

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

Names of Team Members: Tyler Balow, Jon Whitney, Emileana Graupmann, Mark Thornton, Kevin Dahle

School: Northfield High School

Baseline/Beginning Data: GRIT surveys

PLC Team SMART Goal: We will increase grit of students so that 100% will demonstrate increased grit score as measured by student grit scale survey by the end of January 2017.

SMART Goal Focus: GRIT

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student's progress toward academic mastery, work habits, and behavior standards.

Current Progress Data: 71.4% of surveyed students increased their GRIT score by .1 or more on a 5 point scale.

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.
Individual meetings with struggling students, tracked student time on task, assignment completion and quality which led to student narratives, required students to complete rewrites on free response questions, and all students had to retake quizzes until they passed with 75% or better.	Throughout the year we read "Got GRIT" and "GRIT: The Power of Persistence, Passion, and Perseverance" and discussed several strategies that we can implement into our classroom to improve GRIT. While we can introduce, model and reinforce the concept of GRIT other factors are essential to developing a long term GRIT mindset. As one department in the high school we feel that our ability to influence these factors is limited. We will continue to fine tune strategies that contribute to student success and perseverance.	Continue current practices. Modify current practices.

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

Names of Team Members: Bubba Sullivan

School: Northfield High School

Baseline/Beginning Data: Correct use of textual evidence - 25 papers: 70% had mastered, 25% progressing toward mastery, 5% "not yet."

PLC Team SMART Goal: 90% of students will use evidence correctly (cited properly) as well as demonstrate sentence fluency through the correct use of compound sentences as measured by various assessments by May 2017.

SMART Goal Focus: Writing.

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

Current Progress Data: Sample of 78 assessments - 88% used textual evidence and sentence combining correctly; 11% "not yet" with either use of textual evidence or sentence combining.

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Demonstrated, modeled, practiced, assessed, and given direct feedback on documentation and sentence combining through multiple assignments and assessments.	The students who still struggle with correctly using support on assessments either forget to do it or choose not to. When I meet with them individually, they understand how to do it. Sentence combining for sentence fluency is a tougher skill. I would add more practice and have a "workshop" for those who need continued development in that area.	Modify current practices.

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

Names of Team Members: Stephen H.E. Cade

School: Northfield High School

Baseline/Beginning Data: Baseline - Scholars were pre-tested on AP Literature Spanish. They scored as an average 70%.

PLC Team SMART Goal: Move the students reading skills from 70% comprehensible understanding to 87%, within the constructs of the Advanced Placement curriculum that is being implemented for the first time here at Northfield High School.

SMART Goal Focus: Reading.

Building/Program Goal Alignment: Surveyed in May 2017, 80% of students 10-12 will indicate they feel connected to their high school "almost always" and "often."

Current Progress Data: Today, they have a 90% competency with the reading goals for the Spanish Literature that we have studied. They demonstrated proficiency beyond the SMART GOAL!

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Guided Reading /Reading aloud as a class /Using the pre-reading materials provided by the Advanced Placement curriculum prior to reading texts/Using post reading questions to make sure their understanding of the text is complete.	The hard work that went into fashioning a SMART goal that was both attainable and rigorous provided much pre-teaching thought and helped me throughout the year be a more effective teacher.	Celebrate your success!

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

Names of Team Members: Kari Prestemon, Jamie Forbord, Peggy Fink, Heather Pudas, Aurora Kubach, Danielle Crase, Marcy Korynta, Mary Magnuson, Lisa Weis

School: Northfield High School

Baseline/Beginning Data: During our pre-school workshop in our Special Ed. breakout session, the general education teachers reported not knowing their responsibility in carrying out IEP accommodations and modifications.

PLC Team SMART Goal: We will increase general education teachers' knowledge of accommodations and teachers' responsibility in implementing accommodations in the mainstream classroom so that 80% will demonstrate increased knowledge of accommodations as measured by our pre- and post-questionnaire by June 2017.

SMART Goal Focus: Special Education accommodations

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

Current Progress Data: 83% of the teachers who spent time watching our presentation found the information regarding disabilities, educational impact, and common accommodations to be very helpful to their teaching practice.

