreciate contact with the school in their native language, Spanish. They are able to call Jennifer Lompart directly when they have a question or concern. They are able to schedule conferences when it works with their schedule, and if time or transportation is an issue, a home visit has always been welcomed by our families.	Jennifer Lompart will continue reconnecting with parents to maintain lines of communication open and will connect with the remaining 7 students' families.	Continue current practices.

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

Names of Team Members: Katherine Norrie, Chris Holmquist
School: Northfield High School
Baseline/Beginning Data:
1. Helping students propel skills and confidence into potential future art careers through exposure to professional artists and opportunities.
2. Raising awareness about how to use artistic skills in the workplace.

PLC Team SMART Goal: We will increase students' knowledge and exposure to visual art resources and career opportunities for foundation level students in Art I-Foundation and upper-level students so that 85% will demonstrate an increased understanding of the visual art resources and career opportunities as measured by a pre and post survey by June 2018.

SMART Goal Focus: Community Engagement/Professional Opportunities

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal; Equitable opportunities and support for all career and college paths.

Current Progress Data:
1. We successfully hosted and created the first ever Portfolio Day for Northfield High School students. 37 Students were exposed to eight professional artists from a variety of creative areas. Students registered for the day (a Saturday outside of school) and responded with reflections at the end of the event. The event was a great success and students felt engaged and supported.
2. We have had community members come into our classes to talk about real-world work place skills. Katherine Norrie had Daniel Edwins come into her Watercolor II class to talk about building websites for young artists to use as part of their college applications/resumes after high school. Mary Closner will be coming into Honors Art to talk about pricing and the business side of art in the spring. Chris Holmquist has local potters coming into his 2nd semester clay classes to demonstrate their skills, techniques and to talk about their careers. Karna Hauck will be having Maya Detjen and Nancy Bundy in to talk to her Film-Making class during 2nd semester.
A google slide presentation was created to show the students in all of the art classes about the exciting things that our alumni are doing in the world. This slide presentation is something that can be added to into the future and shown in pieces or in full.

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.
Portfolio Day - Exposure to a wider community of artists	We are on the right track and plan to do more community engagement with speakers, alumni,	Celebrate your success!

Artists in the classroom - Bringing the Art World into the Classroom Google Presentation - Real-World stories/awareness infused into the daily curriculum	Arts a la Carte, field trips and a 2nd annual portfolio day in the fall.	

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

Names of Team Members: Jon Whitney and Mark Thornton

School: Northfield High School

Baseline/Beginning Data: The College Board requires AP History students to demonstrate mastery of a number of analysis skills. These skills are unique and challenging to master. The most appropriate baseline data is the AP Exam results from 2017.

PLC Team SMART Goal: We will increase (and improve) analysis skills of AP US and World History students so that 90% will demonstrate mastery of AP History skills (scoring 3, 4 or 5) as measured by the appropriate AP National Exam given in May.

SMART Goal Focus: Analysis Skills

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

Current Progress Data: IN AP US History, the class average in Multiple Choice assessment went as follows: Unit 1 - 16.36, Unit 2 - 17.96, Unit 3 - 16.93, Unit 4 - 17.70; SAQ results are: Unit 1 - 6.21, Unit 2 - 5.48, Unit 3 - 7.59, Unit 4 - 7.96. AP World History Multiple Choice: Unit 2 - 19.06, Unit 3 - 19.21; SAQ results: Unit 2 - 15.15, Unit 3 - 12.82.

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 aligned terminology, practices (such as test repairs, review strategies and assessment types) and rubrics.	We are satisfied with the progress that we have made and plan to continue to explore ways to align practices particularly upon the receipt of national exam scores in July.	Continue current practices.

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

Names of Team Members: Kim Slegers

School: Northfield High School

Baseline/Beginning Data: Only 4% of students met the minimum requirement for passing the pretest.
113/126 students failed the pretest- scoring 50% or below; 8/126 students scored a D- (60%) not passing; 5/126 students scored a C- (70%) "passing"; No student scored above 70%; 96% of students scored 60% or lower

PLC Team SMART Goal: We will increase nutrient recognition of Health Students so that 75% of students will demonstrate mastery (scoring 70% or above) in identifying the nutrient category of foods as measured by a formative assessment nutrition pre-test and a summative assessment nutrition calorie category assessment by January 31, 2018.

