

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

Names of Team Members: Jill Kohel, TJ Wiebe, Brynne Stellner, Kelly Foster

School: Northfield High School

Baseline/Beginning Data: During the 2018-2019 school year, Semester 1: 89% of Academy students earned credit in all 3 Academy classes {98% passed History, 89% passed English, and 96% passed Chemistry}

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 June 2019.

SMART Goal Focus: Credit Completion

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

Current Progress Data: During the 2018-2019 school year, Semester 1: 89% of Academy students earned credit in all 3 Academy classes {98% passed History, 89% passed English, and 96% passed Chemistry}

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Employing the pyramids of intervention, daily pull-out support with Kelly Foster, weekly SST meetings with full support staff, quarterly Academy Award celebrations, core courses are in close proximity.	We will continue to utilize the robust supports that are in place within the Academy to maximize students' credit completion. As always, we will monitor and adjust supports to best meet the needs of our students.	Continue current practices.

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

Names of Team Members: Scott Stanina, Jaci McKay, Jill Kohel

School: Northfield High School

Baseline/Beginning Data: We, with some frequency, paired 2-3 nonfiction texts per semester.

PLC Team SMART Goal: Goal: Increase nonfiction reading opportunities within literature units.

We will include nonfiction articles (including newspaper articles), essays, and informative texts in order to support interdisciplinary discussions, increased connection to real-world events, and more diverse opportunities for student writing.

Current Reality: English 9 students read some, but not much, nonfiction--and the nonfiction pieces are mostly about the fiction novels and used as a support for reading comprehension. ACT and college writing, as well as considering the types of reading and writing many careers require, is more nonfiction/technical in nature.

We believe students would interact with and understand our fiction texts on a more complex, mature level with increased opportunities to connect to the "real world," theory, or historical events.

We will measure our goal by marking how many nonfiction texts students read with and in support of fiction texts. We will raise the number of texts from 2-3 per semester to 5-6 per semester.

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: We found, read, and discussed a variety of texts and have found the following ones we like. Still more to do--especially with *Of Mice and Men* and *Romeo and Juliet* in semester 2.

Lord of the Flies

"Why do People Follow the Crowd"

"Zimbardo" Research Summary from Common Lit

2016 CDC Youth Violence statistics

Of Mice and Men

"The meaning of a word" by Gloria Naylor

Critical Essay by Thomas Scarseth

Fahrenheit 451

"I am Very Real"

"More Facebook Friends, Fewer Real Ones"

"Allegory of the Cave"

“Burning a Book”
 “Superman and Me”

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<p>Our goal focused primarily on finding the articles--but implementing and creating dynamic lessons for pairing and helping students make thoughtful connection and draw inferences from the articles and the text as a dialogue between fiction and nonfiction is really the next step. We all feel quite confident in doing this and making cross-subject connections and connecting across genre and history is something we are invested in for our students.</p>	<p>Next steps include pairing down other activities to make room for more nonfiction texts--what to we continue to do? What do we swap?</p> <p>Our next steps also include evaluating student success and ability to write about nonfiction texts. They currently do write about nonfiction, but not as much as fiction and that style along with MLA documentation for quotations continues to be challenging for many students.</p>	<p>Continue current practices.</p>

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

Names of Team Members: Daniel Taylor, TJ Wiebe, Patrick Riley, Jeanne Hanzelick

School: Northfield High School

Baseline/Beginning Data: No baseline data

PLC Team SMART Goal: 90% of students served under MTSS will achieve credit in Chemistry as measured by quarter and semester grades.

SMART Goal Focus: Chemistry

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: 89% of our MTSS students passed

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Bellwork/ringers Frequent reminders (communication with S120) of missing work When we started communicating with S120 and their study halls we decreased failing students from 26% down to 11%	This coming semester we will not wait until the end of quarter 1 to communicate missing work with other adults (S120, Sp.Ed. and study hall teachers)	Continue current practices

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

Names of Team Members: Sean DuBe, Bubba Sullivan

School: Northfield High School

Baseline/Beginning Data: Mid-Quarter 1 Grades: Sullivan Passing Rate in 10th Grade: 61/64 (95%), DuBe Passing Rate in 10th Grade: 95/97 (98%)

PLC Team SMART Goal: We will increase the percentage of students passing 10th Grade American Literature so that 95% of students pass the course at the end of the semester.

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: Semester Grades: Sullivan Passing Rate for Semester: 63/64 (98%), DuBe Passing Rate for Semester: 94/97 (97%)

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

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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.
<ol style="list-style-type: none"> 1. Use of accepting late work from students, especially large assignments. 2. Provide plenty of time in class to complete assignments. 3. Having students come in to make up work. 4. Using flex time to help students and make up work. 	<p>In both of our classes, we have worked hard to set students up for success in passing their courses. By providing support, an acceptable late-work policy, and encouraging making up work, our students have been quite successful in passing our courses. We still want to find ways to guide the 3-5 students who routinely fail classes in high school and help them pass as well.</p> <p>Our next step is to create a new goal that focuses on the turn-in rate for assignments in our courses.</p>	Create a new SMART goal.