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

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A PowerPoint presentation was created and presented at a staff meeting. Teachers were encouraged to review it on their own and had the opportunity to earn CEU's for reviewing and responding to a final questionnaire. We gathered from the final questionnaire.	Teachers indicated that the information regarding the different categories of Special Education eligibility and disabilities was very helpful. This process has generated a conversation around teachers attending IEP's or responsibility in contributing to a student's education program. Some teachers do not agree with accommodations and this has increased the conversations we have about what students with disabilities require in order to be successful in the classroom.	Celebrate your success!

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: There are 55 EL students in our cohort this year.

PLC Team SMART Goal: We will increase the academic and personal contacts of 55 EL 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: Connectedness

Building/Program Goal Alignment: Surveyed in May 2017, 80% of students 10-12 will indicate they feel connected to their high school "almost always" and "often."

Current Progress Data: Contact has been made with 51 out of 55 (92%) students' families.

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

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Key Instructional Practice	Evidence of Impact	Next Steps
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Home visits, telephone calls, and on-campus visits strengthen the relationship between students and the high school.	There are four students who are EL but did not receive a contact; either I do not have them in class or I do not have a prior connection. However, I need to address that issue earlier in the year.	Modify current practices.

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

Names of Team Members: Lisa Battaglia, Carrie Duba, Greg Gianopoulos

School: Northfield High School

Baseline/Beginning Data: 65% of students were at or above the 35th percentile in 15-16; in winter 16/17 we had 33% of ADSIS students at or above the 35th, 57% at or above the 30th percentile and 62% at or above the 25th percentile [ADSI exit criteria].

PLC Team SMART Goal: The percentage of students receiving ADSIS direct services for reading in grades 9-11 at NHS whose RIT on the NWEA MAP reading assessment is at or above the 30th percentile will increase from 65% in 2015-16 to 80% in the 2016-17 school year.

SMART Goal Focus: Reading

Building/Program Goal Alignment: 96% of NHS students and 85% of NHS students identified for intervention by MTSS staff will pass all their classes during the 2016-2017 school year.

Current Progress Data: On the spring administration of the NWEA MAP reading assessment, we had 55% of ADSIS students at or above the 35th, 75% at or above the 30th percentile and 85% at or above the 25th percentile [ADSI exit criteria].

Has your PLC made progress on your SMART goal? No, we have not seen progress toward this goal.

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We are doing reading interventions based on the individual's key areas of deficit as identified through progress monitoring and MAP strands. Interventions were modified as needed and though the majority of students met ADSIS exit criteria, we did not meet our overall SMART goal of having 80% of our students at or above the 35th percentile.	We continue to see nice growth toward the ADSIS goal, but we haven't accelerated growth to the level we wanted to allow students to be at the 35th percentile which we identified as a secure level of independent success. We will introduce new reading intervention strategies that will allow another layer of responding to our data.	Modify current practices, reflect and rewrite the SMART goal.

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

Names of Team Members: Carrie Duba, Lisa Battaglia, and Greg Gianopoulos

School: Northfield High School

Baseline/Beginning Data: 10 were referred in 15-16; and 4 were referred at the Winter 2017 EOP progress monitoring update.

PLC Team SMART Goal: The number of students referred for special education evaluation in grades 9-11 at NHS will decrease by 10%, from 10 students during the 15-16 school year to 9 by the end of the 16-17 school year.

SMART Goal Focus: Special education referrals

Building/Program Goal Alignment: 96% of NHS students, and 85% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2016-2017 school year.

Current Progress Data: YTD there have been 10 referrals for special education evaluation.

Has your PLC made progress on your SMART goal? No, we have not seen progress toward this goal.

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Intentional use of problem solving and data based decisions making processes that connect NHS students to ADSIS and MTSS interventions.	70% of the referrals for evaluation were for social/emotional behavioral concerns. Only 30% of referrals were for academic concerns. This leads us to believe that our academic interventions are successful in addressing most academic needs. Our next intervention strategies must focus on the social and emotional learning needs of our students in order to further impact the rate of referral.	Modify current practices.

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: 95% of our business students will pass our 2nd semester courses with a C- or higher.

PLC Team SMART Goal: We will increase passing rates of students within our individual semester courses, grades 9-12, so that 95% will demonstrate passing our courses with a C- or higher as measured by cumulative quarter and semester grades by the end of first and second semester, 2016-2017.

SMART Goal Focus: 95% of students will pass our business courses with a C- or higher.

