

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

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

School: Northfield High School

Baseline/Beginning Data: No data was available.

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: See above.

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 for semester one Chemistry classes in 2016-2017 were determined to be 88.4% passing with a C- or better grade.

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.
Increased attention to students with lower grades by making referrals to H108 for extra tutoring by students and staff. Extended deadlines on some assessments such as lab reports. Continued use of bell work which allows for modification of instruction in terms of reviewing or re-teaching concepts.		Celebrate your success!

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: Seniors are all new students to us in the fall of the year. We have no measure of where they began.

PLC Team SMART Goal: 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: This process begins in late February and continues through the end of the school year. The time we have used thus far is building the necessary curriculum.

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

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<p>We have designed curriculum to be used starting the end of February to support the individual inquiry process including: Organizing "Idea Generator Day" to take place February 28th where outside professionals as well as teachers in our building will present questions and concerns around their areas of expertise in order to provide ideas for inquiry</p> <p>Organizing process steps such as "interest inventory," annotated bibliography and final product creation.</p>	<p>Our focus this year in our PLC is refining the process of the Capstone in order that more students understand the necessary skills for inquiry and produce a higher quality product that demonstrates those skills.</p>	<p>Modify current practices.</p>

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: Data from previous school year

PLC Team SMART Goal: We will increase student semester grade % so that 90% of the students will demonstrate 70% proficiency or better, as measured by semester grades in January and June of 2017.

SMART Goal Focus: Science proficiency

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 I grades 2016-2017

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

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Support staff such as EA's, special education teachers and peer tutors (H108) 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.	Mark and Craig differ somewhat on formative and summative assessment and how they are recorded in gradebook. These differences may account for some students reaching or not reaching 70% proficiency. We will continue to utilize support resources in and out of the classroom.	Celebrate your success!

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: Initial RACE paragraph: 70% correctly cited textual evidence. 63% correctly used compound sentences.

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 I-search paper and other class essays by January 2017.

SMART Goal Focus: Writing

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: Sentence Fluency: Use of compound sentences: 29 Papers - 27 or 29 (93%) correctly used 3-several compound sentences (17 had several combined compound sentences/ 10 had some combined sentences); 2 had few if any combined sentences. Of those 29: 14 had 0-1 sentence combining errors, 10 had 2 errors, 4 had 3 or more errors. Use of Textual Evidence: In sample class - For using and citing textual evidence on the I-Search assessment: of 25 papers: 18 had 0-1 error (70%), 6 had 2 errors (25%) and only 1 had 3 or more errors (4%) in correctly citing textual evidence.

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

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<p>Demonstrated, modeled, and practiced parenthetical documentation through multiple RACE paragraphs, practice worksheets, and assessed through I-Search Paper.</p> <p>Demonstrated, modeled, and practiced the use of compound sentences through direct instruction of comma rules, sentence combining practice, and assessed through RACE paragraph.</p> <p>Peer Editing with focus on both compound sentences and parenthetically citing sources on a variety of assignments.</p>	<p>Progress has been made in each area. Need to reinforce, re-teach as necessary, and continue to practice both creating compound sentences and using textual evidence.</p>	<p>Continue current practices.</p>

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

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

School: Northfield High School

Baseline/Beginning Data: Grit Survey

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: Increase 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: Student time on task spreadsheet

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

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We have developed forms to measure student classroom behaviors (work habits, timeliness, time on task, etc.) Mark Thornton has also written student narratives based on the above forms. Jon Whitney has developed a method to promote Grit and improve work quality/effort on written assessments.	Our PLC is still trying to link strategies discussed in the book to the classroom setting and grade level.	Modify current practices.

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: 20% of students earn C's/D's and I am looking to determine why.

PLC Team SMART Goal: I will institute a (no count) participation grade and (no count) timeliness grade to help influence the number of C's/D's to less than 10%. This will help increase the overall student achievement in 11th grade World History in grade 11.

SMART Goal Focus: Student engagement and academic progress

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: Those students earning lower grades are doing so as a result of not turning stuff in (at all), nor are they participating in class activities.

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

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Working to update grades faster, making sure every assignment is of the utmost value, and work with students on their late work.	May need to look at going to standards based grading which will not allow students to move forward if they have not met course expectations for each individual unit.	Modify current practices.

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

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

School: Northfield High School

Baseline/Beginning Data: We will be surveying Art I & II students at the beginning of Semester 2.

PLC Team SMART Goal: We will increase student 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: Career Readiness and Community Awareness.

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 been working as a Dept to refine our offerings to align with student interests. We have consulted with the counselors, the principal, and with Middle School Art Teachers about the best way to prepare students for their creative futures.

