

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

Names of Team Members: Mark Thornton

School: Northfield High School

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

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

SMART Goal Focus: Reading

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

Current Progress Data: While the students have indeed taken the AP exam, we will not see results until early July. At that point, we will be able to see if we have met our SMART goal. Knowing that, after speaking with students after they took the exam, they all felt properly prepared with both content and skills.

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.
Terminology alignment, more intentional use of primary source material	It was beneficial to the 11 th grade AP World students to have similar terminology that they used in 10 th grade. I will continue to work with the AP World teacher to that end. I will be including primary source materials to the daily “identify” assignments to help students connect them to specific and important proper nouns. I will more intentionally introduce and scaffold the writing process next academic year as such: 1 – start with the Short Answer Question and the ACE technique; 2 – introduce and practice the Long Essay Question and, finally; 3 – work through the	Modify current practices.

	Document Based Question. I hope that this progression will allow for the students to more simply grasp the nuances in each task.	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Stephen Cade and Sarah Martens

School: Northfield High School

Baseline/Beginning Data: The majority of the students were at the AP 3 on the written tasks.

PLC Team SMART Goal: 80% of AP Students will perform with a 3/4 or higher on the Presentational Writing tasks (practices) which are Persuasive Essay and Comparative Essay (depending on if the student is in AP Spanish Language or AP Spanish Lit. We 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 both by: Vista Higher Learning, and the Curriculum for AP Literature, College Board Approved. We decided for a student average goal of 3. We are starting to prep the presentational writing tasks with a written and oral exercise that we are calling anuncios. This is a weekly task that involves presenting to partner(s) incorporating current events, advanced grammar, greetings and farewells all in the target language. These anuncios are also accompanied by visual representations.

SMART Goal Focus: Reading and Writing

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: All students have measurably improved their scores. Many have moved their score up at least .5 of an AP score.

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

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Reviewing the requirements for presentational writing. Continually reviewing examples of writing that meets the requirements.	We are making excellent progress on our PLC this year and will continue to push our students towards writing proficiency under the AP guidelines.	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: New class - no measurable data for this population.

PLC Team SMART Goal: We will increase student semester grades in grade 10 biology so that 92 % will demonstrate 70% or better as measured by semester grades by 01/2018 and 06/2018.

SMART Goal Focus: Getting more students proficient in biology (increase student achievement in biology)

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

Current Progress Data: Mark's classes: 93% obtained 70% for semester grade (92% goal). Craig's classes 91% achieved 70% or better.

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

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Utilizing intervention resources such as S120 help room and TORCH. Also frequent communication with resource room teachers, educational assistants, and parents.	Continue communicating with support staff. Provide timely feedback to students (Mark).	Continue current practices.

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

Names of Team Members: Julie Wolner

School: Northfield High School

Baseline/Beginning Data: 95% of our students will pass (2nd semester). Increase in female students will be measured fall, 2018, when we can see rosters.

PLC Team SMART Goal:

1. The business department would like 95% of our students to pass our courses with a grade of C- or higher for both first and second semester courses.
2. Julie will use PLC time as necessary for Accounting, which is concurrently enrolled with Riverland Community College, first year offered.
3. The business department will focus on recruiting girls for our courses. This data won't be available until fall 2018.
4. Student connectedness: the business department will be increasing student connectedness by implementing a "Business Student of the Month."

SMART Goal Focus: Student connectedness leading to classroom success

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: 92% of our 2nd semester students passed with a C- or higher. Julie analyzed each student who received a D+ or lower. Of these students, 75% had additional D's or F's in other classes.

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.
1. We implemented Business Student of the Month and felt this positively impacted student connectedness. We chose students who perhaps would never be recognized academically in other classes or were not in National Honor Society. 2. Julie successfully gave concurrent credit in Accounting to her current students with the Riverland Community College Partnership. These	I feel that we will continue with 95% students receiving a C- or higher in our business classes for future years. Student connectedness is what makes this goal achievable, and that piece of our SMART goal will never go away.	Continue current practices.

students also earned articulated credit through DCTC.

3. Female recruitment will be analyzed once we see our 2018-2019 class rosters.

4. After analyzing students receiving below a C-, I feel we were successful with our SMART goal, as those students were not as engaged in school overall.

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

Names of Team Members: Jaci McKay and Scott Stanina

School: Northfield High School

Baseline/Beginning Data: Our goals stem from adjustments made at semester time in regard to our initial goals. Our baseline data included observations about repeated mistakes made in writing and a sharp increase in need and challenges surrounding anxiety and mental health issues.

