**SMART Goal**

Sharon Rhodes-Wood

Library and Information Studies, Old Dominion University

LIBS 676 Library Media Services and Curriculum

Mary Keeling

April 4, 2022

| Mrs. Wood | Elementary School: 2022-2023 School Year |
|---|---|
| **Setting** | The library serves 674 students in grades K-5.  The K-1 classes are on a fixed schedule where they visit the library once a week for 45 minutes.  Classes in grades 2-5 are on a flex schedule and come when the teachers have collaborated with the librarian on a lesson or unit.  The librarian meets grade levels monthly at collaboration meetings where lessons can then be scheduled. |
| **Content/Subject Area** | The librarian will reinforce the following 2nd grade reading standard for the SMART goal:<br><br>2.5.11 Summarize stories and important events with beginning, middle and end in the correct sequence.<br><br>The librarian will work with teachers to study the pretest and execute lessons and activities that will best achieve the learning goal. |
| **Baseline Data** | The need for this SMART goal was decided by the data from the Virginia Beach City Public Schools district quarterly assessments from the last two years of assessments and the 1st quarter assessment from the 2022-2023 school year.   The information collected shows a clear need to focus instruction on the 2.5.11 reading comprehension standard. The 1st quarter assessment showed the students struggled with the following questions about summarizing:<br><br>1.  Complete the flowchart below. What event comes next?<br>2. What happened right after Abbie jumped on the horse?<br>3. What did the children do first when they arrived at the farm? |

| | |
|---|---|
| | **Pretest Data:**<br>● Mrs. Cameron (Gifted)<br>  67% scored above 75%<br>  33% scored below 75%<br><br>● Mrs. Perkinson<br>  62% scored above 75%<br>  38% scored below 75%<br><br>● Mrs. McGanty<br>  59% scored above 75%<br>  41% scored below 75%<br><br>● Mrs. Spirelis (Inclusion)<br>  45% scored above 75%<br>  55% scored below 75%<br><br>Students who were proficient with the objective will still review this objective in stations, but will have extension activities to do during the remediation of small groups.  Data will be stored in the grade level google drive on a google sheet so the librarian and other coaches can access the information and pull small groups as needed. |
| **SMART Goal** | By the end of the 2022-2021 school year, 85% of 2nd grade students will score a 75% or higher on 2.5.11 summary comprehension questions. |

## Assessment Roadmap

| Instructional Strategy | Evidence | Target Date |
|---|---|---|
| I will meet with the 2nd grade teachers and examine the Quarter 1 test to identify the students who need reinforcement of the objective. | ● Pretest data sheet<br>● Meeting notes will be added to the google sheet | October 2022 |

| | | |
|---|---|---|
| Direct Instruction: The librarian will review summarizing strategies using flowcharts. Short passages will be displayed along with flowcharts. The librarian and students in small groups will work to complete the flowcharts using the main events of the story in the order that they happen. | ● Lesson Plans<br>● Flowcharts | November 2022 |
| Partner/Collaboration Lesson: Partners will be given 2 short passages and blank flowcharts. They will work together to complete the flowchart to include the main events of the story in order. The partners will present to the small group and teacher for peer feedback (using the grows and glows strategy modeled by the librarian in previous whole class lessons). | ● Lesson Plans<br>● Flowcharts | December 2022 |

**Midyear**

| Instructional Strategy | Evidence | Target Date |
|---|---|---|
| Mid-Year Test: Students will take the quarter 3 district assessment | ● Mid-year district assessment | January 2023 |
| The librarian will meet with the 2nd grade teachers and review the results of the summarizing questions. The team will decide which students | ● Mid-year district assessment results/data sheets in Google | January 2023 |

| | | |
|---|---|---|
| continue to demonstrate the need for remediation. | | |
| Remediation:<br>The librarian will generate new lesson plans and activities to reinforce the skill of sequencing. | ● Lesson plans<br>● Data sheets in Google Drive | February 2023 |

**End of the Year**

| Instructional Strategy | Evidence | Target Date |
|---|---|---|
| Students will take the end of the year district assessment. | Student scores | May 2023 |

**Projections/Actions for 2023-2024 School Year:**

Assuming success of this SMART goal, my actions for the 2023-2024 school year would be to find another language arts objective that the 2nd grade students need to have reinforced. I know from past data, that using text features to preview the text and to locate key facts is another objective that these students struggle with on assessments.

**Obstacles and Challenges:**

Available time is always a challenge in school, however, administration would be completely supportive of rearranging schedules in order to remediate students who need reading comprehension help. Schedules would need to be organized by collaborating with classroom teachers, PALs support staff, reading specialists and special education teachers, but again, reading comprehension skills are of utmost importance to my school so this would be easily mitigated.

**Library Evaluation:**

<u>Immediate Actions:</u>

Immediate actions I can take are to implement new student products in my lessons such as more inquiry based projects and having the students create book reviews. Both of these actions would enhance student engagement in the learning process and also create excitement for books in the library. I can also immediately implement more teaching strategies such as brain teasers and more inquiry based learning.  This will be motivational for student learning and create a more student centered learning environment. This will also ensure that the library becomes "a way of learning rather than a physical or virtual space—it becomes embedded in the life of student's mind as the student has access over time to changing resources depending on discipline and developmentally appropriate resource allocation" (Bush & Jones, 2010).

<u>Short Term Goals:</u>

My short term goals for my first year as a librarian would be to ensure I give a library orientation at the beginning of the year to all students. There are sure to be some changes that I implement that will be different from the previous librarian, so it is crucial that students understand how the library will be.  Another goal would be to create library displays in as many places as possible around the school. These displays would be created by myself, the students and community partners.  This would help advertise the library, allow students to feel a connection to the library and increase community partnership relationships.  A third goal of my first year would be to have more events in the library such as parent literacy workshops, Drop Everything And Read, and a

Read-A-Thon. These events would create excitement for the library, for literacy, as well as, involve stakeholders of the library from the school community.

Long Term Goals:

Some goals that I feel are a bit more aspirational and that I'd like to implement after my first year as a librarian are having community and internet literacy workshops, having students create their own blogs, and working with the public library with instructional collaboration. By inviting the community into the library for literacy workshops, I can help to spread the mission of the library and help curate community relationships.  If I include internet (or virtual) literacy workshops, more individuals who are unable to attend in person workshops will feel valued.  As AASL states in the Explore section of National School LIbrary Standards, "The school librarian establishes, maintains, and leads a school library that includes physical and virtual presences that enable continuous learning in and beyond school" (p 108).   By having the students create their own blogs, I can help them to gain ownership of their learning and to provide "opportunities for learners to share their learning products. By working with the public library with instructional collaboration, I will be able to increase the effectiveness of this partnership and also participate in peer review and evaluation during the collaboration process.

**Resources:**

AASL. (2018). *The national school library standards for learners, school librarians, and school libraries.* Chicago, IL: ALA.

Bush, G. and Jones, J. L. (2010).  Exploration to identify professional dispositions of school librarians: A Delphi Study.   *School Library Media Research* 13. Retrieved from https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLR_ExplorationtoIdentify.pdf.