

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

Names of Team Members: Rachael Langer, Anne Jarvis, Diane Frederick, Dan Meyers

School: Northfield Middle School

Baseline/Beginning Data: 54% of our 6th graders are at the Basic level or higher in the IM quantiles at the beginning of 6th grade.

PLC Team SMART Goal: We will increase math quantile performance levels of all 6th grade students so that 70% will demonstrate Basic or higher performance levels as measured by the Imagine Math benchmark assessment by May 2018.

SMART Goal Focus: Math

Building/Program Goal Alignment: Northfield Middle School will have an increase of 5% of all students in grades 6, 7 and 8 who show positive growth on their State MCA III Reading and Math Test during the 2017-18 school year.

Current Progress Data: 75% of our 6th graders are at the Basic level or higher in the IM quantiles at the end of 6th grade.

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.
Custom made pathways on the Imagine Math program and weekly requirements to finish lessons in IM	We are pleased with the growth that has been shown by our students. We will continue our current practices as well as implement different incentive programs to keep our students focused and motivated in the future.	Celebrate your success!

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

Names of Team Members: Monika Burkhead, Alysha Lundquist & Linda Kovach (Rhea Mehrkens Sept.-Dec. 2017 then went on maternity leave).

School: Northfield Middle School

Baseline/Beginning Data: We administered the Fall 2017 Reading/Writing Survey. Our results are as follows: 76.8% of the students enjoy reading; 58.8% view themselves as readers and 81% of the students read every day. 68.3% of the students enjoy writing; 39.5% view themselves as writers and 5.3% write every day.

PLC Team SMART Goal: Northfield Middle School will have an increase of 5% of all students in grades 6 who show positive growth on their State MCAIII Reading Test during the 2017-18 school year.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Northfield Middle School will have an increase of 5% of all students in grades 6, 7 and 8 who show positive growth on their State MCA III Reading and Math Test during the 2017-18 school year.

Current Progress Data: Students took the MCA-III Reading test in April 2018. We had amazing results. When we looked at growth targets, we found 68% of the students met their growth target! Whereas 54% met their growth target in 2016-17. The following is a breakdown by percentages of Exceeds, Meets, Partially Meets and Did Not Meet on the 2018 Reading MCA-III Standards: 43% Exceeded, 42% Met, 11% Partially Met and 5% Did Not Meet. An even further break down of the data results revealed that 25% of the 173 reading students increased one or more levels on the MCA-III Reading.

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

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We implemented an internet-based individualized reading program called Reading Plus. Students accessed it on their iPads. This program reinforced reading efficiency along with comprehension. Students challenged themselves from a grade range of 2nd grade through college. It offered something for all readers. On average, students needed to accomplish 3-4 SeeReaders each week. The students could choose books from a variety of genres.	In the reading class, we will continue to use Reading Plus and have students complete 3-4 SeeReaders per week. I will continue to offer countless book talks, book tastings and Million Words Clubs. This past year 966 books were checked out from my classroom library. A total of 2,079 books were read by students that recorded them on the Million Words Club and 27% of our readers read at least one million words! It is critical to be able to pair students with the right	Celebrate your success!

In addition, a few other key instructional practices were implemented, namely: Million Words Club, Book Tasting and a dedication to adding diverse literature in my classroom.

Also 6th grade writing teachers utilized Mentor Texts. Mentor texts and instruction show examples of good writing and literature which the students model and recognize in other texts they read themselves. "As writers we can learn from reading especially by trying what other writers accomplish successfully." The connections "between reading and writing can be powerful and can underscore the importance of writing well." Mentor texts allow us as teachers to model and enhance quality writing. Writing teachers found mentor texts and used them in various writing activities throughout the year. These activities were: memoirs, conclusions, introductions, haiku, argumentative writing, service project - military cards, persuasive writing, writer's workshop. Quotes from "Using Mentor Texts to Teach Writing with the Traits - Middle School" by Ruth Culham, James Blasingame, Raymond Coutu.

books!

When the writing classes retook our survey in the Spring we saw a drop in the enjoyment of writing by 4.3%, however we saw an increase in the amount of writing students do outside of school by 3.6%. Also we saw an increase in students that viewed themselves as writers by 3.7%. We will continue to use mentor texts. Our hope is that through reading and listening to quality texts, the students will enhance writing skills and practices.

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

Names of Team Members: Amy Tacheny, Chris O'Neill, Rebecca Lorang

School: Northfield Middle School

Baseline/Beginning Data: Students started off writing minimal complete sentences and knowledge of key content in the Minnesota Social Studies Standards for grade 6.