PLC Team SMART Goal: Goal 1: Increase student self-advocacy, metacognition, and active learning; Goal 2: Increase our understanding and support mechanisms for student mental health; Goal 3: Revise and improve the information, communication, and evaluation process for students to be selected into Advanced 9 for the 2018-2019 school year.

SMART Goal Focus: Mental Health; Writing

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

Current Progress Data:

Goal #1: (in progress) Reflection: With lots of meetings, planning, and discussion around the new FLEX schedule and time at the high school, we tabled the team aspects of this goal. Each of us has tried different (individual) ways of promoting revision, fixes, and re-teaching with the plan to bring anecdotal data back to the group. Overall, it seems like results are marginal at best. Students often don't do the revision, or they just fix one or two errors, but don't re-visit the larger ideas or organization of a writing assignment. Use of S120 is about the same. Some more coordinated effort--something consistent so that kids feel like they are working within a system that is normalized and positive is needed. Right now, students could feel like a revision is still a punishment when it's meant as a tool for learning and grade recovery. They are also less likely to act through the revision, it seems, when they feel like they're the only one doing it. Jaci had the most success with whole-class assigned revision. In talking with a former professor, we also gained insight that withholding a letter grade until after the revision would also be helpful. Many students are happy with Cs or Bs, so they won't engage in a revision at all, or won't invest as much time if they feel like they're already finished. The logistics and time commitment of this practice is daunting, however.

To do: Hit action steps i and ii right away and in a coordinated fashion for the fall.

Goal 2: (in progress) We have not requested data from Carrie about S120 use yet, considering finals time is really busy for them and lots could be happening right now that we'd want to know about--so we're waiting on that. We have consciously increased our mental health referrals and included students for whom procrastination and work avoidance seem to be the main issues. In the past, those students may not have been seen as falling into a referral position, but some articles about procrastination provided by Carrie (to Jaci a few years ago) helped confirm and reaffirm insight that procrastination is often anxiety or ineffective executive functioning. Ultimately, as a result, we've referred several students who fall into a more "procrastination" category for some mental health support or investigation to tease out what skills or issues (like anxiety) might be going on.

To do: create space for reflection and even active teaching about procrastination and mental health (article? Strategies for coping?) and might even want Carrie to come in and talk to Advanced 9 classes where anxiety seems to be highest. In addition, Jaci completed a grant-funded mindful educator course online (completed

beginning of May) and we (the team of people who took the course) are looking at ways to support students with this information; but no final plan yet.
 Goal 3: (completed) Our colleagues at the middle school deserve all the credit on this! They are really doing an amazing job of empowering students to see themselves as strong readers and writers.

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

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See reflections in previous section. We found that we ran out of time to do the collaborative work needed to fully meet goal 1, largely due to meetings and planning around the new FLEX time at the high school and supporting a long-term substitute teacher in our department. But, individually, lots of great work happened that we plan to start with next fall.	See reflections in previous section. We wrote our EOP as a reflective paragraph, which is how we would communicate our goals, practices, and results to a listener. We are eager to implement some reflective writing strategies and continue to work with the MTSS team to support our students' mental health and decrease negative outcomes and impacts of anxiety.	Modify current practices.

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

Names of Team Members: Karen Nelson, Shari Karlsrud

School: Northfield High School

Baseline/Beginning Data: We used last year's test scores for FACS food classes.

PLC Team SMART Goal: We will work to better implement district technology into our teaching to assist students with test review, test taking and retaking with a special emphasis placed on supporting students who are struggling academically and who will benefit from this additional support.

SMART Goal Focus: Quiz /Test preparation and Quiz/Test performance in FACS

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

Current Progress Data:

- 62% of surveyed students said they are more likely to view technology based review activities as more intentional and beneficial and are more likely to participate in them vs. handing out a review worksheet.
- Students are approximately 50% more likely to engage in quiz and test review activities with other students when those activities are technology based; especially if they are game oriented or competitively oriented activities.
- Students were 35% more likely to repeat a technology based review activity at home once they had completed it at school.
- Overall, on average, FACS food class test scores improved by an average of 4%.