	<p>While our passing rate is quite high, we've determined that many students do not turn in their assignments, but they do well enough to still pass our course. We want to find ways to get a higher turn in rate for 10th graders leading to more learning and understanding of the skills.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Karl Viesselman, Paul Eddy, Janet Smith

School: Northfield High School

Baseline/Beginning Data: Last year 100% of students earned a passing grade while we administered approximately 17.5 retakes per section during 1st semester.

PLC Team SMART Goal: We want 100% of students to earn a passing grade while decreasing the number of assessment retakes needed to attain that goal (compared to the previous year).

SMART Goal Focus: Math

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

Current Progress Data: Currently 100% of students are earning a passing grade while we are administering approximately 78 retakes per section.

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

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We have created better review materials and worked to align them more closely with curricular expectations.	You cannot accurately compare the results of one group of students to another. They have differing abilities and learn at different rates. We believe that is the reason our number of retakes administered is up from previous years.	Continue current practices.

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

Names of Team Members: Kevin Dahle, Ray Coudret, Mark Thornton, Jonathan Thompson

School: Northfield High School

Baseline/Beginning Data: Currently, zero percent of course offerings use self-assessment in a gradeless classroom setting.

PLC Team SMART Goal: We will increase the connectedness of our students to the subject matter so that 84% will indicate increased engagement in class and understanding of the course content as measured by student self-assessment by May 15, 2019.

SMART Goal Focus: Student connectedness

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: Ongoing, to be assessed prior to May 15 as indicated by our smart goal.

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Evaluated our formative assessments, student self evaluation of formative assessments, credit recovery strategies designed and implemented who do not demonstrate content mastery within the curriculum	Finding some difficulties given current cultural expectations and norms (from parents, students, and administration) with regard to grading and scores in a gradebook.	Continue current practices, Modify current practices.

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

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

School: Northfield High School

Baseline/Beginning Data: We are trying to get a better product from students when they complete group work. Our idea came out of frustration of students not always working well in a group setting, or turning in a less than stellar final product.

PLC Team SMART Goal: We were not required to complete one this semester, so we didn't create one.

SMART Goal Focus: Group work and communication, and other soft skills

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

Current Progress Data: We have used informal observations of group work throughout the semester. We looked for things such as soft skill improvement amongst students, effective communication within the groups, as well as better final products. Mrs. Graupmann chose the groups for the entire semester and reported that groups were much more focused and created better products. However, there was not as much brainstorming and collaboration with one another, because they were not working with their friends. Mr. Balow had a mix, where sometimes he picked the groups, and other times, he let students pick their own groups. His observations are that there was no change in the quality of the final products, but did notice increased focus when students were in groups that he chose. Mr. Whitney used several projects throughout the semester, and is still frustrated with the quality of work that is being turned in.

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We introduced different types of grouping, as well as icebreaker activities to promote better communication between students that are grouped together.	We believe that we still have more questions than answers at this point. In a world where students are more comfortable communicating via technology than in person, it is becoming more difficult to help students foster relationships with	Continue current practices, Modify current practices.

	<p>one another. We need to continue building a learning environment in which students are comfortable working with anyone in the room. With that being said, we did find that students were much more focused when working in groups chosen by the teacher, rather than in self-picked groups.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Mary Robia

School: Northfield High School

Baseline/Beginning Data: I am focusing on summative assessment data...so my baseline data includes summative performance on unit exams that took place early in the year:

1st hour: unit 1 class average 81%, unit 2 class average 80%

2nd hour: unit 1 class average 80%, unit 2 class average 78%

3rd hour: unit 1 class average 83%, unit 2 class average 81%

4th hour: unit 1 class average 83%, unit 2 class average 80%

PLC Team SMART Goal: We will increase academic performance of 11th and 12th grade AP psychology students so that 90% of students will demonstrate passing scores on cumulative summative assessments by May 2019.

SMART Goal Focus: Effective cognitive strategies for learning & remembering

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

Current Progress Data: By the end of first semester, we have covered 8 units, so the following data points are from the summative assessments from each class, for the most recent 2 units.