SMART Goal Focus: Nutrient Recognition

Building/Program Goal Alignment: We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. As a result, 96% of students 9-12 will pass all their classes.

Current Progress Data: 66% of students met the minimum requirement or above for passing the pretest.
33/125 students failed the pretest- scoring 50% or below; 10/125 students scored a D- (60%) not passing; 82/126 students scored a C- (70%) or above "passing"; 34% of students scored 60% or lower

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.
1) Student feedback forms indicated that students desired to have "in class" lecture and/or notes instead of listening to instructional videos attached to the assignments. Due to past class confusion on some topics, the notes I am giving are more detailed and directly clear up "tricky" concepts and I able to help anticipate some	I need to make even more practice quizzes in Schoology. The students will actually take them if they are there. I also need to look to other resources to help students learn. I will talk with one ESL teacher regarding technology "learning games" so there is more motivation to engage in the formative assessments.	Modify current practices.

common mistakes on assessments. I believe these notes were a good resource for students to access throughout the semester.

2) Three learning assessments were given as worksheets. If a student did not achieve the grade they wanted the way to "fix" it was by taking a short verbal quiz with me individually. This practice increased the students' mastery of content.

3) Practice quizzes were set up in Schoology and time was given in class to obtain 100% on each of these quizzes. When we had an upcoming assessment, students were then more likely to go back to the practice quizzes again to refresh the information. This time in class was a change that worked well.

4) Learning checks were given formally and informally: Kahoots, skyward formative assessments, practice quizzes, in class list writing etc. This feedback was vital to the students' ability to judge their own mastery of the content. Many times students were confident, but the formative assessment revealed they had more learning to do to reach mastery.

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

Names of Team Members: Rebecca Messer

School: Northfield High School

Baseline/Beginning Data: The business of education is not just about the curriculum, but about the whole student. At the beginning of the year, there is a diverse group of students who may or may not know each other. Data based on connectedness results from students 2016 - 2017.

PLC Team SMART Goal: Students in my classroom will have an increased sense of connection. I will make deliberate, documented effort to get to know and interact with students through outside the classroom activities and make pointed reference to those activities within the classroom.

SMART Goal Focus: Relationships, Connectedness, Community

Building/Program Goal Alignment: Surveyed in May 2018, there will be an increase of 10% in students 10-12 who indicate they feel connected to their high school "almost always" and "often."

Current Progress Data: The students have been assigned diverse groups for lab and classroom activities. They know more about each other outside the physical classroom. Anecdotal evidence, student survey was only administered to one class period.

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.
Diverse/Deliberate Lab grouping. 'Scavenger Hunt' seating charts.	The students are having fun interacting with others outside their normal 'friend' groups. They work well with each other, respectfully and authentically interested in others' lives outside the confines of the classroom. They exhibit a connection to the community of students. They often share some of their successes, worries, uncertainties, future college and career plans, science activities outside the classroom.	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: Michelle Bauer

School: Northfield High School

Baseline/Beginning Data: We implemented diagnostic tests using Naviance web based ACT preparation program as well as paper copies of the ACT.

PLC Team SMART Goal: All Academic Writing (2 sections), grade 11 students will achieve 3-5 points of growth in their ACT English and ACT Reading scores within the context of our course ACT preparation curriculum.

SMART Goal Focus: Reading and English Skills (mechanics, usage, and grammar)

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal; Equitable opportunities and support for all career and college paths.

