I. Setting	The Library population currently consists of 501 Kindergarten to 6th Graders, whose economic situation classifies the school as 100% Title 1. The majority of the students perform below grade level as indicated on the 2018-2019 SOL and it is still evident on the district's Benchmark assessments. The Librarian meets with students for 45 minutes on a rotating schedule where some grade levels may not visit the library every week. Teacher meetings would interfere with Librarian collaboration.
II. Content/Subject/Field Area	The area of focus for the SMART goal will be **SOL 6.6F:** The student will read and demonstrate comprehension of nonfiction texts to recognize an author's patterns of organization that can be an aid to comprehensions, such as: cause & effect, comparison/contrast, problem/solution, and comparison/contrast.
III. Baseline Data	District Benchmark shows 66 students were assessed, using the Performance Matters Online tool. Students results are shown by the teacher's schedule:

	Block #1	**Block #2**	**Block #3**	**Block #4**
% Proficient	25%	22%	31%	40%
% Below Proficient	75%	78%	69%	60%

The 20 question assessment had four questions relating to organizational patterns:
- 1-cause and effect
- 1-organizational pattern
- 2- compare & contrast

Students who mastered the skills will be given an alternative assignment, for example, an online project which focuses on identifying the author's organizational pattern.
Students who did not perform well will work in small group activities with the librarian reading and identifying the patterns being used by the authors in a variety of leveled books. Formative Assessments, including turn

	& talk, a checklist, or an Online review, will be given at the end of the SG activities.
IV. SMART Goal	My goal is to improve the overall proficiency percentage of the students meeting expectations by 20% on April's district Benchmark.

V. Means of Attaining Goal/Assessment Roadmap

Instructional Strategy	Evidence	Target Date
Collaboration: Librarian will collaborate with the classroom teachers & Reading Specialists to group students based on Tiers and organize small group activities	● Collaboration Log ● Emails ● Teacher/Specialists feedback	October 2021
Guided Inquiry: Librarian will read a book to students reviewing what the classroom teacher has already discussed on organizational patterns, and guiding students in identifying the patterns in the book. Anchor charts will be on display for gallery walks and to assist students who need assistance.	● Observations ● Recorded Conversations ● Rubric ● Reflection	November 2021
Inquiry Circles/Groups: Students will collaboratively read, browse and search through books to identify the organization pattern in the books. Results will be shared in an inquiry chart, noting the name of the books, pattern, and evidence of the pattern.	● Think-pair-share ● Inquiry Chart ● Rubric	November/ December 2021
Mid-year		

At mid-year, students will be assessed using Performance Matters Midyear Benchmark reading passages. Informal assessment will also be given specifically to standard.	● Data results will be shared in the data chart. ● Data chart accessible by teachers, specialists & administrators	December 2021
Collaboration: Librarian will meet with teachers & specialists to review data and discuss activities for the 2nd semester.	● Collaboration Log ● Emails ● Teacher/Specialists feedback	January 2022
Direct Instruction: Librarian will use a Nearpod/Flocabulary live participation activity to review the organizational patterns used by authors. Librarian will monitor and engage students to participate in each section of the lesson. Students will share their live responses and the teacher & students will give immediate feedback.	● Guided Practice ● Independent practice ● Poll ● Informal assessment	January/February 2022

Direct Instruction: Librarian will model independent activity using organization pattern flashcards. Group roles will be assigned to manage students' time. Students will work in small groups to match passages to the correct organizational pattern.	● [Formative assessment chart](#)	March 2022
Direct Instruction: Librarian will close out the unit with a review of the parts of the organizational patterns and a formative assessment using Performance Matters.	● Individual assessment results	April 2022

End of the Year		
SOL Testing	Individual Student Results	May 2022

End of Year Accomplishment

At the end of the collaborative efforts of the Librarian, classroom teacher, and reading specialist, the overall percentage for students meeting the expectations on SOL 6.6F, will increase by 20% to move the percentage to 50% or higher. This will help to move some students from one Tiered group to another. Often missing those 1 to 4 questions will lower scores and caused the students to qualify for intense remediation This increase will significantly impact the overall pass rate on the assessment for students and the grade level.

Obstacles and Challenges

Due to the many teacher duties and responsibilities, I believe being able to meet regularly with the teachers and specialists would be the biggest challenge. Despite our good intentions as educators, there are always meetings of some sort that we must

attend but are still expected to plan to the benefit of the students. The librarian, teacher, and specialists would have to collaborate before or after school.

The students' behavior may also be a challenge because the ancillary classes don't give grades that impact the student's average or behavior. Librarians, art, PE, and music teachers depend on the classroom teachers for support with behavior. Being able to teach the lessons in small groups may be difficult as the students are not familiar with that type of structure in the library.

Library Evaluation

My primary focus would be to fulfill the library's curriculum and instruction plans. The library is often seen as a place to just check out books then go, without much interaction with the librarian, students, and teachers. I would love to be able to bring "life" to the library by making it more inviting with lessons and activities that would take place. A part of the instructional plan would be to have a reading book club or literature circle. First, the literature circle would begin with the students and then extend it to an adult circle with the parents and/or teachers. I get so excited when I think of the possibilities that exist!!

In my first year as a Librarian, I would like to promote family literacy and provide materials that support literacy with a focus on the adults in the community who don't know how to read above a 6th-grade level. Included in the literacy promotion, I would include online reading programs as well as small group activities to help the parents of our students. I would collaborate with the public library to extend the activities to the library bringing in the public library staff to help the parents who may not have the transportation to get to the local library.

Finally, my biggest aspiration is to renovate the library by adding a STEM lab inside the library. I would ask for the budget to be open to innovative ideas that will help to increase student participation in the STEM areas and literacy. The STEM lab would be a collaborative effort with the librarian and teachers. when the lab becomes established in meeting the goal of improving students' academic performance, I would expand the activities to include guest speakers to emphasize the need for STEM education in our schools.

My rationale for my choices is related to the overall low academic rating of the school in all of the state tested areas. To improve the scores, we must improve the reading abilities of the students. in my opinion, the school's community is also a reflection of the school itself, therefore, helping the adults to improve their reading skills is important to me.