

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

Names of Team Members: Steve Taggart, Lindsey Draeger

School: Northfield Middle School

Baseline/Beginning Data: Using a content specific pretest (FCS or Tech. Ed.) 76% of FCS (Family Consumer Science) students scored 80% or better and 72% of Technology & Engineering students scored 80% or better on the unit rate conversion and scale factor pretests. (given 1st Quarter)

PLC Team SMART Goal: We will increase students' knowledge and application of unit rate conversion and conversion scale factor of 7th and 8th grade students in FCS and Technology & Engineering departments so that 80% of students will demonstrate 80% or higher proficiency as measured by a quarterly quiz by June of 2019.

SMART Goal Focus: Math

Building/Program Goal Alignment: Northfield Middle School will decrease the achievement GAP with our FRP students by 5% in Math and Reading in grades 6, 7 and 8, as measured by the 2018 MCA data.

Current Progress Data: Students were given an end of 2nd Quarter test (this was the same test as pretest). 79% of FCS students scored 80% or better and 77% of Technology & Engineering students scored 80% or better.

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.
In FCS, students did hands-on cooking labs where they had to convert units of measurement. They also did a lab where they had to double a recipe and halve a recipe. Most other cooking labs incorporated some sort of unit conversion to complete successfully. In T&E, students created 3D models on the computer. Students had to convert dimensions from Inches to cm/mm. Students also had a 3D model to make that they had to scale by a factor of 3. They also work with scale factor when using the 3D printer software preparing their model for printing.	Students have a better grasp of the concepts when they can see what happens to a real object when the conversion of units is either correct or incorrect. They can also see and quickly scale objects using 3D modeling software. Students can see how much food a recipe makes compared to that of the original recipe. Have these real world examples that are relevant to their everyday lives is important for them to grasp the concepts. We will continue to find examples and projects to enforce these skills and knowledge sets.	Continue current practices; Modify current practices.

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

Names of Team Members: Kelly Hebzynski, Peter Maus, Laura Talbot Peterson

School: Northfield Middle School

Baseline/Beginning Data: Our current 8th graders scored as 7th graders on the spring MCA 2017 Math test as follows: 130 Exceeds (48.1%), 88 Meets (32.6%), 45 Partially Meets (16.7%), and only 7 DNM (2.5%) and 24 total students with NO test. This is 294 total students.

PLC Team SMART Goal: We will increase MCA scores in Mathematics of current 8th grade students from their previous years 7th grade MCA score, so that 0% will demonstrate a decline in proficiency level as measured by the MCA Math test by Spring 2019.

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 are currently teaching the MN Mathematics standards to our 8th grade students and the data will not yet be available until our students take the MCA MATH test in the spring of 2019.

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
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Common vocabulary and using the Frayer model for vocabulary instruction, guided notes, common assessments, aligned pacing and sequencing, test re-dos, teaching the MN math standards to all students, differentiated instruction as needed, multiple approaches like using manipulatives used for algebra tiles, providing paper copies to students to address showing work holes of comprehension, written response questions on all assessments, application based problems taught for all units of instruction, targeted reviews prior to all assessments given, answers provided for students to assess their own learning comprehension.	By continuing to use key instructional practices and continuing to collaborate as an 8th grade team teaching all our students the 8th grade MN math standards, we look forward to analyzing our results in spring of 2019.	Modify current practices.

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

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

School: Northfield Middle School

Baseline/Beginning Data: Spring 2018 Data: Students reported feeling connected at school: 6th grade (90%), 7th grade (79%), 8th grade (84%). Students reported feeling they have at least one adult they can talk to: 6th grade (80%), 7th grade (72%), 8th grade (75%).

PLC Team SMART Goal: We will increase building connectedness of students, so that 85% of students at each grade level will report feeling connected and 80% of students at each grade level will report feeling they have at least one adult they can talk to as demonstrated on our student survey by June 2019.

SMART Goal Focus: Student 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: At this point, the Spring 2019 survey has not been distributed. The survey was set to go out after the NMS Pepfest, however, due to rescheduling it will now be sent out March 1st. We will continue with our upcoming events: welcome back activities, smoothies, 8th grade funfest, 7th grade Courage retreat, and mental health awareness month. The team feels we are on track for reaching our goal.

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

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Fall Pep Fest, Weekly morning videos, Parent Summit at conferences, Welcome back after breaks, lunchroom activities. Upcoming: 2nd Pepfest, 8th grade Fun Fest, 7th grade Courage Retreat, Mental Health Awareness, and 6th grade presentations.	We will need to continue to target our 7th grade students for opportunities focused around connectedness.	Continue current practices.