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

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Key Instructional Practice	Evidence of Impact	Next Steps
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We implemented a variety of technology based review activities and test taking procedures and saw a significant increase in the number of students actively participating in quiz/test review as well as a 4% increase in average quiz/test grades as compared to next year.	Technology is not something that is necessarily required in order to successfully teach food and nutrition courses, but it is valued by students and engages them in preparing for quizzes/tests which are often considered "an after thought" by students in these classes. Implementing these new ideas and	Create a new SMART goal.

	techniques engaged the majority of students as shown in both directions surveys and test results.	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Kevin Dahle

School: Northfield High School

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

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

SMART Goal Focus: Classroom management and achievement

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

Current Progress Data: My missing or late assignments improved the second semester (Spring 2018) from the sampling in our baseline data. I had on average 9% of students with late assignments and 5% of students who had missing assignments on specific dates.

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

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I implemented a more comprehensive late work policy during the second semester of the 2017-18 school year. I successfully corrected assignments and homework within a week. This allowed me to enter grades in Skyward in a timely manner. I took full advantage of Schoology by using the	Teachers need to be clear as to what their late work policy is and it should be clearly available to the students on Schoology and via paper (first week) and explained verbally while reinforcing the policy throughout the semester. Teachers, in general, do not believe we should have a uniform	Celebrate your success! Create a new SMART goal.

calendar for all assignments in Civics, Modern World History, and AP Government and Politics. All assignments were available via Schoology. This was done by including electronic files and/or links in Unit folders or linking the actual assignment to the calendar due date posting. Students learned rather quickly that they could access all work from their I-pads or computer at home or in school. Email correspondence to parents or Special Education teachers and support staff reinforced my use of Schoology as a source for all due dates, study materials, Quizlets, and assigned work.

I implemented a late work policy that allowed students to turn in work late. My late work policy: points off for every day the assignment is late, up to half credit for late work up to the end of the quarter, then no credit.

I continued to remind students of my late work policy, especially as the end of the quarter neared. I also reminded students individually that they were missing specific work. At times I have Education Assistants or Special ed teachers lists of assignments missing for the few students for which this was an issue. I also worked with Structured study hall teachers to make sure that students in those study halls were completing assigned work.

late work policy. They cite other “rules” or expectations that the administration may have for us that are not routinely followed. Teachers know their classroom and students best and believe they should have the flexibility to choose the best classroom management tools to get the most out of their students. College professors and employers have different expectations and different “rules.” It is up to the student to know those parameters to maximize their classroom experience and get the grade they deserve. As one teacher shared, “black and white doesn’t work.” The teacher should be willing to work with the 2 or 3 students per classroom that is habitually omitting assignments or homework or turning them in late.

Should we adopt a schoolwide late work policy? Most teachers interviewed said this would not work. We have school wide policies now and there is wide variation in implementation or “enforcement.” Department by department might make more sense, according to one teacher, to help reinforce each other’s policies and perhaps raise expectations for students. Consistency is one factor that most students want in their school day or even overall coursework. Another colleague stated they would love a school wide policy regarding late work “if everyone followed it” and “the administration supported it.” Another colleague stated he would welcome a schoolwide late work policy “if it was mine.”

As a special education teacher stated, “Students on 504 plans or even IEPs need firm due dates and firm expectations regarding homework and assignments.” Most students know the teachers late work policy and most said they could find the late work policy for the teacher if they needed to. Most students say they can find late work policies in Schoology or in a syllabus handed out in the first few days of the class.

Students in general say they need deadlines. They say they favor consistency at least from teacher to teacher. Students say that a zero in

	<p>the gradebook (Skyward) is a big motivator to get missing work in. They wished teachers were more timely in getting grades in the gradebook. Students prioritize their homework based on which teacher has the tougher or easier late work policy. In other words, if a teacher will accept late work, that homework might sit on the back burner while the student races to get the work in for the less-forgiving teacher.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Bubba Sullivan, Michelle Bauer

School: Northfield High School

Baseline/Beginning Data: End of Q. 3 baseline grades (Bauer, Q. 3: 2 at D+ or lower out of 83 students--97.6% passing; Sullivan 90% passing-- 6 out of 59 failing)

PLC Team SMART Goal: We will increase passing rate of Language Arts 11-12th grade students so that 96% of students pass our courses.

SMART Goal Focus: Robust core instruction and passing rate

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: By May 30, 2018, Bauer has 1 student out 83 students not passing = 99% passing; Sullivan has 1 out of 59 students not passing = 98% passing.