PLC Team SMART Goal: We will increase the key vocabulary that demonstrates content knowledge as used in the year-long Minnesota A-Z book of 6th grade Minnesota studies students so that 80% of students will demonstrate proficiency using key vocabulary as measured by the completed pages of the Minnesota A-Z book by May 2018.

SMART Goal Focus: Reading

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

Current Progress Data: Students have made marked improvements in their content knowledge as reflected in their improved sentence formation to reflect their learning.

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

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COMMON PACING, vocabulary development, hands-on activities, research-based activities	Students have benefited greatly from the common pacing between Team 1 and Team 2. With this, students were able to receive robust core instruction as a result of the teamwork between the two teachers.	Continue current practices.

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

Names of Team Members: Heather Kuehl, Jan Ensrud

School: Northfield Middle School

Baseline/Beginning Data: MCA Scores from Spring 2017 (for our current students)

PLC Team SMART Goal: Northfield Middle School will have an increase of 5% of all students in grade 7 who show positive growth on their State MCA III Reading Test during the 2017-18 school year.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Northfield Middle School will have an increase of 5% of all students in grades 6, 7 and 8 who show positive growth on their State MCA III Reading and Math Test during the 2017-18 school year.

Current Progress Data: Reading Plus Data and Preliminary MCA data

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

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--Implementation of weekly in-class Reading Plus instruction time --Individual student conferencing to discuss Reading Plus progress --Whole-group remediation as needed based on Reading Plus data --Close analysis of current curriculum to realign our instruction to make time for Reading Plus and focus on standards not addressed through Reading Plus (for example, realigning Tom Sawyer unit to focus more on the literature standards since Reading Plus was addressing vocabulary and informational texts and combining our persuasive writing and research writing units)	--According to Reading Plus Benchmark 2 Assessment data, over 75% of our students have shown positive growth and made gains in reading proficiency levels at the mid-point of this program. --We have also seen significant growth in comprehension levels, vocabulary levels, and reading rates. --We are excited about the positive impact this program is having on our students. --Tom Sawyer assessment scores were higher than last year's, indicating a better understanding of the literature standards than in previous years; anecdotally, student achievement in the persuasive/research writing unit was much better than	--Next steps include maintaining high levels of participation and motivating students to complete the program to fidelity. --Also, we noticed a strong correlation between students who were working at or above grade level in Reading Plus and their pass rate on the MCA. The sooner we can get students to grade level texts in Reading Plus, the better. --In preparation for next year, we have already come up with a plan to accommodate students who have already "passed out" of the Reading Plus program.

	<p>last year.</p> <p>*Since we do not have the Z Scores from the MCA test at this point, we will have to wait until fall to see if we met our goal or not.</p> <p>*According to Reading Plus data, our students averaged a gain of 3.6-3.9 reading levels and increased their silent reading rate by an average of 115 words per minute.,</p> <p>*Preliminary MCA data shows that 70% of the 7th grade students met or exceeded on the spring MCA test. The past three years have been 65%, 63%, and 64%, so we know we have moved the needle.</p>	<p>Continue current practices, Modify current practices.</p>
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Katrina Meehan, Amy Allin

School: Northfield Middle School

Baseline/Beginning Data: Quarter 3, an average of 12% of students earned 70% or higher on the quarter pre-test. Quarter 4, 48% of students earned 70% or greater.

PLC Team SMART Goal: We will increase students' science skills and knowledge so that the percentage of students scoring 70% or higher on quarterly pre-tests is increased by 50% or more on quarterly post-tests.

SMART Goal Focus: science

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

Current Progress Data: On the quarter 3 post-test, 78% of students scored 70% or greater, an increase of 66%. On the quarter 4 post-test, 80% scored 70% or greater, an increase of 32%.

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.
<p>Students complete Schoology Practice quizzes, including one at the end of the unit. For the last practice quiz, students complete a reflection, analyzing how many questions they missed per learning target. We follow this with a targeted review, stations in the lab designed to review each learning target separately.</p> <p>We distribute review packets to some special education teachers and the English language teachers to use to help students prepare for tests.</p>	<p>A possible explanation for our results indicate that students have much less prior experience with our quarter 3 topics, genetics and microbiology, than our quarter 4 topics, plants and animals. This enables them to score more highly on the pre-test. In addition, quarter 4 emphasizes science skills, which we have worked on all year long.</p> <p>A majority of our students are learning, showing growth and success in 7th grade science. However, we have a stubborn minority that is not. We are struggling with how to engage, motivate, and help them succeed.</p>	<p>Modify current practices.</p>

	<p>We will no longer be distributing review packets to the after school youth center program as it is not an effective time for students to practice key learning targets. Instead, we will encourage our Flex study hall students to use them. We are both serving on a committee next year to try to implement Flex for all students.</p> <p>We will send a newsletter to parents each unit to better inform them of expectations, upcoming events, etc. It seems that not many parents are accessing information via Schoology.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Ann Jerdee, Jane Weiland

School: Northfield Middle School

Baseline/Beginning Data: We will use their MCA Reading scores from spring of 2017 as our baseline data. In seventh grade, these students had a passing rate of 64.1% on the MCA Reading test.