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

Names of Team Members: Jennifer Link, Kim Medin, Lori Peterson, Deb Seitz

School: Northfield Middle School

Baseline/Beginning Data: Our baseline data for self-advocacy was zero as we had no data or very little data that wasn't truly able to use with confidence that what we started to use was working or efficient.

PLC Team SMART Goal: We will increase the positive self-advocacy skills of our middle school students with self-advocacy goals so that 80% will demonstrate adequate quarterly progress meeting their IEP objectives as measured by a commonly created rubric by May 2019.

SMART Goal Focus: Self-Advocacy

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

Current Progress Data: Currently our students with self-advocacy goals are able to 50-80% of a given day.

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 found from working with our students, there are many other factors that play into whether or not they are able to focus on school and advocate for the help that they need. Students have great days and then really bad days, with other underlying factors that we are spending more time working through things with them and the advocating for what they need for homework or help, sometimes fall behind while we are accommodating for what they need to just get through the day. Some examples would be life events (family member sick, ill in hospital, family moving, divorce, mental health issues, court dates,	As we have made progress overall, we will work to continue the practice and look into how to modify the current practice. As we continue to work on self-advocating, we also need to take into consideration that we are going to help students deal with other factors of their lives. We will continue to figure out what is best for each student to help them advocate for what they need and be successful here at NMS.	Continue current practices; Modify current practices.

medications, arrests of family, going to foster care, problems with another peer, etc.)		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Amy Allin, Katrina Meehan

School: Northfield Middle School

Baseline/Beginning Data: Quarter 2 pre-test average = 22%

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

SMART Goal Focus: science

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

Current Progress Data: Quarter 2 post-test average =82%, this is increase of more than 50%

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.
targeted review, teacher instructional videos, extra practice activities, Schoology practice quizzes	Most students can succeed with the instructional strategies we use. However, approximately 15% of our students are not achieving. We continue to work with other building staff members (EL, special ed, TORCH, EA's, etc) to reach and engage these students.	Celebrate your success!

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: -90.0% of Amistades 8 students achieved an average score of 80% or higher as measured by vocabulary tests that they completed throughout the 2017-2018 academic year.

-97.3% of Amistades 7 students achieved an average score of 80% or higher as measured by vocabulary tests that they completed throughout the 2017-2018 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 85% of Amistades students will demonstrate an average score of 80% or higher as measured by vocabulary tests that they will complete throughout the 2018-2019 academic year.

SMART Goal Focus: Vocabulary acquisition

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

Current Progress Data: In progress

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

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<ul style="list-style-type: none"> -Review vocabulary with students -Students translate vocabulary on their iPads -Students complete crosswords to review this vocabulary -Students use this vocabulary in a variety of sentences (as would be done in "real life") 	Based on how students have performed so far this year, the SMART goal will be met for both Amistades 7 and Amistades 8. The same methods used up to this point will continue to be used throughout the remainder of the year.	Continue current practices.

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

Names of Team Members: Jan Ensrud, Heather Kuehl

School: Northfield Middle School

Baseline/Beginning Data: MCE Scores from Spring 2018

PLC Team SMART Goal: We will increase growth of 7th grade students' reading scores so that 5% more will demonstrate positive growth as measured by MCA Reading by Spring 2019.

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: Since we do not have the results of the MCA at this point, we will have to wait until the spring to assess whether or not we have met our goal.

According to Reading Plus Data with 18 weeks of instruction, our students averaged a gain of 2.5-2.6 reading levels and increased their silent reading rate by an average of 65-69 words per minute.

Also according to Reading Plus Data, 74-82% are currently reading at or above grade level with an additional 6.5 - 10% reading one level below grade level.

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Continued implementation of weekly in-class Reading Plus instruction time. Continued student conferencing to discuss Reading Plus progress. As a team, we analyzed ALL of the ELA standards and highlighted those we felt were not addressed last year due to the first year of implementation of Reading Plus. We began work to recreate units to better target all standards. For example, we added a Narrative writing	While assessing the data, we conclude that the time spent with students working on Reading Plus has increased their reading proficiency and fluency.	Continue current practices. Next steps include working on ways to motivate those who are not completing their Reading Plus assignments, continuing to address the ELA standards that are not being addressed as fully as we would like in the rest of our curriculum, and looking ahead to next year to set Reading Plus expectations for usage.

assignment, are in the process of adding a presentation assessment to complement the book clubs, and reworked our poetry assessment to more closely assess mastery while saving a day of instruction.		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Lisa Hovden and Earl Weinmann

School: Northfield Middle School

Baseline/Beginning Data: Last year’s homework completion

PLC Team SMART Goal: We will increase assignment completion 7th grade social science students so that 85% will demonstrate two or fewer missing assignments as measured by gradebook data by the end of each quarter.