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

Current Progress Data: Julie: 90% of my students passed my second semester courses with a C- or higher. Of the 10% students with D's and F's, 100% have been referred to the MTSS team or have an IEP. Julie connected one-on-one with the students weekly and reached out to all the parents/guardians. The counselors, special ed teachers, and MTSS teams have made a decision to focus on the core classes since the students didn't need my courses to graduate.
Theresa: Waiting for data

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Minimum of weekly check-ins all semester with students who fall below a grade of C- to create a plan for success. Encourage/motivate students as best we can to be successful	Julie is disappointed with 2nd semester results as she met her goal first semester. All students with D's and F's are seniors in her Marketing/Work Release class who are unmotivated in all their classes. Julie reached out to counselors, Carrie Duba, the MTSS team, and the parents/guardians of each student. She was successful encouraging/motivating all 9-11 graders in her classes, and will continue her strategies next school year.	Continue current practices.

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

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

School: District-Wide Special Ed

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

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

SMART Goal Focus: Self-regulation and coping strategies.

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

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

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

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

Names of Team Members: Scott Peterson

School: Northfield High School

Baseline/Beginning Data: I did not have a beginning data point - wanted to know why students do not pass their class.

PLC Team SMART Goal: Examining students late work habits and if those who turn in late work, and do not utilize class time, are able to pass the class with a grade C or higher

SMART Goal Focus: Timeliness /GRIT

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student's progress toward academic mastery, work habits, and behavior standards.

Current Progress Data: Students who fail the class are doing so because they do not complete the work, and are inefficient in their efforts in the classroom to complete their assigned goal,

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Spent 2 quarters assigning a work /time management grade. Letting students know this was an "unscored" portion of their grade used for data only.	For almost all students in World History, their failure to pass the class was directly related to their inability to complete the assigned coursework AND indirectly related to their inattention to detail during class time.	Modify current practices.

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

Names of Team Members: Sarah Martens

School: Northfield High School

Baseline/Beginning Data: Beginning Data: Simulated Conversation. The resource I obtained from my Course Audit Account from the 2014 AP Test from AP College Board Website). The Scoring Guideline from College Board used to evaluate exam responses on the AP Spanish Language and Culture Exam. 1 student received a 0; 21 students received a 1; 3 students received a 2; Total (Fall 2016): 25 students

PLC Team SMART Goal: 80% of AP Students will perform with a 3/4 (I will decide this after I give the baseline assessment) or higher on the Interpersonal Speaking task (practices). I will measure this using the Rubric/scoring guidelines from the College Board (which is also connected to our curriculum texts: Textbook: Temas / AP Test Prep Workbook P.223 Vista Higher Learning). I decided for a 3 AVERAGE.

SMART Goal Focus: Speaking (interpersonal-simulated conversation)

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

Current Progress Data: P.200, 201,202,203,205,209 (AP Test Prep Workbook) were prepared for, practiced, and accessed.

Final results (averaged for all pages):

2 students received a 1 (due to lack of material-absences, problems with recordings); 3 students received a 2; 13 students received a 3; 4 students received a 4; 2 students received a 5; Total (Fall 2016): 22 students (two students dropped at semester, one student switched to level 5)

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Guided simulated conversation (worksheet with check list for students)	This task can be very challenging for students and if not prepared for the task will not measure their full potential for their ability. The constant repetition (going 3 quarters every Wednesday to the computer lab is key). Also, allowing the students to listen to the sample student responses is very important. Students can sympathize with the	Celebrate your success!

	<p>struggles of other language learners and that seems to provide the motivation to move forward.</p> <p>A check list system puts very clearly into perspective what students need to individually work on.</p> <p>I would like to get to a point where students are self assessing and submitting corrections. This is my next step. Creating this process for next year's PLC SMART GOAL.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Lori Rossmiller and Amanda Tracy

School: Northfield High School

Baseline/Beginning Data: Spanish 4 had 0% of students score an 8 or better on the Spanish National Listening Exam (10 being the highest score). Spanish 4+ had 49% of students score an 8 or better on the Spanish National Listening Exam (10 being the highest score).

PLC Team SMART Goal: We want to continue our SMART Goal focus with our Spanish 4/4+ classes which we did last year and did not meet. We think we had way too high of a percentage as our target for the National Spanish Exam listening comprehension and we are discussing how to modify that while improving listening skills. Our students repeatedly tell us (and research shows) that listening is the most difficult of the modalities when learning a second language. Our goal is that 80% of our Spanish 4/4+ students will earn an 8 or better (out of 10 possible) on the National Spanish Exam Listening Comprehension Exam Level 4.