PLC Team SMART Goal: We will increase reading scores of 8th grade students so that all will demonstrate 5% growth as measured by the MCA Reading test by spring of 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Northfield Middle School will have an increase of 5% of all students in grades 6, 7 and 8 who show positive growth on their State MCA III Reading and Math Test during the 2017-18 school year.

Current Progress Data: In eighth grade, these students had a passing rate of 67% on the MCA Reading test.

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

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We updated our novel and play unit study guides to align with reading standards and skills. We increased the amount of in-class choice reading time and independent reading time.	We will continue to revise our "To Kill a Mockingbird" novel study guide. Offering choice reading and independent reading time in class, as well as teacher read alouds, will facilitate skill development, fluency, and discussion.	Continue current practices.

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

Names of Team Members: Erin Brush, Tina Dokken

School: Northfield Middle School

Baseline/Beginning Data: According to the Fall MAP test, 21% of the 7A students were predicted to meet standards.

PLC Team SMART Goal: Term 1: We will increase the predicted percentage of Pre-Algebra 7A students likely to meet standards on the spring 2018 math MCA, to 30% on the winter 2018 MAP, up from 21% on the fall 2017 MAP.

Term 2: We will increase the percentage of Pre-Algebra 7A students that meet standards on the spring 2018 math MCA to 39%, up from our 30% goal for the winter 2018 MAP test.

SMART Goal Focus: Math

Building/Program Goal Alignment: Northfield Middle School will have an increase of 5% of all students in grades 6, 7 and 8 who show positive growth on their State MCA III Reading and Math Test during the 2017-18 school year.

Current Progress Data: We did not meet our Term 1 goal with the fall MAP scores, but we did meet our Term 2 goal with the MCA scores. The fall MAP predicted that 21% of our 7A students would meet standards. Our winter MAP scores predicted that 16% of our 7A students would meet standards, which is a drop of 5% from the fall. However, our MCA results this spring exceeded our goal. 44% of our 7A students met standards on the MCA, which is 5% higher than our goal!

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.
<p>We have continued to shorten the lesson notes so they can have more time for homework in class. We also shortened the homework assignment so they are more encouraged to finishing each problem.</p> <p>We changed some of the pacing to get to the MCA review faster, mainly due to the snow days. We used 1 practice day instead of 2 for some units, we combined a couple MCA lessons, and we shortened some MCA hw assignments to about 10 questions</p>	<p>We see more success in homework completion with the shortened lesson notes and more time for homework in class. This was also observed during the MCA unit when we shortened the homework to 10 questions. They had more confidence in their abilities to complete homework and stay caught up.</p> <p>Since we have shortened the amount of time till a test, we are seeing better test scores and better</p>	<p>Continue current practices and work on implementing additional steps as follows:</p> <ul style="list-style-type: none"> - Try to Start a new group that would involve meeting on a monthly basis with Elementary teachers to communicate what strengths and weaknesses we see once they arrive at the middle school. - Making sure in the beginning of the year we have identified the struggling students, and not just based on MAP scores, so we can get them