1st hour: unit 7 class average 80% unit 8 class average 84%

2nd hour: unit 7 class average 75% unit 8 class average 84%

3rd hour: unit 7 class average 73% unit 8 class average 84%

4th hour: unit 7 class average 80% unit 8 class average 88%

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<p>This semester I have been working on learning as well as implementing effective cognitive strategies for learning as outlined in the book "Make it Stick". Although most of my time has been spent reading the book and taking notes on the various data-driven strategies, I have also been working to brainstorm ways to incorporate these strategies into my class. I have been able to implement and emphasize some activities in hopes of encouraging students to utilize these practices in class as well as on their own.</p> <p>For example, I have increased the regularity of quizzing (implementing was the book calls retrieval practice) and decreased homework. For these frequent quizzes in class, I first ask students to attempt to answer from memory (utilizing retrieval practice) before they verify answers in their notes.</p>	<p>Although the data certainly fluctuates throughout the semester, my most recent unit assessments do display the highest level of student success...which informs me that these adjustments and practices are heading us in the right direction. My next steps include finishing the book "Make it Stick" and working to further implement the practices into my classroom routines.</p>	<p>Modify current practices.</p>

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

Names of Team Members: Mary Magnuson, Meghan Kuechenmeister

School: Northfield High School

Baseline/Beginning Data: Our baseline percentage will be the accuracy data from the previous year and the beginning of the school year.

PLC Team SMART Goal: We will increase functional money counting skills of students on our special education caseload so that 75% of the students will demonstrate an increase of 10% accuracy as measured by weekly individual data charts by May 2019.

SMART Goal Focus: Math

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

Current Progress Data: 25% of the students have demonstrated an increase

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Increased a student's count and get amounts from \$500 to \$1,000. This student's accuracy for getting amounts up to \$1,000 is now at 96%. The student's accuracy of counting amounts up to \$1,000 is at 77%. Accuracy for getting amounts up to \$500 was 91%. Accuracy for counting amounts up to \$500 was 72%. The student has improved with both their accuracy and the amount of money he/she is able to count. With more daily practice, one student was able to go from getting amounts of \$10 with 67%	Continue to practice counting and getting amounts of money until a higher level of accuracy is achieved.	Continue current practices.

<p>accuracy to getting amounts of \$50 with 91% accuracy. This is a huge gain for one quarter.</p> <p>With more frequent practice (going from 22 trials during 1st quarter to 71 trials during 2nd quarter) a student increased their count and get amounts from \$15 to \$25. The student went from an accuracy of 36% accuracy getting amounts up to \$15 to 68% accuracy getting amounts up to \$25. The student went from an accuracy of 36% counting amounts up to \$15 to an accuracy of 44% counting amounts up to \$25.</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Jody Saxton West

School: Northfield High School

Baseline/Beginning Data: Anecdotally, students who submit daily work late or not at all tend to have less academic success as measured by grades. While a portion of this correlation is due to the reduction in points possible to be earned on late work per my classroom policy, indicators suggest that student perceptions of feeling overwhelmed once they fall behind, or feeling like they don't have a means to explain why work is late and thus maintain a positive contentedness with me create a cascade that has a significant impact on both academic performance and feelings of connectedness.

PLC Team SMART Goal: By the end of semester two of the 2018-2019 academic year, students in my classes identified as having a tendency to not submit coursework on time will submit 50% more work on time.

SMART Goal Focus: Science

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: For each assignment submitted late (excused or otherwise) during Semester One, students filled out a short survey as to why the work was late. This has provided me with the baseline data I need to experiment with interventions during Semester Two.

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

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For each assignment submitted late (excused or otherwise) during Semester One, students filled out a short survey as to why the work was late. I responded to each with either the reduction in points per my classroom policy, or a response to the student as to why the late work was being	Students are incredibly honest about why work is late when the reason is simply that they did not do it on time, and they accept the point reduction as a natural consequence. Students are also not only honest, but many relieved, when they get a chance to explain the reasons behind the late	Continue current practices.

<p>accepted with no penalty. The conversations that were generated by this exchange were so meaningful; certainly in the context of helping the student get back on track academically, but more importantly as a connectedness piece. It helped me to understand my students' lives outside of my classroom, and helped many of them learn to communicate with me (and ideally other teachers) about topics that may not come up organically, which allow me to gain a perspective about their life and personal challenges and to respond with empathy.</p>	<p>work when a reason exists. I have had several relationships with students actually improve and become more genuine as a result of them having late work! I intend to continue this practice in the upcoming semester, and put more emphasis on having conversations earlier. Towards the middle/end of Semester One, I started looking at the amount of late work certain of my students had in other classes, and talking with the other teachers to exchange information about what interventions were and were not effective with that student. I want to implement this intervention earlier and more frequently in the upcoming semester.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Kim Slegers

School: Northfield High School

Baseline/Beginning Data: 94% of students FAILED the Nutrition Pretest on Nutrient Recognition (144/153 students)

7/153 students scored a D- (60%)= not passing

1/153 students scored a C- (70%)= passing. I spoke with this student and they were NOT confident in their knowledge and desired the same instruction as those students who did not pass this pretest.