Current Progress Data: All students saw a minimum of 1 point of growth on both the English and Reading ACT practice tests. Overall, 80 percent of the students were able to achieve a minimum of 3 points of growth. (It should be noted that some student growth was substantial; i.e., one student first tested at an 18 on the English ACT section; after course lessons and classroom/individual practice, the student achieved a score of 25)

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.
1. Lessons, notes, practice on 8 key grammar/usage/mechanics rules as they apply to the ACT English test 2. Reading strategies to best approach the reading level and time constraints of the ACT Reading test (skim; underline key ideas; 8 minutes per section; developing a "bubble sheet strategy") 3. Manageable, timed practice in class (7-8 minute training sessions to practice engagement and focus) 4. Students documenting their own progress using data collection sheets.	This preparation is valuable for all students as they prepare for stressful intellectual situations. Our work with Ferguson Tutoring was essential in framing the ACT preparation as "pre-mortem" thinking/planning---the idea that if we practice these grammar and reading skills and test taking strategies (the concepts and skills over which we can control), we can replicate success in these high stress testing situations. It is also clear to me that these skills need to be explicitly taught at each stage of our curriculum, and across all departments.	Continue current practices.

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

Names of Team Members: Marnie Thompson, Austin Bauer, Katie Theis, Rachel Amerman, Carrie Duba, Lisa Battaglia, Tessa Kiesow, Greg Gianopoulos

School: Northfield High School

Baseline/Beginning Data: Ten students were referred.

PLC Team SMART Goal: We will reduce the number of special education referrals by 10% by June 2018.

SMART Goal Focus: decrease in referrals

Building/Program Goal Alignment: 96% of NHS students, and 88% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2017-18 school year.

Current Progress Data: Because this is an annual goal, we won't know the results until the end of the year. However, to date, six students have been referred.

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. |
| --- | --- | --- |
| Continuing to use the interventions currently in place. | Because this is a year goal, we have not yet drawn conclusions. At this point, we believe the interventions in place are working. | Continue current practices. |

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

Names of Team Members: Marnie Thompson, Austin Bauer, Katie Theis, Rachel Amerman, Carrie Duba, Greg Gianopoulos, Tessa Kiesow

School: Northfield High School

Baseline/Beginning Data: Forty-eight percent of students in intervention during 2016-17 passed all classes.

PLC Team SMART Goal: Of the students in intervention, we will increase the percentage of students passing all classes so that 80% will demonstrate passing grades as measured by semester grades by June 2018.

SMART Goal Focus: Passing grades

Building/Program Goal Alignment: 96% of NHS students, and 88% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2017-18 school year.

Current Progress Data: Semester one, 86% of students in interventions passed all classes.

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.
Students' interventions appear to be working.	Interventions are working. We will continue to track through the end of the year.	Celebrate your success!

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

Names of Team Members: Ellen Mucha and Michelle Sonnega

School: Northfield High School

Baseline/Beginning Data: 52% of parents attended our conferences last year.

PLC Team SMART Goal: We will increase the number of positive parental interactions, so that all students can work to the best of their ability as measured by knowledge of class expectations and final grades in the classroom.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Surveyed in May 2018, there will be an increase of 10% in students 10-12 who indicate they feel connected to their high school "almost always" and "often."

Current Progress Data: The number of parents attending conferences was not affected by letters sent beforehand. Direct contact through emails received more positive feedback and increased student success.

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.
Sent letters to parents prior to conferences. Wrote individual goals and feedback on conference forms to be distributed at conferences. Had students complete self-reflections to be distributed at conferences. Emailed parents of students with more than two missing assignments. Emailed parents of students who showed kindness or responsibility.	The amount of time spent prepping for conferences was not justified. Most parents did not attend. While we see benefits in having students do self-reflections, we may administer the reflection at a time when it would more greatly benefit the students, without concern for having the m completed for parent teacher conferences. A clear improvement was seen in all but two students whose parents were contacted by email on a regular basis, making our total improvements in grades and responsibility 99%. This method was by far more beneficial and will be implemented on a regular basis.	Modify current practices

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

Names of Team Members: Patrick Riley, Daniel Taylor, Jeanne Hanzlik

School: Northfield High School

Baseline/Beginning Data: Historically students have struggled to pass the required physical science credit.
Last year's scores (84%) fell within the parameters, but di drop over the course of the year.

PLC Team SMART Goal: 80% of students will pass science with a score of 70% or higher

SMART Goal Focus: Passing for required science credit

Building/Program Goal Alignment: We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. As a result, 96% of students 9-12 will pass all their classes.