<p>each. We found that more students had success and confidence with the shorter assignments. We also had more time for the MCA Combination Problem worksheets.</p> <p>We broke up units to cover 1-2 topics as opposed to covering 3-4 topics. We found that shortening the units helped with knowledge retention from one unit to the next.</p> <p>During practice unit tests and MCA practice worksheets, we had students working with a partner of a similar processing speed so they could collaborate and talk through the math problems.</p> <p>For our 7A classes that struggle to work both individually and with a partner, we utilized guided group practice to increase focus and productivity. We carefully selected problems for the students and constantly kept them efficient and making progress. We would tell them to do certain questions, check their answers, then move on to the next problems.</p> <p>We used spiral review in our curriculum planning, so the students saw topics 3-4 times throughout the year (during unit, in other units, during MCA review lessons, in MCA Combination Problem Review worksheets).</p> <p>This year we also graded the MCA Combination Packets based on questions they answered correctly in a Schoology quiz. Full credit was only given to students who received 80% or higher, so students were encouraged to revisit and re-do the problems they got wrong to achieve mastery. Students were held responsible to not only complete the review work but also complete it correctly.</p> <p>We continued adding sections on vocabulary to most tests, to help students recognize mathematical vocabulary words that they'd see on the MCA.</p> <p>We are working on the MCA combination problems review packets to be shorter in length to ensure they attempt every problem. Extra practice will then be provided at the end of these packets for faster processors. Also, the MCA packets are a reasonable workload for 7AA, but need to change some of the 6</p>	<p>retention of knowledge from one unit to the next.</p> <p>We saw students' confidence in their math skills increase when working with a partner of a similar processing speed. They learned from each other, and gained a better understanding by talking through the problem. The guided practice helped students work more efficiently. We saw that the students who struggled to get anything done during class would actually finish entire packets.</p> <p>Our spiral review helped students retain the 7th grade math standards throughout the entire year.</p> <p>The focus on vocabulary helped students understand word problems with difficult vocabulary words. They also had more confidence when approaching a word problem.</p> <p>Students utilized the IXL app on their iPads to practice skills that need the most work (using their results on the winter MAP). They felt like they were having success because the app shows their progress and the skills they have mastered.</p> <p>Grading the MCA Combination Packets increased the number of completed packets and also raised scores. Students were motivated to do their best and ask questions for problems they did not understand.</p> <p>Requiring unit test re-takes for any student that scored below 80% helped to make sure every student mastered every standard in 7th grade. The re-teaching, extra practice, and second chance increased confidence in students that have low self-esteem in their math skills and they were excited to see their grade rise and skills improve. The second chances also helped with retention for these students, and they had more success in other units, as opposed to feeling always behind.</p> <p>The Pre-Tests helped students learn how to study for math tests. They were able to see which types of problems they have mastered and which types of problems still need more practice. They asked questions and got more practice on the harder</p>	<p>the help they need immediately. Not just waiting until we see their first test score. Once we identify these students, then we can focus on:</p> <ol style="list-style-type: none"> 1. Making sure they are enrolled in MTSS. 2. Working with the Youth center to make sure they have the proper tools to help assist these students (Having these students sign up for "Think Through Math" or "IXL" or other helpful math apps) 3. Calling parents and set up a consistent schedule where they can come after school for one on one help. 4. Meet with Torch teachers in the beginning of the year to familiarize ourselves with the incoming 7th graders that may have experienced struggles in math. Also, educate Torch teachers about the 7th grade math curriculum so they can better support our students. 5. Continue working with the WILL program so they can support our students with homework completion, test completion, and test re-takes. 6. Meet with 6th grade math teachers and get a list of students who struggled in their classes. Also, look over their math placements at the beginning of the year to make sure every student is set up for success. We had a similar meeting at the beginning of this year, and the placement was really good. 7. Utilize study hall to give extra support to students who struggle in math. 8. Educating parents about how they can support their children (how to check grades, how to check if homework quizzes are completed, how students can fix problems on homework quizzes to regain points). <p>Hopefully administration can find a way to spread out special ed and EL students so they aren't all in one class. 30 is too many to feel like you are making a difference.</p> <p>When a student is new to the district, see if they qualify for MTSS right away. Use MCA calculator throughout entire year so students are more familiar with the buttons.</p> <p>Shorten MCA assignments for 7A (more manageable, build confidence) - also shorten</p>
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<p>MCA review packet problems. They need to be shorter and not as many of the same type.</p> <p>On every unit test, we set a goal for every student to achieve 80% or higher, indicating that they mastered the topics. After every test, we made a list of all the students that scored below 80%. We did some re-teaching and provided more practice for those students, during times that were convenient for those students (class time, study halls, before/after school, etc.) and had them re-take the test.</p> <p>After we completed a unit but before we started reviewing for a test, the students all took a pre-test to see where they are. Their scores were beneficial to both teachers and students. We were able to focus on students struggling with the pre-test during the review, and we found that they received higher test scores. The students could focus on the problems they got wrong while reviewing to learn from mistakes and master the topics before the test.</p> <p>A couple weeks before the MCA, we had the students start practicing using the MCA calculator (found in the Item Sampler on their iPads). We aim to use this calculator the whole year next year, because the students need more practice and familiarity with some of the buttons (square root, exponents, etc.)</p> <p>With each student, we set goals using their winter MAP scores. We looked at growth, areas of strength, and areas that need improvement so that we could build their confidence before MCA Review. Then, we utilized IXL to practice the standards that need most practice.</p>	<p>problems. The Pre-Tests also helped us as teachers know who needs the most focus during work time. We sat next to the students who failed the Pre-Test to re-teach topics and make sure they know what they're doing.</p> <p>It was helpful for the students to see the MCA Calculator prior to taking the MCA. The square root button and exponent button look very different than the iPad calculators, so they knew what to look for when taking the MCA.</p> <p>Setting goals using the winter MAP scores helped build confidence in the students and ensure them that we are here to support them every step of the way. The focus on growth helped them set goals on which topics need the most work and see the reason why our MCA Review is so important. The winter MAP predicted that only 16% would meet standards. However, after our goal setting, confidence building, and a lot of MCA practice, 44% of our 7A students met standards!</p>	<p>MCA Combination packets</p> <p>Include more visuals, activities, acronyms, and raps to the lessons to increase student engagement.</p> <p>Next year we understand that Diane Frederick will be using our 7th grade curriculum instead of the Transmath curriculum. We believe this will help expose her kids to more 7th grade standards. We anticipate that more kids will be successful on the MCA. The "Does not meet" students from this year's MCA results by teacher were as follows: Dokken had 3, Brush had 4, Frederick had 12, and therefore we believe having a consistent curriculum across the 7th grade class will lower the amount of students in this category. Our goal is to invite Diane to join our PLC group next year so we can share teaching strategies, and help her navigate the 7th grade math curriculum we currently use.</p> <p>We would like to explore the possibility of having 7A at the same time so we can move kids back and forth between Dokken's and Brush's room. We can separate many ways including fast/slow processors, boys/girls, etc., to better support students.</p> <p>We would like Dan Meyers to have a study hall next year instead of lunch duty. He would be able to help support students as they catch up on math homework assignments, prepare for tests, or re-take tests.</p> <p>Smaller class sizes, so 7A students are not lost in the shuffle. If we have large classes, there are only so many students that we can get to during work time or practice test time. We have seen in our data that are smaller classes are more successful on the MCA.</p> <p>An EA in each 7A math class would help to support more students as well. We can reach more students' questions, and we have more opportunities to group and split up students during work time to provide small group support. Next year Hope recommended we focus our</p>
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		<p>Smart Goal on a specific group.</p> <p>The OLPA test was not available this year so we had out students take the winter MAP. We were able to show ranges and compare it to what their MCA score would have been. I don't think taking up 2 days for this test was beneficial. We will make sure they have their 6th grade MCA score and focus on where they need to be score wise from a 7th grade standpoint.</p>
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Darrell Sawyer, Curt Mikkelson