1/153 students scored a B- (80%)= passing. I also spoke with this student and they stated that "they guessed" on most of the pretest and desired the same instruction as those student who did not pass this pretest as well.

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 a summative nutrition calorie category assessments by January 25, 2019.

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: Current Progress Data: 65% of students met the minimum requirement or above for passing the pretest. (98/151 students)

39/151 students failed the pretest- scoring 50% or below

14/151 students scored a D- (60%) not passing

98/151 students scored a C- (70%) or above "passing"

35% of students scored 60% or lower (53/151 students) and did NOT meet the standard

*two students dropped Health since September 15, 2018, or have an incomplete at the time of this write up

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<p>I believe the key piece was that learning checks were given formally and informally: skyward formative assessments, Schoology unlimited attempts practice quizzes, kahoots, in class list writing etc.. This feedback was vital to the student's ability to judge their own mastery of the content. Many times students were confident, but the formative assessment, especially in Skyward, revealed students had more learning to do to reach mastery.</p> <p>For the first time, I "required" that two practices quizzes in Schoology be taken until the score was 100%. These were assignments that went into the grade book in Skyward. This greatly increased the number of students using this method to gain feedback on their learning.</p> <p>Due to past class confusion on some topics, the notes I am now giving are more detailed and directly clear up "tricky" concepts as I able to help anticipate some common mistakes on assessments. I believe these notes were a good resource for students to access throughout the semester, but some students did not remember where to find their own notes.</p> <p>Four learning assessments were given as worksheets. If a student did not achieve the grade they wanted, they could "fix it" only by taking a short verbal quiz with me individually. This practice increased the student's mastery of content because they could ask questions directly in a private one-on one setting.</p> <p>I created more practice quizzes in Schoology. There are now six available.</p>	<p>I need to look to other resources to help students learn:</p> <p>I will talk with one ESL teacher regarding technology "learning games" so there is possibly more motivation to engage in the formative assessments.</p> <p>I need to chat with two folks in our district that can help me teach critical thinking. I need to increase my learning in that area.</p> <p>I created more practice quizzes in Schoology. There are now six available. I need to consider having students take these during our class time, however, due to FLEX, I have noticed we had less time to cover our curriculum and class time is at a premium.</p>	<p>Modify current practices.</p>

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

Names of Team Members: Leah Sand

School: Northfield High School

Baseline/Beginning Data: 0% of students know how to use a pedometer to determine MVPA minutes while walking.

PLC Team SMART Goal: I will increase the MVPA minutes of Walking for Wellness students so that 80% of students will demonstrate an increase in accumulated MVPA minutes during assigned walks as measured by FITstep Pro Pedometers by January 24, 2019.

SMART Goal Focus: Wellness

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

Current Progress Data: 50% or 29 out of 57 students showed increased in accumulated monthly MVPA minutes while walking.

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<p>1. 30 Step test - the 30 step test is designed to maximize the placement of the pedometer to ensure an accurate count of steps and MVPA minutes. 100% of students were able to identify the proper placement for their pedometer (anterior hip, back, lateral hip).</p> <p>2. Identifying MVPA threshold lab - used to determine the proper setting of the MVPA threshold. This threshold determines the amount of MVPA minutes that can be accumulated while walking. 58% of students were able to</p>	<p>In addition to the instructional practices outlined above, more information on the mental and physical health benefits of walking - how they are connected and how physical activity can benefit mental health and can help students better understand why MVPA is important and then better determine how to measure MVPA. Also, more intentional practice opportunities with the pedometer to understand the connection between intensity and MVPA.</p>	<p>Modify current practices.</p>

<p>consistently and correctly identify their MVPA threshold without assistance/redirection from the teacher.</p> <p>3. Mini-lectures on intensity and MVPA. What are they, what do they mean, how do we interpret them. 73% of students are able to describe how intensity impacts MVPA - and can list 2 ways to increase intensity while walking to accumulate more MVPA minutes.</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: Approximately 25% of the students do not consistently complete assigned Homework.

PLC Team SMART Goal: Approximately 25% of the students do not complete Homework assignments. Through direct intervention with each student in this category, the % of students who do not complete homework assignments will be reduced by half.

SMART Goal Focus: Science

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

Current Progress Data: Half of the 25% that did not complete assigned Homework Quarter 1 improved their Homework completion and as a direct result increased their Unit exam scores, and therefore their Semester grades were also positively impacted.

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.
One on one connection with students who do not turn in completed homework assignments. Specific encouragement and directed extra help outside of the class period in order to increase understanding of the concepts.	The group of students that do not complete assigned homework have as many reasons for non-completion as there are students. Each individual has different concerns and needs. Many students were receptive to the extra attention given to their specific circumstances and were willing to put in extra effort to match the extra effort I was making for their case. The importance of practice must be emphasized early in the semester, the students need to recognize that the homework assignments are designed for their benefit.	Create a new SMART goal.