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

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We had to gather larger scale information regarding our courses and goals in order to have relevant information for career readiness development and survey distribution.	We are ready to create and distribute a survey to select foundation course students to gather a baseline for the Spring semester. We plan to give another survey at the end of the semester to gather data. We plan to have guest speakers join our students based on their interests and future career and educational goals.	Continue current practices.

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

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

School: Northfield High School

Baseline/Beginning Data: 10 students were referred in 2015-16.

PLC Team SMART Goal: The number of students referred for special education evaluation in grades 9-11 at Northfield High School will decrease by 10%, from 10 students during the 2015-16 school year to 9 students by the end of the 2016-17 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: 4 special education referrals to date.

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

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Intentional use of a problem-solving and data-based decision making process that connects NHS students with ADSIS and MTSS interventions.	Continue as is.	Continue current practices.

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

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

School: Northfield High School

Baseline/Beginning Data: 65% of students were at or above the 35th percentile.

PLC Team SMART Goal: The percentage of students receiving ADSIS direct services for reading in grades 9-11 at NHS whose RIT score on the NWEA MAP Reading Assessment is at or above the 35th 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: 33% are at or above the 35th percentile per the winter MAP, 57% are at or above the 30th percentile, and 62% are at or above the 25th percentile [the ADSIS exit criteria].

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
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.
We are doing reading interventions based on key areas of deficit as identified through progress monitoring and MAP strands.	We continue to monitor student progress and modify intervention strategies as needed.	Modify current practices.

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

Names of Team Members: Kathleen Casson

School: Northfield High School

Baseline/Beginning Data: In September, students recorded a baseline Presentational Speaking: Cultural Comparison, and I assigned each student a score according to the AP German Scoring Guidelines. The average score was 2.4 out of 5.

PLC Team SMART Goal: We (I) will increase organization, fluency, vocabulary, accuracy, and cultural understanding of AP German students so that eighty percent will demonstrate level 4 performance as measured by the AP German Scoring Guidelines for Presentational Speaking: Cultural Comparison by May 2016.

SMART Goal Focus: German

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: In November, students recorded a second Presentational Speaking: Cultural Comparison, and I assigned each student a score according to the AP German Scoring Guidelines. The average score was 3.3 out of 5.

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

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Students have listened to sample student answers that received a score of 5. We have analyzed this answer as a class and constructed a framework students can apply to any prompt they receive. We have worked as a class to produce a sample answer. Students have worked with a scaffold and a partner to prepare an answer. Students have worked with a scaffold to prepare an answer. Students have watched other students and the teacher answer without a prepared answer. (Ultimately, this task has to be completed without preparing the answer ahead of time.)	This is a task which requires students to think on their feet. We will continue to practice with scaffolds and slowly remove them until students feel confident in their ability to speak for two minutes about whatever prompt they receive.	Continue current practices.

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

Names of Team Members: Jill Kohel, Scott Stanina, Kelly Foster, TJ Wiebe

School: Northfield High School

Baseline/Beginning Data: During the 2016-2017 school year, semester 2, 95.5% of students earned credit in all four Academy classes.

PLC Team SMART Goal: We will increase credit completion of 9th grade Academy students so that 96% will demonstrate passing scores in Academy classes as measured by cumulative semester grades by January 2017.

SMART Goal Focus: Credit completion

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: 86%

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

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Employing the pyramids of intervention.	This year, we have a high number of students who struggle with homework completion, organization, task initiation, stamina and mental health issues. Therefore, a higher than normal number of students are failing to acquire credit.	Continue current practices; Modify current practices.

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: Equity in advanced classes; developing a more inclusive culture in advanced classes.

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.

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

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Since 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 and barriers that impact student learning.	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.	Continue current practices.

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

Names of Team Members: Steve Taggart, Mark Woitalla

School: Northfield High School

Baseline/Beginning Data: We didn't have any. We are creating common assessments for all of our shop areas. Students get the same safety instruction throughout our department.

PLC Team SMART Goal: We will increase Shop and Machine Safety of 7-12 students, so that 100% will demonstrate proficient Machine and Shop practices, as measured by shop and safety assessments, by the end of the 2016-2017 school year.

SMART Goal Focus: Student 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: We are still in the process of creating our common safety curriculum and machine operation videos.

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

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We have developed some machine operation videos and demonstration videos on software used in conjunction with some of our more high tech machines. Students have been more perceptive to the updated safety curriculum. They like to see their current teachers on the videos.	We are going to continue creating our common materials and assessments. Our plan is to be using the full curriculum by the beginning of the 2017-2018 school year.	Modify current practices.