SMART Goal Focus: Our focus for the 2018-2019 school year is to monitor, evaluate, and improve student assignment completion rate. Traditionally, we have noticed that students do not utilize any means of tracking their academic responsibilities such as: journals, online calendars, Schoology posts, and daily reminders.

Building/Program Goal Alignment: Northfield Middle School will decrease the achievement GAP with our FRP students by 5% in Math and Reading in grades 6, 7, and 8, as measured by MCA data. 2018-19 will be a baseline year for the middle school.

Current Progress Data:

Upon completion of first quarter there has been 88% of 7th grade social studies students that have met the completion rate. 94% demonstrated two or fewer missing assignments as measured by gradebook data by the end of each quarter.

Upon completion of first quarter there has been 74% of 7th grade social studies students that have met the completion rate. 83% demonstrated two or fewer missing assignments as measured by gradebook data by the end of each quarter.

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

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At the beginning of the school year every 7 th grade student was given access to a paper planner purchased with the social studies budget.	We exceeded our expectations in achieving our SMART goal by the end of the first quarter. We did not achieve the same desired results during	Continue current practices. We will continue to use our classroom calendars in conjunction with calling attention to students’ responsibility to use

<p>We posted every assignment a week in advance in a prominent place in the classroom. Every time an assignment was given we instructed students to write it in their paper planner. Periodically we would check student planners to verify that they were utilizing it as intended.</p>	<p>the second quarter (see data above). We believe the drop-off occurred for two reasons. 1) We have had every-increasing class sizes which require more materials, classroom management, student-tracking, and attention to students with special needs. 2) We have had 7 snow days in the roll-out of our new flexible learning days to replace snow days. The lack of completion of work in this flexible learning day drastically drops our statistics.</p>	<p>the daily planner as a homework reminder. One additional improvement will be our increased use of monitoring student compliance in this endeavor.</p>
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Michelle Gaertner, Ashley Flom, Diane Frederick

School: Northfield Middle School

Baseline/Beginning Data: SpEd students in our resource room Study/Organizational Skills classes (35 total) are currently unaware of their IEP goals and accommodations. Of these students, 34% are able to state their goal focus areas and 11% can give at least one example of their accommodations listed in their IEP.

PLC Team SMART Goal: We will increase knowledge of IEP goals and accommodations of resource room organizational/study skills students from a present level of 34% who know their goal focus areas and 11% who can state at least one accommodation on their IEP to a level of at least 80% of students who can accurately define their goals and accommodations, as measured by informal student questionnaires, by Spring 2019.

SMART Goal Focus: Student Knowledge of IEPs

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: SpEd students in our resource room Study/Organizational Skills classes (35 total). Of these students, 43% are able to state their goal focus areas and 34% can give at least one example of their accommodations listed in their IEP

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

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<ul style="list-style-type: none"> - Specific Instructional Thursday Lessons aimed at teaching students about their IEPs - Individual student to case manager conferences 1x/month - Inform students about revised IEP information/changes (after annual IEP or reevaluation) 	<ul style="list-style-type: none"> - Continue to teach students about their IEPs (more specifically ALL their goals and modifications/accommodations). Either as a large group or individually - Students need to be aware that they receive sped services, if they have an IEP, especially before going to the HS. - Continue to collaborate with HS case managers regarding specific students, disabilities, needs, and IEPs 	Continue current practices.

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

Names of Team Members: Heather Olivier, Ethan Freier and Matt Laudenbach

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 (13% and 31%), overall 22%

Band in 2 sections (26% and 29%), overall 28%

Choir in 4 sections (14%, 18%, 0% and 4%), overall 12%

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, 2019.

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 mid-year test in January. The percentage of students that met our SMART Goal were:

Orchestra in 2 sections (69% and 75%), overall 72%

Band in 2 sections (59% and 72%), overall 66%

Choir in 4 sections (47%, 61%, 42% and 60%), overall 51%

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

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In our classes we utilized musictheory.net, worksheets, class discussion and other online resources to help our students strengthen their knowledge of note names and the piano	All groups made progress towards our SMART Goal, even though none of the groups met it. We believe that students need to review these concepts more frequently and we, as teachers,	Continue current practices; Modify current practices.