SMART Goal Focus: Listening Skills

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

Current Progress Data: Spanish 4 had 11% of students score an 8 or better on the Spanish National Listening Exam (10 being the highest score). 70% of Spanish 4 students scored between a 5 and 9, thus showing improvement from the beginning of the year. Spanish 4+ had 78% (31 out of 40) of students score an 8 or better on the Spanish National Listening Exam (10 being the highest score).

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Monthly trips to the computer lab to complete listening activities, El Internado tv series in-class listening experience, in-class practice on the National Spanish Listening Exam website, music presentations by students, March Madness competition.	We believe that there is evidence that we are moving in the right direction. We would like to continue our quest of having 80% of our Spanish 4/4+ students earn an 8 or better on the listening portion of the National Spanish Exam. We understand that this is a difficult exam to use because the data can be skewed depending on the topic of the listening activities. Sometimes multiple audio clips revolve around the theme of politics or government and	Continue current practices; modify current practices.

	our students have not had much exposure to such specific vocabulary. Going forward, if we are going to continue using this exam to make a fair representation of what our students can comprehend, we would want to introduce vocabulary in the areas of government and politics to get a true representation of what our students can understand.	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Jamie Forbord, Danielle Crase, Mary Magnuson, Peggy Fink, Aurora Kubach, Heather Pudas, Joe Jorgensen

School: Northfield High School

Baseline/Beginning Data: 10% or fewer of our students have created items for the portfolio to use after high school.

PLC Team SMART Goal: We will increase student ability to create a transition plan of our students on our caseload so that 50% will demonstrate evidence of transition planning in employment, post secondary education/training, and independent living as measured by the portfolio containing artifacts relevant to individual needs (exams, resume, post secondary options, self-awareness, personal data) by June 2017.

SMART Goal Focus: Transition portfolio (resume, exams, post secondary options, self-awareness, personal data)

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: We all have students that have some parts of the portfolio completed.

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During study skills classes, some teachers used the Me Curriculum from Kansas State Universities to help students understand their disability, their IEPs, the accommodations needed in the general education setting or post secondary classrooms for them to be successful, and work on a resume.	We need to continue this so when students graduate, they leave NHS and their IEP with a transition portfolio in hand to continue to progress in life. Whether they need accommodations at their work place or at a post secondary institution, these materials will help them (and their parents, if necessary) advocate for themselves.	Celebrate your success!

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

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

School: District-Wide Speech Language

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

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

SMART Goal Focus: Oral narrative development

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

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

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

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

Names of Team Members: Karna Hauck, Chris Holmquist, Katherine Norrie

School: Northfield High School

Baseline/Beginning Data: We started the school year by exploring career and community connections in the arts and we surveyed our students.

PLC Team SMART Goal: We will increase students knowledge and exposure to visual art resources and career opportunities for foundation 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 2017.

SMART Goal Focus: Community Connections

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the "cradle to career" continuum.

Current Progress Data: We have invited a multitude of community partners into our classrooms so that we can begin the partnerships for new opportunities. We have also gathered names of other resources and people working in the area arts fields.

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

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Our students have been touched by the interactions that they have had with local artists, business owners and have become more aware of potential art careers that exist in the community and the world.	Next fall we will assemble a menu of community opportunities for our students and link the potential interested students with the community partners. We will be collecting data from an end-of-the-year survey in order to better shape our plans for the coming school year.	Continue current practices.

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

Names of Team Members: Mark Auge, Craig Johnson

School: Northfield High School

Baseline/Beginning Data: Last year's semester grades

PLC Team SMART Goal: We will increase semester grade of students in grade 10 biology so that 90% will demonstrate 70% proficiency or better as measured by semester grades by 1/2017 and 6/2017.

SMART Goal Focus: Increased proficiency in Biology

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: Semester grades

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.
Accepted late work with less penalty. Allow for some test retakes. Increased focus on reviewing material.	Continue finding ways to reach today's learner, work at building relationships with all students, and work at implementing technology into the curriculum.	Celebrate your success!