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: All students were new to each FACS course. We do not have previous data to measure.

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 will obtain passing grades in all FACS courses.

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: At the end of the first semester, the majority of FACS students did complete the semester with a passing grade in FACS. However, some students made the choice not to complete work and therefore earned a failing grade. We did however meet the 96% goal. We were feeling greedy and wanted that to be 100%.

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

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Students are given multiple opportunities to turn in work (we do accept late work). Some of the students made the choice not to turn in their work.	While the majority of students met our goal, we would like to meet the needs of the small percentage of students that did not meet the goal. We plan to have more one on one meeting with these students to discuss why they haven't turned in work. Building relationships with these students will assist us in, hopefully, meeting their needs.	Continue current practices.

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

Names of Team Members: Amanda Tracy, Lori, Rossmiller

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 7% of students score an 8 or better on the Spanish National Listening Exam (10 being the highest score). 67% of Spanish 4 students scored between a 5 and 9, thus showing improvement from the beginning of the year. Spanish 4+ had 78% of students score an 8 or better on the Spanish National Listening Exam (10 being the highest score).

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

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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.	Spanish 4 students need to increase their vocabulary. More comprehension activities are needed to achieve the SMART goal and fewer closed activities. Spanish 4+ is close to meeting the SMART goal-they just need more practice in order to achieve the SMART goal.	Continue current practices.

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: 95% of students FAILED the Nutrition Pretest on Nutrient Recognition (121/127 students)

3/127 scored a D- (60%) = not passing

2/127 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 who did not pass this pretest.

1/127 scored a B- (80%) = passing. This student 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 pre-test and summative nutrition calorie category assessments by January 26, 2017.

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: Obtained data for EOP: 87/123 students (71%) passed the Final Nutrition summative assessment. 36/123 students (29%) did NOT pass. I did not reach my PLC Smart Goal.

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.
Pretest - to gather data and create student awareness of current knowledge. Formative Assessments: List writing, Kahoot reviews, Paper Nutrition review cards, Four Practice Quizzes in Schoology, Midterm Formal Formative Assessment in Skyward- these numerous formative assessments were crucial in giving the students feedback regarding their mastery of the content and created many questions and discussions during class - opportunities to re-teach that were student driven. Re-teaching videos in Schoology - students could hear the short lectures as many times as they needed to - if they had	I was close to reaching our goal. I plan to create more practice quizzes in Schoology for all nutrients and leave those up for the entire semester, so students can take them as many times as they need to feel confident. The students that actually took these practice quizzes tended to pass the final summative assessment. I could also use class time to have students who are not passing other formative assessments take these practice tests from Schoology during class. Time and homework or Wi-Fi may be an issue after school hours. I would also like to use the Nutrient Paper cards more often in class for	Continue current practices.

<p>access to Wi-Fi.</p> <p>Four Nutrition Worksheets - students could increase their grade with a "verbal only" retake. Many students used images of food from their homes to increase application of these concepts.</p> <p>"Live" in class lectures - notes were taken and questions were answered. Students requested in class lectures to go with the re-teaching videos posted in Schoology. This teaching method of lectures was requested and matches some of the ways they are taught during their day in other subjects. This may have increased comfort or saved them time.</p>	<p>review- it tends to create a less competitive atmosphere than the Kahoot reviews.</p>	
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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, 2016 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 the following 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 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.
<p>Key Practice: Using Adidas Zone devices. Evidence of Impact: Each teacher has used the device a minimum of 20 times. PE teachers have gained valuable insight from device use and the on-site training provided by IHT. For example, teachers are better at troubleshooting the device and IHT system errors.</p> <p>Key Practice: Accessing and creating reports in IHT software. Evidence of Impact: Data pending, still working to make student information, like Know Your Numbers and fitness test scores, accessible in report format through IHT software.</p> <p>Key Practice: Know Your Numbers assignment. Created as a way to teach/inform students about the important numbers about health (BMI, BP, RHR). This assignment was created because of the IHT training and the devices</p>	<p>Collect data and continue with the Know Your Numbers assignment and correlating assessment. Continue to work with IHT reporting. Continue to use the grading objectives in Schoology. Add grading measures that apply to meeting the goal with the Adidas Zone device.</p>	<p>Continue current practices.</p>

<p>Evidence of Impact: Data pending, quiz to be taken in PE classes semester 2.</p> <p>Key Practice: Aligning Physical Education National Standards in Schoology. All PE National Standards have been added to Schoology.</p> <p>Evidence of Impact: Impact status pending. Standards were added to Schoology for second semester classes.</p>		
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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: 2016 Semester 1 11.5 % missing homework

PLC Team SMART Goal: Increase Homework completion. There is a direct correlation with homework completion and course grade.