<p>keyboard. The mid-year test results provide evidence that the instructional practices utilized in the 6th Grade music classes are effective.</p>	<p>need to be more conscious about integrating the material in our daily ensemble and lesson sessions.</p> <p>We plan to continue using similar resources during 2nd Semester, and will continue to modify them according to our students' progress during the year. During 2nd Semester, we will add a focus of key signature identification, as this topic was not introduced during 1st Semester.</p>	
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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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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: Mark Langevin, Dan Kust

School: Northfield Middle School

Baseline/Beginning Data: Pre Test Data

Unit 1 Lesson 1-2 Average: 9.8/19 (52%)

Lesson 3-4 Average: 11.03 (61.2%)

Unit 2 Lesson 1-2 Average: 9.44/20 (47%)

Unit 3 Lesson 1-3 Average: 8.5/22 (38.98%)

PLC Team SMART Goal: We will increase comprehension of science vocabulary of 6th grade students so that the average of all students will demonstrate a 30 percent accuracy increase from pretest to posttest as measured by vocabulary test given at the end of each unit.

SMART Goal Focus: Science Vocabulary

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

Current Progress Data: Post Test Data

Unit 1 Lesson 1-2 Average: 15.9/19 (83%) (Increase 31%)

Lesson 3-4 Average: 15.74/18 (87%) (Increase 25.8%)

Unit 2 Lesson 1-2 Average 15.33 (77%) (Increase of 30%)

Unit 3 Data will be completed 2/12/19

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From pretest data, we focused on the 5 lowest performing words through class discussions.	Looking specifically at the scores, it usually was the lower quartile of students that kept the scores from increasing to attain the average increase to	Continue current practices.

<p>We made sure labs were able to show the lowest performing words or made sure to add demonstrations or videos to reinforce those words.</p> <p>Used virtual labs through the pHet simulator to continue to reinforce vocabulary words.</p>	<p>30% from pre to post test. These students would still increase their score from pre to post test, but the increase was not enough to achieve the 30% goal.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Rebecca Lorang, Jennifer Jones

School: Northfield Middle School

Baseline/Beginning Data: Based on last 2018 ACCESS cumulative scores 3% of students met 100% of the ESSA projected growth, while 46% partially met their projected growth.

PLC Team SMART Goal: We will increase overall WIDA ACCESS scores of EL students grades 6 through 8 so that 70% will demonstrate 100% of projected ESSA growth as measured by Spring 2019 ACCESS scores by May 2019.

SMART Goal Focus: English Language Proficiency

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

Current Progress Data: Data for our current progress cannot be analyzed until May, 2019 when we receive this year's ACCESS scores.

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

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At the beginning of this year, we involved students in setting their own personal goals by looking at last year's scores and ESSA's projected growth for this year. Students showed interest and motivation to meet their own personal goals. Since the beginning of the year, we have had two check-ins with students to talk about what strategies they can use to improve. This includes logging more hours on Reading Plus, recording Flipgrid videos to practice speaking, writing in their dialogue journals and completing listening	Based on our data and practices, we will continue to use the curriculum to prepare students for the ACCESS test. One of our last steps before the ACCESS tests will be to check-in one more time with students individually to reexamine their 2019 ACCESS scores. We will also be practicing sample items together as a class and discussing key testing strategies. One thing we have seen this year is that the more involved students are in their test data, the more motivated they are to make an improvement.	Continue current practices.

<p>exercises in class.</p> <p>One other key instructional practice has been the implementation of a formal curriculum across all our EL classrooms. Using National Geographic's Inside curriculum has ensured hitting all four domains at the appropriate level for all of our students. Students have shown more interest in the lessons and lesson activities. Students' progress through the unit tests shows that they are more able to use reading and vocabulary strategies that we hope will transfer to the ACCESS test.</p>		
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**Evidence of Practice in Action:
PLC Team Examples of Practices That Have Positively Impacted Student Achievement**

Names of team members: Michelle Steele, Mary Harrity-Davidson, Paul, Stanaway, and Mark Johnson

School: Middle School

Date: 2/04/2019

PLC Team SMART Goal: We will increase Raider PRIDE of all 6-8th graders so that we see a 10% increase in the number of PRIDE tickets given quarterly and will demonstrate PRIDE behaviors to earn a ticket as measured by our documentation of the number of tickets given out and student survey results by the end of 4th quarter.

