Library Goals
Developing Goals to Support Learning Standards

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Director of Instructional Materials and Library Media

Fall 2022
<table>
<thead>
<tr>
<th>#</th>
<th>Goal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>ALL</strong> Students Proficient and Showing Growth in All Assessed Areas</td>
</tr>
<tr>
<td>2</td>
<td><strong>EVERY</strong> Student Graduates from High School and is Ready for College and Career</td>
</tr>
<tr>
<td>3</td>
<td><strong>EVERY</strong> Child Has Access to a High-Quality Early Childhood Program</td>
</tr>
<tr>
<td>4</td>
<td><strong>EVERY</strong> School Has Effective Teachers and Leaders</td>
</tr>
<tr>
<td>5</td>
<td><strong>EVERY</strong> Community Effectively Uses a World-Class Data System to Improve Student Outcomes</td>
</tr>
<tr>
<td>6</td>
<td><strong>EVERY</strong> School and District is Rated “C” or Higher</td>
</tr>
</tbody>
</table>
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.
To create collaborative relationships between school librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.
AASL Standards Overview

The AASL National School Library Standards encourage learners to:

**INQUIRE**
- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**INCLUDE**
- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

**COLLABORATE**
- Work effectively with others to broaden perspectives and work toward common goals.

**CURATE**
- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

**EXPLORE**
- Discover and innovate in a growth mindset developed through experience and reflection.

**ENGAGE**
- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
Importance of Reading

Children without basic literacy skills when they enter school are **3-4 times** more likely to drop out later.

Reading to a child in an interactive style raises his or her IQ by over **6 points**.

15 minutes per day of independent reading can equals **1 million+** words in a year.

Daily reading to children puts them almost **1 year** ahead of those who are not being read to.

Children who read 3,000 words per day will be in the **top 2%** of standardized tests.
Warm-Up Thinking

Spend a few minutes writing **ONE** goal for the current school year.
Overview

SLO and Program Goals
National Alignment

School Librarian Professional Growth System Rubric is aligned to meet the standards set forth by the American Association of School Librarians.
National Alignment

**LPGS: Domain I: Instructional Planning Standard 1**
Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Learning Standards for Libraries and supports the Mississippi College- and Career-Readiness Standards.

**AASL: Shared Foundation: Collaboration III.B.1-2**
The school library’s policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by: Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school’s mission; Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis.
Overview

Resources

Student Learning Outcome
SMART Goals

Library Program
SMART Goals

Website www.mdek12.org/ASL
What is a SMART Goal?

- Specific
- Measurable
- Attainable
- Relevant
- Time Based
Overview

Helpful Tips

- Work with the librarians in your district to write vertically-aligned SMART goals
- Include your library advocacy committee when writing SMART goals
- Look at student data when writing the achievable portion of the SMART goals
- Library Program and Student Learning Outcome goals can be either short- or long-term depending on the needs of your school community.
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Tested Teachers</th>
<th>Non-tested Teachers/Coaches</th>
<th>Support Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Practices</td>
<td>Minimum of 3 Observations related to the appropriate PGS Rubric, observing all domains weighted equally</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Student Climate Survey</td>
<td>Average score (from students) based off school climate survey</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Student Growth</td>
<td>SMART Goal related to performance on state test</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SMART Goal related to school-wide initiative</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>SMART Goal related to performance on district diagnostic test</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>School-wide Student Performance <strong>BOTTOM 25%</strong></td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Total Weight</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Overview

Professional Growth Rubric Weights

| Percentage of Students meeting SMART Goal related to School-wide Initiatives |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 4               | 3               | 2               | 1               |
| Exceeds Goal    | On Target       | Approaching Goal| Not on Target   |

School librarians will develop and implement two (2) SMART goals per school year. The librarians will collaboratively write goals with the input of the school library advocacy committee. The first goal will encompass the student learning outcomes for either a particular grade or whole school. The second goal will include a library program goal which improves the resources or services provided to students and teachers. The overall professional growth score will be the average of the two SMART goals.

EXAMPLE:
Student Learning Outcome SMART Goal score = 3 | Library Program SMART Goal score = 4

SMART Goal Overall Score = 3+4 = 7/2 = **3.5 (overall score)**
Any questions at this point?
Student Learning Outcome

SMART Goal Overview
### Student Learning Outcomes

#### Website
www.mdek12.org/ASL

#### Part 1

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Level</th>
</tr>
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</table>

**Director:** The plan is a result of students being in varying states of language development. The plan is a result of the implementation of the ASL program and the results of the student assessment. This plan will be used to assess the effectiveness of the ASL program and the student assessment.

**Setting:**
- **1. Objective Statement**
- **2. Rationale**
- **3. Aligned Standards**

**Priority of Content**
- 1. Target(s)
- 2. Rationale for Target(s)
- 3. Evidence Source(s)
- 4. Supporting Data

**Baseline Data**

**Rigor of Target**

**Quality of Evidence**

Describe the population and any special learning circumstances.