School: Northfield Middle School

Baseline/Beginning Data: We gave a current events quiz at the start of the year that measured their knowledge of current events over the summer. Students scored an average of 41.27%.

PLC Team SMART Goal: We will increase our students' knowledge and awareness of world current events so that 80% of 8th grade students will demonstrate awareness of 85% of current events as measured by a short quiz given each semester.

SMART Goal Focus: Knowledge of world current events.

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

Current Progress Data: Students scored a 95.56% on the semester two current events quiz.

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

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We made a strong effort to talk about major current events that took place here and abroad. We stressed the importance of these events and discussed them and how they related to other current topics. Mapping them on their Google map also added to their level of understanding.	We learned that having the students keep a current events map journal with a short description of each current event was beneficial to their learning. We also gave quick formative assessments and often re-visited the topics and related them to new issues that came up. We will continue this practice as we move forward.	Celebrate your success!

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

Names of Team Members: Tammy McDonough, Craig Croone

School: Northfield Middle School

Baseline/Beginning Data: Last year we scored below expected school performance on 4 benchmarks: water cycle, length of day, moon phases, and eclipses.

PLC Team SMART Goal: Students will score near or above expected school performance on all Earth Science benchmarks on MCA III.

SMART Goal Focus: Science

Building/Program Goal Alignment: Northfield Middle School will have an increase of 5% of all students in grades 6, 7 and 8 who show positive growth on their State MCA III Reading and Math Test during the 2017-18 school year.

Current Progress Data: The specific earth benchmark results will not be known until this summer. Preliminary indications however are excellent. We do know that approximately 63% of our 8th graders either meet or exceeded the state standards on the MCA II's this year (May 2018). This is up by 11% +/- from a year ago.

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

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1. We modified and improved our earth science review. 2. We instituted an incentive process for the MCA III test. 3. We administered the MCA III in our classroom.	We will continue to focus on the standards, but we feel that both our incentive process and administration of the test in the classroom had the greatest influence on our MCA III results.	Continue current practices.

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

Names of Team Members: John Bade, Rafael Estrella

School: Northfield Middle School

Baseline/Beginning Data: 0% as we have not presented specific learning targets as a focus of our instruction.

PLC Team SMART Goal: We will increase the understanding and recognition of the Middle School Art learning targets of 6th, 7th, and 8th grade students so that 75% will demonstrate the ability to identify learning targets for each of our units as measured by teacher observation, classroom and individual discussions, and project proficiency by June 2018.