On highly functioning PLC teams, data – instead of personal preferences – are used to evaluate the impact of every instructional practice. Use this worksheet to track the positive impact that your PLC work is having on student achievement.

<p style="text-align: center;">Key Instructional Practice</p> <p>Write a description of the key instructional practices that have been implemented in your classrooms as a result of your PLC work.</p>	<p style="text-align: center;">Evidence of Impact</p> <p>Describe the steps that you have taken to document the effectiveness of each key instructional practice and the conclusions you have drawn from team data.</p>	<p style="text-align: center;">Next Steps</p> <p>Indicate the action you have taken or plan to take based on your findings.</p>
<p>Each teacher discussed with their classes what PRIDE behaviors are expected in the classroom, locker room, and hallways.</p>	<p>Number of PRIDE tickets handed out were documented by keeping a checklist in each locker room for each month, day and classes. Our number of tickets for each month starting with September and ending with January were 43 56 66 70 98.</p>	<p>Keep motivating our students to be the best they can be in all phases of the PRIDE philosophy. Always looking for the positive things students are doing.</p>
<p>Students were given PRIDE tickets for displaying those expected behaviors.</p>	<p>Our numbers increased each month with students looking to help others, teacher, turn in lost and found articles and willing to help put equipment away at the end of the day. During the winter month there are a greater number of pieces of equipment that we need help with and the students have really stepped up and worked as a team putting things away.</p>	

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

Names of Team Members: Tina Dokken, Erin Brush

School: Northfield Middle School

Baseline/Beginning Data: 22% of 7A students are predicted to meet standards on the MCA according to their fall of 2018 MAP scores

PLC Team SMART Goal: 7A students will exceed their predicted MCA pass rate of 22% in the fall of 2018 by 15% in the spring of 2019 as demonstrated by an MCA pass rate of 37%. 100% of 7AA students will meet or exceed proficiency on the 2019 MCA.

SMART Goal Focus: Math

Building/Program Goal Alignment: Northfield Middle School will decrease the achievement GAP with our FRP students by 5% in Math and Reading in grades 6, 7 and 8, as measured by the 2018 MCA data.

Current Progress Data: Exceed 15% in the spring of 2019 as demonstrated by an MCA pass rate of 37%. Need to get MCA data after they take it in April. We are focusing on students that are struggling on Pre-Tests, Practice Tests, and Tests to help improve their standardized test scores.

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.
Continuing to use Pre-test to determine learning progress and track students who are not understanding. Decided to grade 2 practice tests since students weren't finishing them, therefore not getting enough practice before the test. We are seeing a higher rate of students completing the practice tests now. Continuing to allow students to retake tests. We first hand them a new test, circle the ones they got wrong and see if they can get the correct answer the 2nd time. They sometimes calculate wrong. Then we add back points. If they are unable to understand the concept, we reteach on a practice test and then let them do the problems they got	Will wait for MCA Data to make conclusions on our SMART goal.	Refine data collection to better inform practice.

<p>wrong on the actual test.</p> <p>Started sending out weekly progress reports and mentioning Dokken stays after school, which results in more students staying after.</p> <p>We encourage students that we want to help them get caught up after school and that it is not a punishment. The result has been more students staying after to get help.</p> <p>Making sure we stop teaching with at least 10 minutes for homework time since many students don't do their homework at home.</p> <p>Sitting students who are at the same processing speed next to each other so they can help each other. Normally they will work at the same pace and not pressure each other.</p> <p>For 7AA, we are also not entering tests scores if they don't have all their homework done leading up to the test. This has led to more students finishing their homework quizzes.</p> <p>We call/email more parents to get their child to stay after. Usually the student says they cannot, but the parents tend to give a different story.</p> <p>We post a lesson video every day for students to watch if they are absent or are not understanding the homework.</p> <p>We suggested that students watch the videos in bits and not all at once. Once they watch one example in the video, they should find a homework problem that is similar and complete that problem while it's fresh in their brain.</p> <p>We allow the use of multiplication charts and number lines for 7A to help students have more success and work more efficiently.</p>		
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Jan Ensrud, Heather Kuehl

School: Northfield Middle School

Baseline/Beginning Data: MCE Scores from Spring 2018

PLC Team SMART Goal: We will increase growth of 7th grade students' reading scores so that 5% more will demonstrate positive growth as measured by MCA Reading by Spring 2019.

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: Since we do not have the results of the MCA at this point, we will have to wait until the spring to assess whether or not we have met our goal.

According to Reading Plus Data with 18 weeks of instruction, our students averaged a gain of 2.5-2.6 reading levels and increased their silent reading rate by an average of 65-69 words per minute.