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

Names of Team Members: Lisa Krueger Robb

School: Northfield High School

Baseline/Beginning Data: I used ACCESS Reading and Writing scores as well as MAP Reading scores as a starting point.

PLC Team SMART Goal: I will increase EL students' (grades 10-12 in the EL Non-Fiction English class) comprehension of non-fiction text so that 90% of students in the class will demonstrate an increase in test scores (test determined by grade level and EL status) and receive a C or higher in science classes (for grades 10 and 11) as measured by ACCESS testing, MCA Reading tests, and/or MAP reading tests (dependent upon grade level and English Language Proficiency Level) and science class grades (for grades 10-11 only).

SMART Goal Focus: 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: RIT scores on the Reading MAP increased an average of 11 points, with the lowest being -2 and the highest being +16. Percentiles on the Reading MAP increased an average of 17%, with the lowest being 0% and the highest being 25%. The tenth graders who took the reading MCA all increased their scores and moved from does not meet to partially meets or from partially meets to meets. The ACCESS scores were more difficult to use due to the scoring change this year. They all stayed steady or dropped in proficiency, which was expected with the new scoring process. All of the tenth and eleventh graders have received a C or higher in their science courses as well; many of them have earned As or Bs.

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.
This semester I continued to use close reading strategies and mixed ability groupings. I also incorporated more student choice within each genre as we tackled new topics this semester. I added a quick writing component at the start of each hour during third quarter. This greatly reduced their anxiety surrounding writing and led them to be much more	I had several newcomers in this class for whom I only got spring data. I would like to work more with them in a more targeted way next year to try to increase their proficiency as quickly as possible to increase their chances of post-secondary success. I'd also like to follow up with my more proficient students to continue to push them forward in their proficiency so they also can have	Celebrate your success! Create a new SMART goal.

productive and to take more chances with their writing. They were able to get started right away instead of stalling. Finally, I incorporated word study at the start of each day fourth quarter teaching strategies for breaking down words to find meaning and to use context to determine meaning followed by comprehension practice of short paragraphs targeting different types of questions. All of this was heavily supported by visuals and the use of the first languages.	greater post secondary success.	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Brian Stevens, Sarah Swan McDonald

School: Northfield High School

Baseline/Beginning Data: No seniors had started the Capstone project at the beginning of the school year. They had been prepared for it through their K-12 educational career.

PLC Team SMART Goal: We want our students to be able to apply Economics & Geography standards to the real world. We will increase inquiry skills of all NHS seniors so that 100% of seniors will demonstrate mastery of application of economics and geography standards as measured by completion of a Capstone project by May 2017.

SMART Goal Focus: Inquiry

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: 100% of the seniors completed the Capstone.

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.
Taught how to ask a good inquiry question. We emphasized best practices with research processes. We retaught annotation, citations and summations of learning. We taught/retaught interactions with adults/others who attended the Capstone day and how to best communicate learning.	In year two, we have found our system is much smoother, clearer for students and goals are met at a higher level. This is consistent with reactions from teaching colleagues/administration and community members. We need to refine some details to the process but we are getting closer to our goal as instructors.	Celebrate your success!

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: 75% of students complete homework on a regular basis.

PLC Team SMART Goal: Homework completion has a major impact on successful completion of the Physics course. Students who do the homework in a timely manner perform much better on the summative exams than those students who do not do the homework.

SMART Goal Focus: Homework completion

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

Current Progress Data: ~90 % of students complete homework on a regular basis

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.
Alternate assigned Homework problems for students who miss the due date deadline. Variety of methods for turning in homework, paper, email, Schoology.	Students who do not do the homework practice - Do NOT do well on any other portion of the course. They miss important concepts in the lab analysis and do poorly on the exams	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: Jody Saxton West, Troy Cohrs, Jaci McKay, Katie Casson

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. Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

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. We are also brainstorming and planning what goals and items to address in our work for next year. This includes researching conferences to attend to increase our understanding and capacity for equity building within our schools, researching the most recent literature on inclusiveness and breaking down barriers for students, and how to increase awareness and purposeful equity practice with all our staff.

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. We understand that to make	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-	Continue current practices.