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

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Tracking writing process and progress using Turnitin.com; accommodations including allowing late work, re-submission of improved assignments, and one-one writing conferences	Individual and small group attention improves relationships and work completion. The Turnitin.com program helps gather data on student writing strengths and weaknesses.	Celebrate your success!

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

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

School: Northfield High School

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

PLC Team SMART Goal: By repeatedly experiencing "time in the zone," we will increase the understanding of the benefits of exercising in the target heart rate zone and aerobic activity of PE students so that 80% of students will meet the time in the zone goal when assigned as measured by the Adidas Zone Monitors by January 12, 2018. (Partially met this goal, continuing this goal until May 31, 2018.)

SMART Goal Focus: Aerobic Activity

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

Current Progress Data: In continuing our SMART goal from first semester, we increased the amount of time students met the assigned time in the zone goal from 33% first semester to 43% second semester.

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

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Implemented the 3' MHR test. This in turn altered some students THRZ. This can be one factor that contributes to more students making the time in the zone. Continue to use the 3' MHR test to both alter THRZ and track fitness. Purposefully included warm-ups that would increase heart rate as soon as possible and therefore keeping the heart rate up. Teachers saw increased time in the zone goals met on these days. Next year, more specifically monitor how the warm-up activity impacts heart rate during the rest of the class period.	Continue to use the 3' MHR test to better fit THRZ with students. Monitor, more closely all the activities (warm-up, game play, strength training...) students are doing when they are assigned time in the zone. Continue to review student reflections on the use of heart rate monitors and assigned time in the zone.	Continue current practices; Modify current practices.

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: Connectedness results from the 2016-2017 Student survey

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

SMART Goal Focus: Connectedness

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

Current Progress Data: Excellent student connectedness

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

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Varied Student Grouping, Attendance at activities, Connect with each student individually with respect to an activity they participate in outside the school day.	At the end of the year, a student said to me "Thank you for supporting us outside the classroom. We also appreciated that you encouraged other students to attend events, for example the State tournament. You always made it easy for students to make up missed work due to outside activities." I was asked to give the speech at the National Honor Society induction. They know I am a teacher who cares about them, overall, not just in the classroom.	Celebrate your success!

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

Names of Team Members: Amanda Tracy, Lori Taylor

School: Northfield High School

Baseline/Beginning Data: Data from 2016-2017 school year. Spanish I, 21% of students turned in all homework assignments. Spanish III, 32% of students turned in all homework assignments.

PLC Team SMART Goal: We will increase the percentage of our students in Spanish class who turn in their homework so that 50% of our students will demonstrate zero missing assignments as measured by our grade book by May 2018.

SMART Goal Focus: Homework

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

Current Progress Data: Our goal was to have 50% of our Spanish II and Spanish IV students demonstrate 0 missing assignments by May 2018. Our Spanish II classes had 54% of students (33/71) with zero missing assignments for the year. Our Spanish IV classes had 44% of students (22/61) had zero missing assignments for second semester.

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

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Amanda decreased the number of homework assignments given this year to see if by decreasing the number of assignments, the students would be more likely to turn in the assigned homework. Amanda did have a decrease in the number of students who had missing homework assignments. Last year she had 79% of her students with missing assignments...they had about 60 assignments for the year. This year the number of assignments was kept to 16 and she only had 46% of her	Decreasing the number of homework assignments seems to have more of an impact of getting the students to turn in the assignment rather than the variety of assignments. However, the number of students with multiple missing assignments has gone down in both teacher's classrooms. Amanda has 18% of students (13/71) with only 1 missing assignment. Of the 31 students who had missing assignments this year, 13 of them (42%) only had 1 missing assignment all year. Of the 31 students who had missing assignments only 7 of them (10%) had	Modify current practices.

students with missing assignments. Students were given a survey about how they felt about the number of homework assignments and the impact it had on their learning. 83% of Amanda's Spanish II students felt the amount of homework was just right. 48% of Amanda's Spanish II students felt their grade would be the same if they had more homework assignments. 31% of Amanda's Spanish II students felt their grade would be higher if they had more homework assignments. Lori kept her number of homework assignments fairly consistent with last year, but added more of a variety of the type of homework assignments. Last year Lori had 59% of her students with missing assignments. By varying the type of assignments this year...she had 56% of her Spanish III students with missing assignments. 86% of Lori's Spanish III students felt the amount of homework was just right.

more than 4 missing assignments. Of the total 1,136 assignments that could have been turned in this year for Amanda's Spanish II classes, there were only 76 missing assignments so only 6.7% of the total homework assignments were missing. That means 93.3% of the total number of Spanish II homework assignments for Amanda's classes were completed.