Current Progress Data: First semester pass rate was *89%, 85% for an average pass rate of 86.2%.This falls within our 80% range. Second semester tends to be more complex so we are continuing to use strategies to increase the number of students successful in Chemistry

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.
Referring students to MTSS for individual tutoring.	While we are happy with the first semester results, we would like to strive towards 100% pass rate in Chemistry. Continuing with modifying curriculum, extra support in and out of the classroom, and best practice teaching will help our students with the more difficult second semester concepts.	Continue current practices; Modify current practices.

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

Names of Team Members: Sarah Swan McDonald, Brian Stevens

School: Northfield High School

Baseline/Beginning Data: This is the first time for this curriculum, so there was 0% experience with this curriculum.

PLC Team SMART Goal: 100% of NHS seniors will experience curriculum around the impact of race and racism's impact on America's economy and population.

SMART Goal Focus: Connecting our economic and global studies standards as well as connection our students with current issues and concerns regarding race and racism in America

Building/Program Goal Alignment: We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. As a result, 96% of students 9-12 will pass all their classes.

Current Progress Data: This is our first semester SMART goal and we have achieved our goal.

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.
We used on line maps of neighborhood segregation (redlining) due to federal housing administration rules. Students explored neighboring communities to connect their study of history to more recent background on segregation. We used collaborative learning. Students experienced the curriculum in small groups whether they were in economics class or global studies (we had the same curriculum for both courses). Student were exposed to an outside speaker on extreme racism.	We are evaluating our step for next year and how we can improve our curriculum. It is certainly a necessary set of outcomes for our learners and addressing this curriculum in the senior year seems appropriate.	Celebrate your success!

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

Names of Team Members: T.J. Wiebe, Jill Kohel, Brynne Stellner, Kelly Foster

School: Northfield High School

Baseline/Beginning Data: Not applicable

PLC Team SMART Goal: We will increase or maintain coursework completion in English, social studies, and physical science of 9th grade Academy students so that 100% will demonstrate three credits earned as measured by semester grades at the end of Semester 1, January 2018.

SMART Goal Focus: Credit completion

Building/Program Goal Alignment: 96% of NHS students, and 88% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2017-18 school year.

Current Progress Data: 100% earned credit in chemistry, 95% earned credit in English, and 98% earned credit in history

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 will continue to utilize the pyramid of intervention to monitor and support students who struggle academically.	Continue to monitor the pyramid of intervention and adjust it as necessary.	Continue current practices.

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

Names of Team Members: Marnie Thompson, Austin Bauer, Katie Theis, Rachel Amerman, Carrie Duba, Greg Gianopoulos, Tessa Kiesow

School: Northfield High School

Baseline/Beginning Data: Baseline is 300. For clarification: This number reflects the actual number of Ds and Fs for grades 10-12 plus the number of estimated Ds and Fs for grade 09 based on the mean D+Fs for each of the other grades. Fifty-two percent of students 10-12 had at least 1 F (conversely, 48% of students 10-12 passed all classes). The 60% includes the 9th graders for which no data were entered, so that number is inaccurate.

PLC Team SMART Goal: Of the students in intervention, we will decrease the numbers of D's and F's by 20% as measured by semester grades by June 2018.

SMART Goal Focus: Passing grades of D's or F's

Building/Program Goal Alignment: 96% of NHS students, and 88% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2017-18 school year.

Current Progress Data: Currently, the data for this goal is being collected.

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 multiple interventions in place for students.	Data is being looked at and interventions appear to be working.	Continue current practices.

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

Names of Team Members: Mark Woitalla, Terry Ryberg, Steve Taggart (shared)

School: Northfield High School

Baseline/Beginning Data: Both the high school and middle school enrollment in T & E increased in school year 2016-17 to school year 2017-18. Will this trend continue?

PLC Team SMART Goal: To increase program enrollment in Technology & Engineering by 15% for the 2018-19 school year by marketing, student awareness, and improving curriculum in graphics, woods, machining, and autos.

SMART Goal Focus: Student enrollment in Technology & Engineering, improving curriculum.