SMART Goal Focus: Homework completion

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: 2017 Semester 1 7% missing homework

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.
One of the most successful strategies was student videos explaining verbally their solution to specific homework problems. Several stated that talking out loud and explaining helped them solidify their understanding of the concept.	Course grades at Semester 1 2016 12% D & 6% F. Compared to Semester 1 2017 6% D & 0 F. The students were more successful in the course when they did the practice problems. Continue to emphasize homework; this individual practice is important for the students to internalize the concepts and make connections for themselves.	Create a new SMART goal.

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: I used a combination of whole group readings, small group readings with projects connected to the readings, and individual readings tailored to student interest and English language proficiency. We also did written responses to each reading and had a paper to write or presentation to create based on each text that would allow students to take what they learned in the readings and apply it to writing in that same genre to solidify structure and language features of each genre. In Biology and Chemistry 11, we used the Flashcards NKO app to learn science vocabulary. The app includes many video game-like scenarios where, in order to win the game, students must know the meanings of the words. It also has a spelling feature and a competition feature. Biology tests were modified based on English language proficiency so that the language features in questions would not keep students from understanding what the questions were asking.

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 variety of groupings was successful. Just as they were getting bored of one way of doing things or the people in their group, I would change it up and they would be engaged again at higher levels.	I am going to continue with the mixed ability groupings. I need to get my newcomers to experience some more language models. I had them grouped together last semester because they had just arrived, but I now have other students befriending them and serving as great language mentors, so I will have them moving more into peer groups this semester.	Modify current practices.
The writing has been slowly coming along. This is the most challenging domain for all my ELs, but everyone has made progress. I try to individualize my rubrics as much as possible so that I am pushing each individual ahead on each	I have incorporated daily quick writes this semester where I give them 5 to write in response to a question, or trying to share background knowledge on a subject, or to write more imaginatively by finishing a statement and	

<p>writing task. This individualization has also kept them more focused on their own task instead of what their neighbor is writing.</p> <p>The Flashcard NKO app has been a huge success! The students love the video game aspect of it. They were initially irritated that they could not win, until I explained that the only way to win was to know the meanings of the words. That got them studying. As other students began seeing the success their peers were having with the app, they started asking for the code to get to the flashcards, admitting they had not originally downloaded it.</p> <p>This has worked for those who study. I have a handful of students who will proudly tell Mr. Taylor and me that they did not study, and they do not do well. However, the ones that do study (the vast majority) have done very well. They have all gotten Cs or better on each test. A few of them have gotten all As and Bs and I have been able to move several students from the version of the test modified for language to the regular test and they are maintaining their success with grades at a C or better</p>	<p>building upon it. My goal is to make writing feel more natural so we can shorten the "I don't know how to start" time and get more in depth in our writing this semester when we write papers.</p> <p>I will continue the flashcards as we get into some very vocabulary heavy topics this spring in biology. I'm going to have to come up with a different type of support for chemistry as we are going to have less vocabulary this semester and a great deal more math.</p> <p>I will continue to modify tests, creating more levels as needed to keep moving more and more students into higher level tests and closer to the one given to those who are proficient in English.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Northfield High School

Baseline/Beginning Data: Orchestra started with 85%, Choir 58%, Band 85%, in the category of note names (the first of five categories).

PLC Team SMART Goal: We will increase basic understanding of music theory of incoming Music Students so that 96% will demonstrate 90% understanding as measured by Musictheory.net and exams by June 2017.

SMART Goal Focus: Music reading/theory, which has components of reading, math, science, physical activity.

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: Orchestra recorded an average score of 96%, Band recorded 96% and Choir recorded 93%.

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.
Each of us committed a designated time (the first 10-15 minutes) within our rehearsals for teaching music theory components. In this case, we concentrated on names of notes on the grand staff. We feel that a little bit each day helped students who were struggling to digest the information at an appropriate pace.	Instrumentalists in the high school have a clear advantage over the singers due to the timing in which they began their instrument. Across all three disciplines, students with a strong background in music prior to arriving at the high school were able to grasp the concepts with relative ease. Choir has the highest rate of first-time participants with little to no background, however, creating a larger gap between the three disciplines. We will build on the knowledge of note names on lines and spaces, incorporating keyboard identification & key signatures.	Continue current practices.

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

Names of Team Members: Lisa Lagergren, Nicky Gill

School: Northfield High School

Baseline/Beginning Data: We have 80% tolerance of less preferred peers across multiple settings.