Also according to Reading Plus Data, 74-82% are currently reading at or above grade level with an additional 6.5 - 10% reading one level below grade level.

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.
Continued implementation of weekly in-class Reading Plus instruction time. Continued student conferencing to discuss Reading Plus progress. As a team, we analyzed ALL of the ELA standards and highlighted those we felt were not addressed last year due to the first year of	While assessing the data, we conclude that the time spent with students working on Reading Plus has increased their reading proficiency and fluency.	Continue current practices. Next steps include working on ways to motivate those who are not completing their Reading Plus assignments, continuing to address the ELA standards that are not being addressed as fully as we would like in the rest of our curriculum, and looking ahead to

<p>implementation of Reading Plus. We began work to recreate units to better target all standards. For example, we added a Narrative writing assignment, are in the process of adding a presentation assessment to complement the book clubs, and reworked our poetry assessment to more closely assess mastery while saving a day of instruction.</p>		<p>next year to set Reading Plus expectations for usage.</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 compare MCA Reading scores from spring of 2018 to spring of 2019.

PLC Team SMART Goal: We will increase reading scores of 8th grade students so that 5% of students will demonstrate growth as measured by the MCA Reading test by spring of 2019.

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: We continue to work towards this goal and will wait for formalized data in the spring of 2019.

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.
--Implementation of Newsela (a differentiated reading program that focus on comprehension, fluency, and vocabulary) --Aligned unit study guides with reading standards --Ordered supplemental materials for our upcoming novel unit --Aligned writing rubrics with the six traits of writing	--We will continue to monitor and assess student performance with the Newsela reading program. We plan to add more assessments (quiz, vocabulary, guiding reading, short writing prompt) --Based on the data from spring of 2019, we will analyze our independent reading program. --We will continue to improve our novel units to align with reading standards.	Continue current practices; Modify current practices.

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

Names of Team Members: Natalie Amy and Rose Turnacliff

School: Northfield Middle School

Baseline/Beginning Data: We are gathering our baseline data about missing work and grades and parent contact as we move through the year.

MTSS students are placed in the program based up their reading test data. Not all MTSS students have issues with completing assignments. Students are referred to the Will Program based on a number of reasons (challenges with organization, assignment completion, behavior, etc.) Some current 8th grade students who were in the Will Program last school year (2017-2018) have all of the same data points, GPA, Missing Work, Grades and Parent/Guardian Contact.

PLC Team SMART Goal: We will increase parent/guardian contact of MTSS Reading and Will Program students so that 50% will demonstrate fewer missing assignments as measured by improved grades by June of 2019.

SMART Goal Focus: Parent/Guardian Communication/Contact

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: Our current progress is going backwards. As we compare the number of missing assignments from Qtr 1 to Qtr 2, there is an increase in the number of missing assignments

Of the 53 students in MTSS the first quarter only 7 students had 10 or more missing assignments for the quarter. At the end of second quarter, there were 18 students with missing assignments and the range grew from 0 to 34.

Of the 35 students in the Will Program, 16 students had 10 or more missing assignments at the end of the first quarter. In the second quarter, 19 students had more than 10 missing assignments. The range of the number of missing assignments was 0-31 for the first quarter and 1 to 45 missing assignments for the second quarter.

So far, we are learning more about the kind of data that we can easily access that we have not had before. Missing work and GPA's are available in Skyward, but we had to learn how to access the specific information. We are documenting all of our contact (and types of contact) with parents and guardians throughout the year.

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

Adapted from **Building a PLC at Work™** @2010 Solution Tree Press/solution-tree.com

Updated 11/6/14

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.