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.	level class. We are also brainstorming and planning what goals and items to address in our work for next year. This includes researching conferences to attend to increase our understanding and capacity for equity building within our schools, researching the most recent literature on inclusiveness and breaking down barriers for students, and how to increase awareness and purposeful equity practice with all our staff.	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Jeanne Mahoney-Hanzlik, Patrick Riley, Dan Taylor

School: Northfield High School

Baseline/Beginning Data: 0%

PLC Team SMART Goal: We will increase performance on assessments of chemistry students so that 80% will demonstrate a C- or better as measured by the semester grade by June, 2017

SMART Goal Focus: Chemistry

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: Currently in 9th grade Chemistry, 97% of students are achieving at a C- or better

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.
Targeting assessments to learning. Guided study. In class practice. Test retake options. Acceptance of late assignments	Next year's goal may focus on only 1 aspect of the chemistry grade, i.e., only test scores or only daily work. By limiting the data points we are studying we may be able to better target students who are falling behind.	Create a new SMART goal.

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

Names of Team Members: Steve Taggart, Mark Voitalla

School: Northfield High School

Baseline/Beginning Data: We would assume that students haven't been exposed to different career paths.

PLC Team SMART Goal: We will increase career exposure of 7-12 grade students by exposing them to at least 15 different career/technical options by the end of the 2016-2017 school year.

SMART Goal Focus: Math

Building/Program Goal Alignment: Our PLC goal aligns with a district-wide goal. Northfield Public Schools will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the "cradle to career" continuum.

Current Progress Data: There were close to 40 different business and technical colleges at this year's career fair. All 7th and 8th grade students and about 80 10-12 grade students attended the career fair. Each high school student was given a passport that required them to make contact with a certain number of business/technical college representatives at the career fair.

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 held the 3rd annual Career Day. Mark took students on factory tours of Cambria, South Central College, and Diverse Machining. In robotics, Charlie Hayes and Lee Runzheimer spoke to the kids on careers in the area of STEM.	This is an ongoing, forever, goal for us to change the culture and attitude around the technical and STEM career fields. We still have a long way to go to educate students, parents, fellow teachers, and administration the importance of a well rounded education that puts technical fields on the same level as the tested areas.	Celebrate your success!

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

Names of Team Members: Karen Nelson and Shari Karlsrud

School: Northfield High School

Baseline/Beginning Data: The percentage of students who collectively pass all FACS classes.

PLC Team SMART Goal: At least 96% of all HS FACS students will pass all HS FACS courses. Data will be obtained from testing scores and daily activities.

SMART Goal Focus: Students passing our courses.

Building/Program Goal Alignment: 96% of NHS students, and 85% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2016-2017 school year.

Current Progress Data: 100% of students passed all FACS classes. 98% passed with a C or better.

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

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

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
After thoroughly tracking our data, we worked on implementing more interactive review practices and more demanding "missed lab" criteria. This meant creating group activities, activities that included technological instruction that students could use at home and have one to one interactions with students helping them understand what was expected of them if they missed a lab.	We believe that we are using teaching methods and material that allow students to both be challenged and to have success. We now want to consider what it would take to have fewer students receive a "C" or below while not compromising our standards. It might be a nice challenge to focus our goals on new classes and/or second year courses that we have coming up in the 2017-2018 years.	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: Doug Davis, John Sand, Leah Sand

School: Northfield High School

Baseline/Beginning Data: Only 5% of students are currently using technology to monitor heart rate while exercising.

PLC Team SMART Goal: By June 2, 2017, each physical education instructor will have utilized Adidas Zone heart rate devices a minimum of 30 times and will have developed a consistent data collection method among colleagues, a minimum of one device/heart rate lesson per teacher, and a projected grading measure for the 2017-18 school year.

SMART Goal Focus: Heart rate and technology

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

Current Progress Data: 100% of PE students are currently using technology to monitor heart rate while exercising in physical education class.

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.
<p>Key Practice: Using Adidas Zone Monitors. Evidence of Impact: Each teacher has used the device more than 30 times and has begun grading students on meeting time in the zone goals.</p> <p>Key Practice: Grading time in the zone goals. Evidence of Impact: All teachers have graded time in the zone goals. There are currently 2 very similar systems in use for assessment: a rubric and an assignment. We plan to unify this assessment this summer.</p>	<p>Small portions of our goal still need refinement. We have already planned for time to meet in June to align our time in the goal assignment. In addition, we will be reviewing the updated state standards, reviewing common assessments, and aligning the scope and sequence of our IHT curriculum.</p>	<p>Create a new SMART goal.</p>