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

Names of Team Members: Angie Kruse, Amy Randall, Christine Howard, Whitney Docken, John Schnorr, Ann Ackerman

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

Baseline/Beginning Data: not consistent procedures across district SLPs

PLC Team SMART Goal: We will increase the consistency of bilingual speech language assessments so that all speech language pathologists across the district will demonstrate consistent decision making procedures as measured by the use of the decision making matrix for at least 90% of the assessments completed by May 2019.

SMART Goal Focus: Bilingual speech-language evaluations

Building/Program Goal Alignment: Building and fostering relationships - commitment to social/emotional health for all.

Current Progress Data: Our goal was to use a decision-making matrix for at least 90% of the EL assessments completed. We have created the matrix and are currently working with district-wide psychologists and administration to implement it. Part of the matrix is using the new SALT Software (language sample analysis), which is in the process of being distributed to all school buildings. The IDEA Proficiency Test (IPT) has also been ordered to assist with determining language dominance.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We have created a decision-making matrix in conjunction with the district-wide school psychs, in order to follow consistent procedures for initiating bilingual evaluations. We have also ordered the SALT software for language analysis, and the IPT (to determine language dominance). These will be used as part of the new protocol.	Next steps include training with the new programs (SALT software and IPT). We will also meet with the psychs along with EL teachers in February to discuss processes for EL evaluations. We are also working to refine the questionnaire for teachers to gain more information about students' home language during the SST process.	Continue current practices.

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

Names of Team Members: John Sand

School: Northfield High School

Baseline/Beginning Data: 21% of students could name a medical career other than PT, ATC, or family doc. Most students did not know what else there was.

PLC Team SMART Goal: I will increase the knowledge and understanding of medical careers in sports medicine so that 90% of the students can name at least 4 careers other than athletic trainer, physical therapist, and doctor, by the end of the semester through a google form on January 23rd.

SMART Goal Focus: Career options in Medicine

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

Current Progress Data: On the final Exam 97% (39/40 students) could name two medical careers other than PT, ATC, and family Doc. They were also able to speak to a medical career as a possible career choice.

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
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.
Students had to select a career that was different than all other students in class. Once selected do some research and fill out a google form answering 13 questions about the selected career. Second all students had to review all 40 careers after I shared the form answers.	I was able to add a new piece of curriculum to my class that will allow career exploration in the medical field. This assignment will be repeatable in the coming years, with a few changes to allow a better understanding of career choice for my students.	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: Student 1 ACCESS 1.5 in Speaking

Student 2 ACCESS 1.7 in Speaking

Student 3 ACCESS 1.4 in Speaking

Student 4 ACCESS 3.4 in Speaking

Student 5 ACCESS 3.3 in Speaking

Student 6 ACCESS 1.8 in Speaking

Student 7 ACCESS 1.2 in Speaking

Student 8 ACCESS 1.2 in Speaking

Student 9 ACCESS 2.1 in Speaking

Student 10 ACCESS 3.1 in Speaking

Student 11 Screener 1.0 in Speaking

Student 12 Screener 1.0 in Speaking

Student 13 ACCESS 3.2 in Speaking

Student 14 ACCESS 3.7 in Speaking

Student 15 Screener 1.0 in Speaking

PLC Team SMART Goal: Students in my EL Non-Fiction class will increase their ability to speak comprehensibly in English as measured by classroom data using the WIDA speaking rubric as well as comparing ACCESS scores from this year to last year's data or this year's screener if a student is new to the US.

SMART Goal Focus: Speaking

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 scores are based on classwork using the WIDA speaking rubric

Student 1: 1.75 (+.25)

Student 2: 1.5 (-.2)

Student 3: 3.0 (+1.6)

- Student 4: 4.0 (+ .6)
- Student 5: 4.0 (+ .7)
- Student 6: Moved out of district
- Student 7: 2.0 (+.8)
- Student 8: Moved out of district
- Student 9: 3.4 (+1.3)
- Student 10: 3.75 (+.65)
- Student 11: 1.8 (+.8)
- Student 12: 1.9 (+.9)
- Student 13: 3.75 (+.55)
- Student 14: 4.0 (+.3)
- Student 15: 3.6 (+2.6)

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.
I have been using the Voicethread app, which allows students to speak into their iPads. They answer specific questions or make predictions orally into a machine, like they would for the ACCESS test. We have done a variety of oral language activities and presentations and students are asking for more.	I will continue to use oral language activities and presentations, but with more variety. I will possibly continue to use Voicethread, but it has a lot of bugs, so I have been looking at Flipgrid and plan to implement that in class this semester.	Modify current practices.

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

Names of Team Members: Craig Johnson, Mark Auge

School: Northfield High School

Baseline/Beginning Data: Last year we made our goal and this year we increased our numbers.