SMART Goal Focus: Art

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

Current Progress Data: 90% of our students are effectively responding to the learning targets for each project. Class and individual discussions have revolved around the specific learning targets focusing on what the students have learned or will be learning. Consistent reinforcement of the targets has been provided while working on individual projects. Students have had a secure understanding of what is to be learned during the projects.

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.
The following key instructional practices have made an impact in meeting our goal. PowerPoint refinements, focused discussions with students on learning targets, consistent feedback on student progress, and increased visual reminders for both learning targets and process.	Take the work that we have accomplished this year with writing learning targets for each of the middle school grade levels and developing them further in conjunction with the new state arts standards. We want to look at vertical alignment with the elementary and high school curricula and their state art standards.	Celebrate your success!

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

Names of Team Members: Michelle Steele and Mary Harrity-Davidson

School: Northfield Middle School

Baseline/Beginning Data: Before winter break students were given the quiz and 95%, 95%, 95%, 96%, and 100% in each class tested passed.

PLC Team SMART Goal: We will increase their understanding of the basic physical fitness vocabulary of 7th grade students so that 80% of 7th graders will demonstrate a score of 80% or better as measured by the vocabulary physical fitness test by June 2018.

SMART Goal Focus: Students understanding basic physical fitness vocab words.

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

Current Progress Data: We met our goal during the winter period so we decided to calculate how many of the students saw an increase in their overall fitness scores and knowledge of content by giving them a reflection survey. Over 75% said they improved or stayed the same.

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.
Laminating posters were put in the locker rooms and gym areas so students would be exposed to the terms not only in class but as a visual as well. Terms were covered during daily dialogue and quizzes and surveys were also given.	Very pleased that the students understand basic core vocabulary words that they can continue to build upon as they progress in each grade.	Celebrate your success!

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

Names of Team Members: Paul Stanaway, Michelle Steele, Mark Johnson, Mary Harrity-Davidson

School: Northfield Middle School

Baseline/Beginning Data: Our vocab scores and pacer test results.

PLC Team SMART Goal: 80% of our 8th grade students will pass the Physical Education vocabulary test. 80% of our students will be in the healthy fitness zone for Pacer Test.

SMART Goal Focus: Physical Education and Pacer Test results.

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: 96% passed the vocab test. 91% were in the healthy fitness zone for pacer test.

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

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Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
Went over Vocab, gave students a study guide, vocab terms printed in the gym since start of school.	Overall, we are pleased with the results.	Celebrate your success!

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

Names of Team Members: Steve Taggart, Jackie Magnuson

School: Northfield Middle School

Baseline/Beginning Data: A survey was given to FACS and Technology/Engineering students at the middle school and 71% knew what PRIDE stands for and looks like in a lab environment.

PLC Team SMART Goal: We will increase the Knowledge of Pride of 7th and 8th grade FACS and Technology/Engineering students so that 80% will demonstrate a working and functional knowledge of PRIDE as measured by quarterly surveys by May of 2018.

SMART Goal Focus: PRIDE

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: With a survey given to students that represented what PRIDE looked like in a lab environment, 92% have proficient knowledge of what PRIDE looks like in a lab environment.

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.
We created visuals that helps students with project steps. We created lessons on PRIDE and what it looks like. The students made a BASICS poster of what PRIDE looks like in a Lab. We intentionally used the words in PRIDE in our vocabulary on a daily basis.	Students respond and act better when they know what it looks like to act in the lab. We think this was very successful and will continue it next year and build on what we created this year. There were some of the activities that we wanted to change in order to be more engaging to our students.	Celebrate your success!

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

Names of Team Members: Natalie Amy & Rose Turnacliiff

School: Northfield Middle School

Baseline/Beginning Data: Our targeted students are not represented by parents/guardians at parent conferences and often do not respond to report cards, phone calls, or emails from the school and/or classroom teachers.

PLC Team SMART Goal: We will increase parent/guardian contact of MTSS and Will Program students so that 75% of the parents/guardians surveyed respond by May 2018.

SMART Goal Focus: Parent/Guardian Engagement

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 emailed the surveys to the parent/guardians. The initial response was poor, the Will Program only received 15 completed surveys of the 35 that were sent out, MTSS Reading received 25 completed surveys of the 52 that were sent out.