<p>Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.</p>	<p>Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.</p>	<p>Next Steps Indicate the action you have taken or plan to take based on your findings.</p>
<p>The first day of the week of class students are expected to take out their planners and open Schoology and record missing work and a list of teachers they need to check with about grades. Both MTSS and Will Program provides planners for all students in the beginning of the year. Giving students a one-page handout with missing work listed can be a motivational tool for some students. Will students talk about missing work as a regular part of the curriculum, but MTSS students can benefit from a list of missing work.</p> <p>MTSS- MTSS students need to hear more about mindset. There is a bulletin board on my wall, but no one has asked about it. The fixed mindset is all about "I can't do this" and "I'm not going to do this." MTSS students need lessons about moving from fixed to growth mindset. Goal setting and reflection on those goals are a part of MTSS. Most MTSS students can identify a goal, but few can identify the obstacles to achieving the goal nor the steps it will take to achieve the goal. We continue to work on this each quarter with reflection questions and data gathered from the student engagements survey. Continue to look at projected scores on MAP and MCA and then provide direct instruction what each test measures. Celebrations for goals completed.</p> <p>Will Program- In the Will Program, students are completing 'Daily Check-ins' every day in the first five minutes of class. These are completed on a google form and students are to check Skyward and identify their missing assignments and then also look on Schoology for upcoming assignments and tests.</p>	<p>It was very interesting to compare our printouts on missing assignments from Skyward. When comparing the same students we have in common, they did not have the same number of assignments missing according to the report we ran for Q1 and Q2. Most students had many less missing assignments in Q1 than Q2 this year. We have also noticed a spike upwards in missing assignments already in third quarter due to the number of digital learning days.</p> <p>Our staff has identified a need for paper planners and NMS plans a return to the use of the paper planner. Students are not skilled enough to use Skyward and Schoology together to figure out what work needs to be done; the teacher in the front of the room is a key to successful learning of students.</p> <p>Many students need us to help them understand the importance of work completion so that learning will continue to happen through middle school into high school. They are missing the instruction/drive/motivation that parents can provide to a struggling student.</p> <p>Reaching out to parents on a more regular basis will be something that we plan to do. It is easy to reach out to the same parents/guardians. It is also easy to reach out to the parents/guardians who typically respond. A goal will be to be more diligent reaching out to parents even if they do not return a call, or email. Utilizing our Cultural Liaison for interpreting if needed. Another idea is not only contacting parents when we have concerns for students but when we see growth and positive accomplishments that students have.</p>	<p>Modify current practices.</p>

<p>The Will Program also creates goals and monitors each student goal throughout the year. The students need to review their Goal Sheet with their parent or guardians and both student and parent/guardian sign it. I monitor their missing work and grades on a regular basis in the Will Program. I do Weekly Checks where I sit down, review missing work, grades, and help to organize their binders. Many of times, this leads to me contacting parents or guardians as well. Like the students in MTSS, mindset is another opportunity. I plan lessons around growth mindset and working to help students become motivated to work on schoolwork, and see the benefit.</p>	<p>Working to create consistent communication with parents continues to be our challenge.</p>	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Tammy McDonough

School: Northfield Middle School

Baseline/Beginning Data: Baseline data is historically students struggle in science.

PLC Team SMART Goal: We will increase the number of learning strategies in 8th grade science that students feel are helpful to conceptual understanding of science topics by 50%. Students will list at least 5 strategies that were helpful as measured through student reflection by the end of the school year.

SMART Goal Focus: Science

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

Current Progress Data: Due to snow days, I have only collected data once. This data suggests students prefer lecture tutorials, hands-on activities and guided note taking.

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.
Increase in summarized note taking.	The first survey I did suggested that students had multiple instructional practices that they felt were helpful to their learning. The overall assessment was they needed more time on topics.	Refine data collection to better inform practice.

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

Names of Team Members: Anne Jarvis, Dan Meyers, Angela Schock

School: Northfield Middle School

Baseline/Beginning Data: Last year 59.9% of our students met the expected growth score.

PLC Team SMART Goal: We will increase math proficiency of all 6th grade students so that 62% will meet their expected growth score as measured by the MCA math test by April 2019.

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: In the fall we had 48% of our students at Basic or higher on the Imagine Math Benchmark. On the winter benchmark, we had 60% of our students at basic or higher.

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.
<ul style="list-style-type: none"> - Imagine Math implementation in all of our classes. - Two level of math new this year (A and AA) - Common pacing, assessments and lessons. 	We need to ensure that we've exposed our students to all 6th grade standards and revisit our pacing because of all the snow days.	Continue current practices.

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

Names of Team Members: Chris O'Neill & Amy Tacheny

School: Northfield Middle School

Baseline/Beginning Data: Students average 7.7 points out of 10 on an initial comprehension quiz of a current event article.

PLC Team SMART Goal: We will increase nonfiction comprehension of 6th grade students so that 80% of demonstrate an increase in their comprehension as measured by current event comprehension quizzes by June of 2019.

SMART Goal Focus: Reading

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

Current Progress Data: On the most recent comprehension quiz, students average 8 out of 10.

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.
We have been trying to find more supplementary reading material at a variety of reading levels to help reach a variety of reading levels. Additionally, we have found time to work with current events, but need a more consistent classroom schedule.	We need to investigate Newsela with our students to continue to reach a variety of reading levels. We need to continue to help students broaden their knowledge of media sources and media literacy. We need to dedicate class time to current events but that has been difficult with the weather.	Modify current practices.