Lori has 22% of students (14/61) with only 1 missing assignment. Of the 39 students who had missing assignments this year, 14 of them (36%) only had 1 missing assignment all year. Of the 39 students who had missing assignments only 14 of them (36%) had more than 4 missing assignments. Of the total 1,769 assignments that could have been turned in second semester for Lori's Spanish III classes, there were only 119 missing assignments so only 6.7% of the total homework assignments were missing. That means 93.3% of the total number of Spanish III homework assignments for Lori's classes were completed this semester.

We struggled a bit to get started this year. We loved the new format of the feedback loop that Dr. Hillmann asked us to try this year. We feel much more ready to tackle that at the start of next year so we can hit the ground running. Our curriculum has changed so much over the past year and we are now focusing much more on the ACTFL standards. Lori and Amanda are attending a week long seminar this summer with world language guru Donna Clementi on developing formative and summative assessments and keeping the ACTFL standards in mind. This could have a huge impact on our next steps for homework completion and assessments. Once we have completed the seminar this summer, we will make plans for our next step so we can start next year with a strong direction.

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

Names of Team Members: Dylan Golla, Elizabeth Pfeiffer, Shawna Molloy, Laura Vind, Jamie Forbord, Anne Campbell

School: Northfield High School

Baseline/Beginning Data: Based on students current progress toward meeting their 66 social emotional and 47 organizational IEP goals.

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

SMART Goal Focus: Study, Social/Emotional Skills

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: 46 out of 50 students are meeting their goals for the areas of social/emotional. (92%)
29 out of 38 students are meeting their goals for organization. (76%)

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

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

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.
Using our specific lessons from our scope and sequence: Social/Emotional and Organization. Individualized teacher to student check-ins: behavior charts, student self-monitoring, daily work planners, reflective and revisionary checks.	Using our scope and sequence will allow us to better monitor and address all areas of student need in order to increase their overall success with social/emotional and organizational skills. We need to focus more on 4th quarter and how we can address the reduction in progress.	Modify current practices.

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

Names of Team Members: Tim Biegert

School: Northfield High School

Baseline/Beginning Data: Pretest (skill test) at beginning of semester. Striking and arc in SMAW.

PLC Team SMART Goal: Improve my welding student’s ability to strike an arc and run consistent stringer beads (SMAW) on base metal. As measured by a pre-test, post-test evaluation. Students will improve on this skill by 70%. This will be accomplished by the end of the 2018 spring semester.

SMART Goal Focus: Welding Skills

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: Post-test near end of semester. Striking an arc in shielded metal arc welding (SMAW)

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.
Through demonstrates, video links and peer coaching.	I believe the students require more practice in the development of the skills required. I think a “lock step” approach will help to develop the sequence of events that must take place to successfully strike an arc. The next time I instruct this course I will spend more time at the beginning of the semester walking the students through this sequence of events.	Modify current practices.

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

Names of Team Members: Tyler Balow, Jon Whitney, Emileana Graupmann

School: Northfield High School

Baseline/Beginning Data: In the previous years, we have taught up to the Renaissance/Reformation by the end of semester one, leaving us less time for more relevant and modern world history. Our goal is to reorganize and become more efficient, in order to reach a more current date in hopes of increasing student interest and engagement. We recently had students from the DYC address the social studies department with their ideas on how to address connecting history to their current lives. We thought this provided us a great opportunity to look at our curriculum and find ways to connect the material to students' lives today.

PLC Team SMART Goal: We will increase the percentage of our standards covered within first semester of our world history classes so that all students will demonstrate the ability to make historical connections to their lives today as measured by common assessment questions for every unit by the end of the 2018-19 academic year.

SMART Goal Focus: reorganize the current world history curriculum

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

Current Progress Data: We will not have any data collection until next school year

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We have added in an opportunity for students to be familiar with more modern world history with the change in our final format. We also added in modern connections within the remaining units of second semester.	Next year will be the big year to see how we have progressed towards our SMART goal. Students have enjoyed the connections to their current lives that we have added, as it makes the material seem much more relevant to them.	Continue current practices; Modify current practices.

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

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

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

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

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

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

Building/Program Goal Alignment: Robust core instruction.

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

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

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

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

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