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.
Natalie Amy: The Will Program continues to focus on lesson plans and skill development that encourages students to engage in conversations with parents/guardians. All students know that the teacher will contact parents/guardians throughout the year with concerns or if necessary. Student satisfaction surveys were completed in December. 43% of parents/guardians of the Will Program have completed the survey as of May 2018. The challenge is that all students and parents/guardians are different. I have many students whose parents/guardians email me	Natalie Amy: One big challenge is that each student and family situation is different. We have students who have parents/guardians that do email and respond regularly. It is also dependent on what type of job that the parent/guardian has; many of our students have parents who do not have access to a computer or their phone regularly due to the nature of their work. Another key element we see it to collaborate with SST, Admin and other teachers who are may be reaching out to these parents/guardians. This is important that we are all sure that there is one	Modify current practices. I will continue to connect with parents. Natalie and I discussed the importance of getting parents connected with us right at the beginning of the year-long before the first conference. We will continue to work together with common students and support ideas for the other students. Finding one adult for each of my students will be my goal for next year-parent, administrator, etc. Language continues to be a barrier and communicating better with the EL teachers would be helpful for all involved. I am working to create a brochure for MTSS parents and

<p>regularly and I have others who don't respond to email. Building a rapport with students in order to understand which way would be the best to reach out to their parents/guardians is another way to increase opportunity for parent/guardian engagement. After Fall and Spring conferences, I attained updated contact information for the parents/guardians who came to meet with me. I sent 'Thank You' emails to all parents who attended.</p> <p>Rose Turnacliff: 77% (40/52) parents took the time to respond the the two question survey sent home by paper the last two weeks of school. Rose continued to call/email parents based upon previous communication successes. Natalie and I attended grade level meetings to learn about student concerns know how best to support those students and contact the parents when necessary. After spring testing, I sent a personal letter home with the MAP and MCA results. The two survey questions were included there. A final printout from each of the reading intervention programs was included for each student.</p>	<p>solid contact (if necessary for some of our parents/guardians) and everyone is on the same page and has the same info. Some parents/guardians get overwhelmed with more than one school contact.</p> <p>Grade Level Team Meetings are a great way that we can gain an understanding of home situations and the best way to approach contacting home. Right away in the fall, we need to ask parents/guardians what form of contact is preferred. At conferences, ensuring that we are letting parents know to contact us if they have any concerns or questions regarding any class not just MTSS Reading or the Will Program. We need to also continue to build relationships and have conversations with students so we understand their home situations and can reach out to parents/guardians at better times or by different means.</p> <p>Rose Turnacliff: Natalie and I have learned to take our lead from our students in knowing how to best support student needs. If one of us already has established good parent communication with a particular student, then the other doesn't try to interfere. For students that we need to increase parent contact, we brainstorm ideas and try to discover if there is a classroom teacher already getting messages home. Some students share that their parents really do no wish to hear from school personnel and then the focus just stays on the student. If I feel a student needs a "caring adult" to share in some aspect of a student's growth (or lack of progress) in class, I have asked Natalie, Mr. Gelineau, Mr O'Keefe, or another administrator/staff member to provide that needed adult praise/prodding.</p>	<p>will try to get involved MTSS parents to share why this is a good program.</p>
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Ethan Freier, Heather Olivier, Cathy Penning

School: Northfield Middle School

Baseline/Beginning Data: We administered a pre-test in October. The percentage of students that met our SMART Goal were: Orchestra in 2 sections (33% and 24%); Band in 2 sections (30% and 31%); Choir in 4 sections (39%, 33%, 33% and 13%)

PLC Team SMART Goal: We will increase Note Identification (solfege in choir), Piano Keyboard Identification & Key Signature Identification of 6th Grade music students so that 80% will demonstrate 80% or higher as measured by a post-test by June 1, 2018.

SMART Goal Focus: Music Reading

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

Current Progress Data: We administered a post-test in May. The percentage of students that met our SMART Goal were: Orchestra in 2 sections (87% and 71%); Band in 2 sections (55% and 70%); Choir in 4 sections (79%, 62%, 82% and 51%)

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

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musictheory.net, worksheets and other online resources	All groups made progress towards our SMART Goal, even if they did not reach it. After reflecting, we think that students need to review these concepts more frequently and we, as teachers, need to be more conscious about integrating the material in our daily ensemble and lesson sessions. We plan to continue using similar resources next year, and will continue to modify them according to our students' progress during the year.	Modify current practices.

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

Names of Team Members: Jenny Link, Deb Seitz, Lori Peterson, Kris Geissler

School: Northfield Middle School

Baseline/Beginning Data: Our student's data ranges from 60-70% success in meeting their organizational skills and work completion goals.

PLC Team SMART Goal: We will increase the organizational skills of our students in the EBD and NB programs so that 90% of our students will demonstrate adequate progress towards goals relating to organization and work completion, as measured by progress towards their IEP objectives by May 2018.

SMART Goal Focus: Organizational Skills

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

Current Progress Data: Currently our students with organizational and work completion goals have met 90% of their goals.