<p>Key Practice: Know Your Numbers assignment. Evidence of Impact: Upon initial assessment, more than 50% of the students can identify the term when given the definition for BMI, RHR, & BP. Upon final assessment over 75% of students can identify the term when given the definition for BMI, RHR, & BP. We will continue to expand our Know Your Numbers assignment.</p> <p>Key Practice: Lessons dealing with heart rate/device. Evidence of Impact: All teachers utilized the Adidas in the Zone lesson as a way to familiarize students with the device. This is a lesson we will use again. Teachers instructed on the zones (THRZ) and colors on the device, each teacher had their own unique approach and no lesson was formally created or shared. Each teacher also instructed students in how to meet the time in the zone goals when monitors were being used but again no formal lesson was created or shared. The PE teachers are meeting this summer to align these lessons.</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Northfield High School

Baseline/Beginning Data: 96% of students FAILED the Nutrition Pretest on Nutrient Recognition (128/133 students); 2/133 scored a D- (60%) = not passing; 1/133 scored a C- (70%) = passing (I spoke with both students and they were not confident in their knowledge and wanted to have the same instruction as those that did not pass this pretest.); 2/133 scored a B- (80%) = passing (Both students felt confident only with the carbohydrates content and recognition, so I will replace that one assignment with another nutrition assignment.)

PLC Team SMART Goal: We will increase nutrient recognition of Health students (grades 10-12) 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 pretest and a summative nutrition calorie category assessment by June 6, 2017.

SMART Goal Focus: Nutrient Recognition

Building/Program Goal Alignment: 96% of NHS students, and 85% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2016-2017 school year.

Current Progress Data: 70% of students PASSED the Nutrition Pretest on Nutrient Recognition (94/135 students); 8/135 scored a D- (6% of students) = not passing; 33/135 scored an F (24% of students) = not passing.

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 pretest to form our baseline data was important to see if this information is already a strength and they can exhibit mastery. NUMEROUS formative assessments were very important to provide feedback on applying the student's knowledge. Many times they have completed an assignment and believe they understand that content well. These learning checks are vital in providing information regarding their own learning and creates motivation to learn the content.	I was close to reaching our goal. I would like to have my entire Wellness Department look at the pretest and final test to see if the test is valid and useful. More sets of eyes can help to determine if the data is valid. I would like to create more sets of cards for the learning checks or create another way to check for learning more often. (Maybe class time can be provided to take a Schoology practice quiz, or I can assign the practice quizzes as homework.) I need to create a Lipids practice quiz as	Continue current practices.

<p>Some formative assessments were: brainstorm (timed) list creation, Schoology practice quizzes, Kahoot learning game, a midterm formal assessment, and colored cards to check their learning. Formal notes with details regarding the more "tricky" concepts and knowing I need to anticipate possible confusing concepts really seemed to help as well. These notes were also available in Schoology as a re-teaching video. I created two more practice quizzes in Schoology and a fair number of students took these repeatedly, even up to the day of the FINAL exam.</p>	<p>well in Schoology and create more practice quizzes with a wider variety of foods. The formal learning check around week 11 of the semester is a must. They are confident by that point in the semester and need that feedback for motivation if they are in fact not mastering the content.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Geoff Staab, Rachel Hoffelt

School: Northfield High School

Baseline/Beginning Data: 100% passed 2nd Semester last year.

PLC Team SMART Goal: 96% of AP Calculus students will pass the class 2nd Semester

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: 100% passed 2nd Semester 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	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Problem Sets, AP practice problems and tests.	Problem sets work well. We will continue this practice.	Create a new SMART goal

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

Names of Team Members: Stephen Beaulieu, Joni Karl

School: Northfield High School

Baseline/Beginning Data: 80% completion rate

PLC Team SMART Goal: To develop and implement a consistent formative assessment strategy that is common to all Algebra II courses. The formative assessments are aligned to content standards and are used to drive instruction/re-instruction. Students are expected to achieve an 80% completion rate by the end of the semester.

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 observed 50% completion rate.

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 provided students with the opportunity to redo the work on the checkpoint assignments that were not satisfactory.	We will look at implementing more deliberate strategies to facilitate a time and place when students who are falling behind learning goals can come in and supplement their learning, i.e., emailing parents of students who fall behind (x% threshold) and suggesting they come early or stay after school to get caught up.	Modify current practices.