PLC Team SMART Goal: We will increase student semester grade % so that 92% of the students will demonstrate 70% proficiency or better, as measured by semester grades.

SMART Goal Focus: Increase science competency

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

Current Progress Data: 92% demonstrate 70% or better

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.
Utilizing MTSS for student support.	We are at 91.67% above 70% and that is very close to our 92% (Only one student).	Continue current practices.

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

Names of Team Members: Shari Karlsrud, Karen Nelson

School: Northfield High School

Baseline/Beginning Data: We are implementing this goal in our spring semester classes

PLC Team SMART Goal: We will evaluate the success of our Unit Review strategies for 5 teaching units each in order to determine their value and worth in improving test scores in each of our chosen classes. We will do this by using pretesting in all classes and then using the review strategies in one class and not using them in another section of the same class. We will then compare the test scores at the end of the five units and see what impact, if any, the current Unit Review Strategies have on test scores. In addition, once we have the test scores, we will use those to find areas where we need to enrich our curriculum content.

SMART Goal Focus: Test Scores/Best Use of Class Time

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

Current Progress Data: We tested the goal at the end of the semester and found that there was a score improvement of about 8% when we used updated review strategies.

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 dedicating one full classroom period to reviewing for tests using games such as Quizlet Live and Team Kahoot.	Based on our initial testing, we do feel that implementing our goal full force is a worthwhile use of our PLC time and our students' time.	Continue current practices.

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

Names of Team Members: Stephen Beaulieu, Vicky Chlan, Paul Eddy, Rachel Hoeffelt, Kristi Kortem, Janet Smith, Geoff Staab, Karl Viesselman

School: Northfield High School

Baseline/Beginning Data: I have no personal baseline data, but need the HS math class pass rate as comparison to my (and the HS) goal of 96% passing my classes.

PLC Team SMART Goal: We will increase interactive lessons in each unit to stimulate engagement and raise grades.

SMART Goal Focus: Math

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

Current Progress Data: Semester 1 I had 3 students fail out of 150 students. Pass percentage of 98%.

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.
I have implemented stations activities, scavenger hunt activities, SMART Lab assessments, and Schoology activities that students interacted with groups and the class in formatively assessing their growing knowledge. Without having real baseline data in the same environment, the impact is tough to assess. Informally, though,	I have seen some real positive impact. I feel like three great things happen as I increase interactivity and movement - the kids learn more, the kids enjoy class more, and I ENJOY CLASS MORE.	Continue current practices.

compared to previous classrooms I've taught more traditionally, the engagement level and academic success that has followed is noticeably higher.		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

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

School: Northfield High School

Baseline/Beginning Data: When students were presented with a pre Google survey, we found that 27.5% were aware and knowledgeable about careers and creative pathways.

PLC Team SMART Goal: We will increase students' knowledge and exposure to visual art resources and career opportunities for foundation level students in Art Foundation 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 January 2019.

SMART Goal Focus: To increase awareness and knowledge of the use of creative skills in the workforce and careers in the arts using examples of alumni and community friends

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

Current Progress Data: When students were presented with a post Google survey, we found that we found that 80% were aware and knowledgeable about careers and creative pathways.

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 created a very detailed and informed Google Slide presentation that we regularly share with our foundation students to build gradual awareness and promote conversation around creative career options. We use relevant and real life scenarios to impact learning and build knowledge around the use of creative skill in the workplace.	We want to expand the number of relevant examples, and more table discussions, and increase the percentage of students who have grown in knowledge over the course of the class time.	Continue current practices; Modify current practices.

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

Names of Team Members: Michelle Bauer, Ellen Mucha

School: Northfield High School

Baseline/Beginning Data: Grades and assessments from grade 10 American Literature

PLC Team SMART Goal: We will increase the consistency and effectiveness of learning in eleventh grade students so all students will work on standardized skills as measured by curricular expectations and final grades by June 2019.

SMART Goal Focus: Reading

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

Current Progress Data: Grammar and vocabulary tests; Unit tests; 70% passing goal for each student on each assessment

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.
weekly grammar instruction and practice; ACT preparation practice; common writing and reading assessments.	We will continue to differentiate our instruction and course materials to reach all learners.	Continue current practices.

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

Names of Team Members: Marnie Thompson, Lisa Battaglia, Carrie Duba, Jennifer Lompart, Lisa Krueger Robb, Tessa Kiesow, Greg Gianopoulos, Kathy Wiertsema Miller, Mark Ensrud, Deb Rasmussen

School: Northfield High School

Baseline/Beginning Data: In the 17-18 school year, 78% of students in intervention passed all of their core classes.

PLC Team SMART Goal: 83% of students in intervention will pass all of their core classes.

SMART Goal Focus: Credit attainment

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: In the 18-19 school year, 82% of students in intervention passed all of their core classes.