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

Names of Team Members: Dan Riesgraf, Lisa Weis

School: Northfield Middle School

Baseline/Beginning Data: In 2017-2018, 89.7% of 8th grade students and 71% of 7th grade students that turned in their Wellness goal demonstrated the ability to write a SMART goal.

PLC Team SMART Goal: We will increase SMART goal knowledge and evaluation skills of 7th and 8th grade health students so that 75% will demonstrate the ability to write, monitor, and evaluate SMART goals as measured by the SMART goal assessment survey by January 24, 2019.

SMART Goal Focus: Goals aligned with Career & College Readiness

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: 7th Grade - 67% of 7th graders and 83% of 8th graders demonstrated the ability to write, monitor, and evaluate SMART goals for Semester 1.

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

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

Key Instructional Practice Write a description of the key instructional practices you have implemented in your classrooms that support your SMART goal.	Evidence of Impact Describe the conclusions you have drawn from your data and document the effectiveness of each key instructional practice.	Next Steps Indicate the action you have taken or plan to take based on your findings.
We have made most Wednesday's "Ramp-Up" days which allow us time to develop skills in the career and college readiness field. Part of this time is used to help students develop, monitor, and evaluate their goals on a continuous basis. Discussing with our students about what to do when we don't reach our goals and strategies to improve their processes in reaching their goals was also an integral part of helping the students be successful.	We will continue to discuss goals on a regular basis. By creating lessons that allow students to monitor and modify their goals on a regular basis, we have seen growth in our students. We will work on the same goal for the remainder of the year to see if we continue to see growth in our students. For Q3 & Q4, we have helped students develop short-term goals (quarterly goals) instead of long-term goals (semester goals) to see if these changes positively impact student growth.	Continue current practices.

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

Names of Team Members: Sarah Bloom, Monika Burkhead, & Linda Kovach

School: Northfield Middle School

Baseline/Beginning Data: When we administered a fiction passage for students to annotate, 100% of the students scored a zero on the annotation rubric. 96% of the students had no idea what the word annotate meant. 4% of the students wrote the teacher a note in an attempt to define what annotation is, but still did not annotate.

PLC Team SMART Goal: We will increase the application of annotation skills of sixth grade students so that 85% will demonstrate proficiency on grade level reading selections as measured by our grade level annotation rubric by April 2019.

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: 100% of the students understand what annotating is and are able to independently annotate a fiction passage to various degrees.

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.
We created a fiction annotation guideline along with a bookmark that features fiction signposts & a quick-tip annotation guide. We used these resources to introduce annotation. We modeled how to annotate a fiction passage. Fiction signposts were taught via picture books and Pixar Shorts. We practiced as a class, in partnerships and individually how to annotate fiction material. Students clearly understand what annotation is	Now moving forward, we will be focusing on quality fiction annotations to move students toward the meets expectation score of three on our rubric. We will next introduce nonfiction annotation and signposts to the students. We have found by having a consistent practice of annotating passages, students benefit in all content areas. By developing this skill, students are empowered to be close readers. An	Continue current practices.

because when they are asked to annotate, they're able to reveal thinking by making notes on the paper.	additional conclusion we have drawn is that it takes time to locate quality-reading passages for students to annotate effectively.	
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Evidence of Practice in Action: SMART Goal Results That Have Positively Impacted Student Achievement

Names of Team Members: Curt Mikkelson, Darrell Sawyer

School: Northfield Middle School

Baseline/Beginning Data: No data at the start of the year because this is year one.

PLC Team SMART Goal: We will increase the number of 8th students who experience an increased level of preparedness, respect, integrity, dependability and excellence as measured by the number of PRIDE tickets awarded and a year end climate survey. Our goal is to have 90% of 8th grade students report a favorable sense of community here at NMS.

SMART Goal Focus: School Climate

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: During the first semester, we gave out 187 PRIDE tickets to students.

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

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

Key Instructional Practice	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.
PRIDE tickets have been awarded based on the PBIS/PRIDE matrix. We are rewarding academic excellence, classroom preparation, and demonstrating respect in all areas of the school environment.	Students have been very receptive of our recognition of their outstanding performance of PRIDE. We will continue to acknowledge their quality school citizenship with PRIDE tickets. We will conduct a survey at the end of the school year to measure the influence of PRIDE tickets on the overall school climate.	Continue current practices.