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.
Daily work reviews with individual students: working with them to ensure that they have an effective plan ahead of time to help them prepare for large assignments and assessments that are upcoming. Classroom display of current work for each class and grade level: Once the plan for students are in place, displaying individual plans for students to see and reference back to each day to help them to track and remain on task to help prepare for large assignments and assessments. Behavioral plans for students with chronic later or missing work: having a solid behavior plan that students have been receptive to and motivates the students to be productive.	As we look back at the year as a whole, we have learned so much about each of our students and have learned what works and what doesn't work for their organizational strategies. We have a better understanding of how to adapt our students work and motivate them to keep learning. We will keep exploring organizational strategies as we continue to work with students through their middle school career and as we gain new and upcoming middle school students.	Celebrate your success!

<p>Alternate methods of recording and tracking assignments (paper-pencil planner and work completion, increased parental contact: Making daily connections with parents and students to ensure the team is aware of tracking assignments and looping parents in on what was unable to be finished at school so they had a nightly plan to help their student to finish work.</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Chris Howard

School: Northfield Middle School

Baseline/Beginning Data: We increased students' understanding of Spanish vocabulary (as set forth in the books adopted by the district) so that 88% of Amistades students demonstrated an average score of 80% or higher as measured by vocabulary tests that they completed throughout the 2016-2017 academic year.

PLC Team SMART Goal: We will increase students' understanding of Spanish vocabulary (as set forth in the books adopted by the district) so that 80% of Amistades students will demonstrate an average score of 80% or higher as measured by vocabulary tests that they complete throughout the 2017-2018 academic year.

SMART Goal Focus: Spanish - Vocabulary

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

Current Progress Data: We increased students' understanding of Spanish vocabulary (as set forth in the books adopted by the district) so that 93.5% of Amistades students demonstrated an average score of 80% or higher as measured by vocabulary tests that they completed throughout the 2017-2018 academic year.

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

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I used a three-prong approach to teach the vocabulary – students repeatedly read, heard, wrote, and said the words they had to learn (students translated the words, completed crossword puzzles using the words, and finally wrote sentences using this vocabulary; students also said these words/sentences in class as we reviewed their work).	The approach that I used to teach new vocabulary to my Amistades students has been very successful during the past two years. I am planning to either: 1. Continue with a similar goal for next year's Amistades classes (in order to determine that the results from the last two years are not anomalies); or 2. Create a similar goal for my Spanish 1-B classes.	Celebrate your success!

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

Names of Team Members: Michelle Gaertner, Ashley Flom

School: Northfield Middle School

Baseline/Beginning Data: In September 2017, the overall class proficiency index was 2.5 grade level.

PLC Team SMART Goal: We will increase grade level proficiency of our resource room reading students so that the class average will demonstrate at least a 4.0 grade level reading proficiency, as measured by data from Reading Plus by Spring 2018.

SMART Goal Focus: Reading

Building/Program Goal Alignment: Northfield Middle School will have an increase of 5% of all students in grades 6, 7 and 8 who show positive growth on their State MCA III Reading and Math Test during the 2017-18 school year.

Current Progress Data: According to the benchmark three assessment taken in May 2018, the overall class proficiency index score is 4.9 grade level. This is a 2.4 grade level growth.

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

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Reading Plus Program, Reading Plus supplemental worksheets, and practice with reading strategies.	We determined that requiring students to complete weekly lessons and supplemental worksheets have been huge factors in students' success. Consistency with the program is key. We will continue to use the Reading Plus program in the future with slight adjustments to program requirements, when necessary.	Celebrate your success! Create a new SMART goal.

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

Names of Team Members: Rachael Hudson, Jenny Streefland, Heather Stanton Ims, and Cori Yamry

School: Northfield Middle School

Baseline/Beginning Data: In June 2016, 76% of students reported feeling connected at NMS.

PLC Team SMART Goal: We will increase building connectedness of staff and students, so that majority of students (70% or more) will report feeling connected as demonstrated on our student survey by June 2018.

SMART Goal Focus: Connectedness

Building/Program Goal Alignment: Northfield Middle School will sponsor at least one student activity a quarter that will help in building a sense of community, as measured by our PRIDE Survey given in the Spring of each year.

Current Progress Data: We met our goal. 85% of students reported feeling connected at NMS.

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

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We learned that students' favorite activities were the pep fest, smoothies, and 'welcome backs'. Students reported a 5% increase of feeling respected by their peers. We felt this was due in part to the introduction of SEL curriculum, PRIDE videos focused towards this topic, and class presentations.	We will use the results of this survey, to further support why making connections with students is so important and why events/activities like the pep fests, courage retreats, and welcome backs need to continue. We will continue to explore additional ways to increase feelings of connectedness, safety, and respect towards others.	Celebrate your success!