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal; Equitable opportunities and support for all career and college paths.

Current Progress Data: We will know after student registration for the 2018-19 school year.

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.
Woods I curriculum has changed along with our graphics program	Continue to provide dynamic and relevant curriculum that will provide success for students as they pursue their career and college plans.	Continue current practices.

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

Names of Team Members: Kyle Eastman, Paul Ousley, Mary Williams

School: Northfield High School

Baseline/Beginning Data: Choir: 37% of students demonstrated a 90% level of understanding for the Grand Staff
Band: 42% of students demonstrated a 90% level of understanding for the Grand Staff
Orchestra: 95.5% of students demonstrated a 90% level of understanding for the Grand Staff

PLC Team SMART Goal: We will increase (indicate specific skills): Basic Understanding of Music Theory; of (indicate groups of students): Incoming Music Students; so that (indicate percent of students): 96%; will demonstrate (indicate level of performance): 90% Understanding; as measured by (indicate names of assessments): Musictheory.net, and exams; by (indicate month and year): June 2018.

SMART Goal Focus: Music Literacy (Reading)
Building/Program Goal Alignment: We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. As a result, 96% of students 9-12 will pass all their classes.

Current Progress Data: Choir: 85% of students passed with a 90% understanding of Grand Staff Lines and Spaces.
Orchestra: 100% passed with 90% understanding of Grand Staff Lines and Spaces
Band: 94% of students passed with a 90% understanding of Grand Staff Lines and Spaces

Has your PLC made progress on your SMART goal? Yes, we have partially 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 implemented musictheory.net, peer-to-peer helpers, and tutorial assistance.	There was great improvement in all areas. Choir has the most students need to continue improvement. Discussion has already occurred with those students, and extra time/modified instruction is happening.	Continue current practices.

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

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

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

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

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

SMART Goal Focus: Ensuring that Special Education evaluations are in compliance with the MDE requirements for evaluations of students with diverse language and cultural 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.

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.
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 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 are also going 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	Continue current practices.

	and evaluation flowchart with evaluation teams and working to support and encourage all schools to adopt the evaluation model.	

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

Names of Team Members: Karen Nelson, Shari Karlsrud

School: Northfield High School

Baseline/Beginning Data: Initially less than 10% of our test preparation and/or testing took advantage of the many technology based teaching opportunities available to us.

PLC Team SMART Goal: We will work to better implement district technology into our teaching with a specific emphasis on test preparation and testing and data tracking with a special emphasis placed on supporting students who are struggling academically.

SMART Goal Focus: Using technology to enhance teaching and learning with a special emphasis on creating lesson plans and tests that empower students who need additional supports to ensure success in learning.

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

Current Progress Data: We have incorporated technology based activities into 50% of our test prep activities and classroom testing.

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.
The use of test review and test prep that students can access as often as they would like prior to testing and manipulate in a variety of ways so that they are able to learn and practice in manner in which they learn best. Tests are then created from these sources so that there is virtually no discrepancy between what the students prepare for and what is on the test.	We believe that we have drastically reduced student test taking anxiety by offering these options for review, testing and retesting. Implementing this practice has required rewriting every quiz and test that we offer. This has been a time consuming activity so we need to continue to modify our lesson plans and tests/test prep as we make our way through the school year.	Continue current practices.

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

Names of Team Members: Geoff Staab, Kristi Kortuem, Steve Beaulieu

School: Northfield High School

Baseline/Beginning Data: 2016-2017 Data of final exams

PLC Team SMART Goal: We will increase the final exam scores of pre-calculus students so that at least 85% of students will demonstrate a score of 70% or better as measured by the semester final exam grades by 6/7/2018

SMART Goal Focus: Math

Building/Program Goal Alignment: We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. As a result, 96% of students 9-12 will pass all their classes.

Current Progress Data: We met our goal for first semester final exam grades

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.
Problem sets which serve as spiral review throughout the year. Re-teaching of concepts that were clearly not met on previous unit exams.	Reviewed our 1st semester curriculum to improve common trouble areas identified on the 1st semester exam.	Continue current practices.