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

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<p style="text-align: center;">Key Instructional Practice</p> <p style="text-align: center;">Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p>	<p style="text-align: center;">Evidence of Impact</p> <p style="text-align: center;">Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p>	<p style="text-align: center;">Next Steps</p> <p style="text-align: center;">Indicate the action you have taken or plan to take based on your findings.</p>
<p>Key instructional practice include: ADSIS reading and math interventions, Achievement Seminar, structured study centers, standards level core classes, MTSS reading class, EL programming; as well as the Intervention PLC teaming that reviews student progress semimonthly and makes recommendations based on student data and evidence of need.</p>	<p>Continue current practices as we begin to study ways to intensify within the intervention. We will start by examining our students' progress after being placed in structured study centers.</p>	<p>Continue current practices.</p>

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

Names of Team Members: Lori Taylor and Amanda Tracy

School: Northfield High School

Baseline/Beginning Data: Less than 60% of our students scored an 80% or better on our initial listening performance assessment.

PLC Team SMART Goal: We will increase our students' listening performance skills so that 90% of our students will demonstrate an 80% or better as measured by the cumulative listening assessment developed by the teachers using the Descubre 1/2 listening passages from the lesson assessments by May 2019.

SMART Goal Focus: Interpretive Communication Mode

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

Current Progress Data: Spanish 3: 29% of 23 students have scored 80% or better on the listening performance assessment. Our goal is 90%. Spanish 1:

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We are implementing a variety of listening comprehension activities to increase exposure to more authentic conversations in the target language.	Students are able to pull out information when asked a simple question about 1 statement, we would like to move towards being able to answer a couple of questions on an entire monologue/dialogue where they have to listen to the ENTIRE conversation and answer questions both in English and in the target language based on the target conversation.	Continue current practices.

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

Names of Team Members: Doug Davis

School: Northfield High School

Baseline/Beginning Data: Beginning Reality:

Team Sports Period 3 (25 students) - Meeting daily goals for time in Health Enhancing (THRZ): 5 different days collecting data. Percentage of students meeting daily goal. 9/14: 41%, 9/18: 52%, 9/20: 60%, 9/25: 47%, 10/2: 81%

5 days: Avg: 56.2% of students meeting daily goals

Team Sports Period 4 (28 students) - Meeting daily goals for time in Health Enhancing (THRZ): 5 different days collecting data. Percentage of students meeting daily goal. 9/14: 62%, 9/18: 64%, 9/20: 66%, 9/25: 46%, 10/2: 53%

5 days: Avg: 58.2 % of students meeting daily goals

Mega Rec Period 5 (31 students) - Meeting daily goals for time in Health Enhancing (THRZ): 5 different days collecting data. Percentage of students meeting daily goal. 9/14: 80%, 9/18: 73%, 9/20: 76%, 9/25: 64%, 9/26: 64%

5 days: Avg: 71.4% of students meeting daily goals

PLC Team SMART Goal: I will increase the student understanding of activity levels and intensity of exercise of students in grades 10 - 12 (Elective PE Students) so that 80% of the class will demonstrate activity levels that assure meeting daily class goals as measured by the IHT Zone Monitor 75% (avg 3 out of 4 class periods) of the time by January, 2019.

SMART Goal Focus: Increased levels of participation as reflected in IHT Zone Monitor Data.

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

Current Progress Data: Team Sports Period 3 (22 students) - Meeting daily goals for time in Health Enhancing (THRZ): 10 different days collecting data. Percentage of students meeting daily goal. 12/13: 66%, 12/7: 66%, 12/5: 52%, 12/3: 78%, 11/30: 70%, 11/29: 78%, 11/20: 72%, 11/16: 80%, 11/15: 50%, 11/13: 47%, 11/9: 70%, 11/4: 63%

12 days: 80% of students met goal 1 time out of 12 days listed. Over 70% of students met goal 6 times out of 12 listed.

Team Sports Period 4 (28 students) - Meeting daily goals for time in Health Enhancing (THRZ): 10 different days collecting data. Percentage of students meeting daily goal. 12/13: 64%, 12/7: 56%, 12/5: 57%, 12/3: 60%, 11/30: 69%, 11/29: 66%, 11/20: 77%, 11/16: 58%, 11/15: 60%, 11/13: 55%, 11/9: 54%, 11/4: 72%

12 days: 80% of students met goal 0 times out of 12 days listed. Over 70% of students met goal 1 time out of 12 listed.

Mega Rec Period 5 (31 students) - Meeting daily goals for time in Health Enhancing (THRZ): 10 different days collecting data. Percentage of students meeting daily goal. 12/13: 85%, 12/7: 75%, 12/5: 81%, 12/3: 79%, 11/30: 79%, 11/29: 73%, 11/20: 74%, 11/16: 89%, 11/15: 86%, 11/13: 88%, 11/9: 87%,

11/4: 77%

12 days: 80% of students met goal 6 times out of 12 days listed. Over 75% of students met goal 10 times out of 12 listed.