PLC Team SMART Goal: We will increase tolerance of less preferred peers so that 100% of our students demonstrate the ability to function cooperatively across multiple settings as measured by observations and checklists by May 26, 2017.

SMART Goal Focus: Student IEP Goals

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 continue to have 80% tolerance of less preferred peers across multiple settings.

Has your PLC made progress on your SMART goal? No, we have not seen progress toward this 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.
Interventions Strategies, Applied Behavior Analysis (Developed with Kelley Foehrkolb)	We are collecting a new baseline data for changing our reinforcement strategies.	Refine data collection to better inform practice. Modify current practices.

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

Names of Team Members: Ellen Mucha, Kathy Kopseng, Rebecca Glassing

School: Northfield High School

Baseline/Beginning Data: Our focus was on the benefits/ methods of independent reading for high school students. We were curious about the amount of time given for independent reading – was it enough? Was it worth our curricular time? Was it helping improve reading skills? Writing skills? Love of reading?

PLC Team SMART Goal: By the end of the semester 100% of our students will have read independently for 40 minutes a week and shown an increase in one of the following areas: reading skills, writing skills, love of reading.

SMART Goal Focus: Reading

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: 100% participation in reading days observed. Improvement in quality of reading responses and journaling after modeling. Pre and Post Survey data found:

- 100 % of the students enjoyed the reading days and 100% liked choosing their own books.
- 98% of the students thought their writing improved due to reading outside books and trying to apply the techniques of their authors.
- Students noted that having to identify author style and immediately use it in their writing made a difference in their writing.
- Students noted that they are more likely to read a book if given time in class to start one. At the beginning of the semester, 70% said they did not have time to read a book due to school work, jobs, and friends. At the end of the semester that same group noted that they were more likely to make time if they started a good book in school.
- 100% of students who identified themselves as “nonreaders” at the beginning of the class read one complete novel during the semester. 97% read two or more.
- Students saw the journaling as helping their writing and could give examples of author style they incorporated into their work.
- Students asked for more reading time because they enjoyed the break from the stress of their day.
- Students asked for more time to talk about their reading with each other.

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.
One class period per week will be spent on independent reading of a novel of the student's own choice, with guidance as needed. Class recommendations were gathered and shared across all classes.	We saw the results of our implementations as very successful. We will continue to offer ORB once a week. We will make teacher modeling a priority. We will continue to add to our lessons about author style. We will keep the focus of the reading journals on ways to use reading to improve writing. We will continue to use the MC as a resource for book selection.	Create a new SMART goal.

<p>A cart of recommended books was set up in the Media Center.</p> <p>Media Center displays were created based on student recommendations of genre and author.</p> <p>Reading journal assignments with a focus on author style and how to incorporate it in student's own writing.</p> <p>Read alouds and modeling of journal activities done monthly.</p> <p>Teachers use student reading scores to help aid book choice.</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Andy Dimick (Alex), Stephani Carlson (GVP), Rachel Morrison (GVP), Jamie Wiebe (BW), Natalie Czech (BW), Tyler Faust (BW), Tammy Paulson (Sib), Noreen Cooney (Sib), Patty Pfeiffer (MS), Lori Peterson (MS), Deb Seitz (MS), Liz Pfeiffer (HS/ALC), Anne Campbell (HS), Tracee Bosch (Alex)

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

Baseline/Beginning Data: Students' present levels

PLC Team SMART Goal: We will increase student 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

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: Members of our PLC have tracked self-regulation goals for 93 students across the district. Eighty-two of these students have made adequate progress toward their goals (88% of 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.
Members of our PLC have implemented strategies from the book <i>Never Work Harder than Your Students</i> including meeting students where they are (taking into account their diverse backgrounds), determining what each students' currency is (the things they find important and relevant), and holding students accountable for their own behavior. We have provided direct instruction using curricular materials that have been shared with the group.	We will not only focus on maintenance of gains, but will also continue to share materials and ideas with the group. Members will share strategies gained from staff development opportunities (such as Life Space Crisis Intervention, play therapy and strategies for working with students with Oppositional Defiant issues). We decided to keep our target percentage where it is considering the typical difficulties our students experience in the spring.	Continue current practices.

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

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

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

Baseline/Beginning Data: Average of 23 points per narrative

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 narratives

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

Current Progress Data: Average of 27 points per narrative

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.
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 Comic Strip Puppet Pals These are the strategies that we used to facilitate oral narrative development.	Our students gained more than we had anticipated. Our next step will be to increase our average gain score by 1 or more points. We will look at areas in the oral narrative rubric that need more growth. We have found our oral narrative rubric we developed has been helpful in implementing and measuring IEP goals.	Celebrate your success!