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.
Students were given many opportunities to use IHT Zone Monitors to measure levels of intensity in class throughout the class. Students were given choice at key times throughout class to tailor exercise session to personal goals. Structured warm-ups (Tabata, Cross Fit) used to help provide intense levels of exercise.	The success of the IHT Zone as a tool to measure intensity levels in class was heavily influenced by class type and relative fitness levels of students in the class. The Mega Rec class had more students who were generally "less fit" than the Team Sports classes. So, daily exercise levels were easily met in Mega Rec classes because the students received adequate fitness level challenges and types of activities that allowed them to meet daily goals. I will have to modify and adjust some activities for Team Sports classes, which have generally "more fit" students, to provide challenges for those students to meet their current fitness levels and needs.	Continue current practices; Modify current practices.

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

Names of Team Members: Casson

School: Northfield High School

Baseline/Beginning Data: In September students recorded a two-minute baseline Cultural Comparison Presentation with test times using the publicly-available 2012 AP Free-Response Question. This question asked them to compare the kinds of arts activities for young people

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 (2 Min. Cultural Comparison) by May 2019.

SMART Goal Focus: World Language: 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: On Nov. 11, after we hosted a group of students from Max Planck Gymnasium in Germany, our AP students recorded a second sample two-minute Cultural Comparison. Their fluency, vocabulary, accuracy, and cultural understanding had improved immensely, both in terms of content and language fluency. Being with our visiting Germans gives students' language and confidence to use it an incredible boost. We will keep working on it, but we are on track.

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.
Hosting German exchange students, practice with an organizational structure for the Cultural Comparison, examination of sample student answers released by the College Board, participation in "Fish Bowl" discussions to practice speaking on the spot	Students are gaining on the 4-level performance and if we keep at it, most of them should get there by May 9th, the date of the AP German Language and Culture Exam this year.	Continue current practices, Modify current practices.

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

Names of Team Members: Mark Voitalla

School: Northfield High School

Baseline/Beginning Data: Out dated material

PLC Team SMART Goal: Bring up to date our current operation and safety worksheets for shared content areas of Technology and Engineering

SMART Goal Focus: Improve curriculum

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

Current Progress Data: Currently about 50% complete in the construction curriculum (Woods I, II)

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.
Reflect on the process of machine operation and safety. Emphasize key procedures that students have been struggling with.	Continue to create lesson plans and update current material.	Modify current practices.

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

Names of Team Members: Michelle Sonnega

School: Northfield High School

Baseline/Beginning Data: Because I have not been able to get through the book yet, there is no baseline data. We have rarely had time to actually work in our PLC's.

PLC Team SMART Goal: There will be a 50% increase in RACE paragraph writing grades by the end of the year after starting Note and Notice reading strategies.

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: see above

Has your PLC made progress on your SMART goal? No, we have not seen progress toward this 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.
See above note.	I would like to see some consistent use of PLC's for what they were intended for. Right now, we have been using them primarily for CCR and other staff concerns.	Reflect and rewrite the SMART goal.

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

Names of Team Members: Denise Halvorson

School: Northfield High School

Baseline/Beginning Data: 50%

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

SMART Goal Focus: Listening

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

Current Progress Data: Waiting on data

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

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

Key Instructional Practice	Evidence of Impact	Next Steps
Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Indicate the action you have taken or plan to take based on your findings.
Increase intentional listening, comprehension.	Try to implement the communicative methodology.	Modify current practices.

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

Names of Team Members: Katie Hanson, Laura Vind, Danielle, Crase, Angie Lynch, Jamie Forbord, Dylan Golla

School: Northfield High School

Baseline/Beginning Data: Students involved in extracurricular activities via survey results: 46.3% are involved in a school related activity and 31.3% are involved in an activity outside of school. (This data reflects activities throughout the year).

PLC Team SMART Goal: The NHS Resource Room Special Education PLC will increase student involvement by 10% from baseline survey date, in extracurricular activities (sports, clubs, music, etc.) for students on an IEP at NHS (grades 9-12) as measured by survey results by June 2019.

SMART Goal Focus: Inclusion

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: 25.6% are involved in a school related activity and 22.3% are involved in an activity outside of school. (This data reflects their current involvement and not activities done in the fall or spring).

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.
We have presented FLEX options to students. We met with administrators about how our students can better utilize their FLEX. We discussed adding clubs to FLEX time. We have been working with NHS for Unified Prom. We have collected data on why students are not involved after school.	We concluded we need to be more consistent with our data collection methods. We will present students with more after school options to our students and have them problem solve barriers.	Refine data collection to better inform practice.