Where are the students NOW?

1. Objective Statement
2. Rationale
3. Aligned Standards

**Supporting Data**
Part 2

SMART Goal
Describe what learners will accomplish through the goal

Means to Attaining Goal
1. Instructional Strategy
2. Evidence
3. Target Date

Signatures
This should be shared with the library advocacy committee and signed off by the principal

Website www.mdek12.org/ASL
### Setting

Seventy-five percent of 8th grade male students are not reading on grade level and the reluctance to read is showing on low test scores on ELA benchmarks.

### Priority of Content

1. **Objective Statement:** Students will learn how to select books based on interest levels to help encourage reluctant readers which will improve comprehension and vocabulary.

2. **Rationale:** Free choice reading helps encourage reluctant students to become engaged readers and enjoy the activity of reading while improving test scores.

3. **Aligned Standards:** RED.LV.1.1; RED.LV.1.1; RED.LA.2.2; RED.LA.2.5; RED.LA.2.7; RED.LA.2.8; RED.LA.2.10

### Baseline Data

Seventy-five percent of 8th grade male students have not shown growth on ELA benchmarks since 4th grade NAEP test.

**Website** [www.mdek12.org/ASL](http://www.mdek12.org/ASL)
Student Learning Outcomes

Rigor of Target
Quality of Evidence

1. **Target(s):** Twenty-five percent of 8th grade male students will show growth by the end-of-year ELA assessment.

2. **Rationale for Target(s):** Based on test data, 25% of 8th grade male students show potential for growth based on the 7th grade EOY ELA assessment.

3. **Evidence Source(s):** ELA benchmark data; comprehension and vocabulary test scores

4. **Supporting Data:** ELA benchmark data; library circulation data

Means for Attaining Goal

1. **Instructional Strategy:** Reading Challenges

2. **Evidence:** Circulation Data; Writing Prompts

3. **Target Date:** Every nine weeks

Website: [www.mdek12.org/ASL](http://www.mdek12.org/ASL)
Student Learning Outcomes

Completed Goal

| Percentage of Students meeting SMART Goal related to School-wide Initiatives |
|---|---|---|---|
| 4 | 3 | 2 | 1 |
| Exceeds Goal 25% or above | On Target 18.75 - 12.51% | Approaching Goal 12.5 - 6.26% | Not on Target 6.25% or below |

RELEVANT
As a result of implementing reading challenges to promote free choice reading, twenty-five percent of 8th grade male students will show growth as measured by the EOY English Language Arts assessment.
Any questions at this point?
Library Program

SMART Goal Overview
Part 1

<table>
<thead>
<tr>
<th>Setting</th>
<th>Describe the population and any special circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning</td>
<td>Describe how this will improve student learning.</td>
</tr>
<tr>
<td>Baseline Data</td>
<td>Describe what data is being used and how it helps with the goal</td>
</tr>
<tr>
<td>SMART Goal</td>
<td>Describe what you want learners to accomplish using SMART elements</td>
</tr>
<tr>
<td>Resources/Support Needed</td>
<td>Describe any resources, support, and/or training that is needed to accomplish goal</td>
</tr>
</tbody>
</table>
### Means to Attaining Goal

1. **Goal**
2. **Indicators of Progress**
3. **Evidence**
4. **Target Date**

This should be shared with the library advocacy committee and signed off by the principal.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicators of Progress</th>
<th>Evidence</th>
<th>Target Date</th>
</tr>
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<tbody>
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</tbody>
</table>

**Signatures**

- School Librarian Signature: Date
- School Principal Signature: Date

**Website** [www.mdek12.org/ASL](http://www.mdek12.org/ASL)
### Library Program

#### Setting
- 345 students (7-12 grades)
- 35% students reading below grade level
- Majority of students score level 2 on MAAP English assessments

#### Student Learning
- Increase student reading for both personal and academic inquiry
- Increase the new vocabulary or terms learned by students
- Provide access to new genres or style of writing

#### Baseline Data
- Circulation and testing data will be used to show how the library program goal improves student reading

#### SMART Goal
- Students to use the automated system to place books on hold, leave reviews and comments
- Include open, flexible library time in daily schedule
- Increase reading for personal or academic purposes

#### Support Needed
- Automated system training
- Webinar or PowerPoint online for students to review

**Website** [www.mdek12.org/ASL](http://www.mdek12.org/ASL)
Completed Goal

### Percentage of Students meeting SMART Goal related to School-wide Initiatives

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not on Target</td>
<td>Approaching Goal</td>
<td>On Target</td>
<td>Exceeds Goal</td>
</tr>
<tr>
<td></td>
<td>11.6% or below</td>
<td>15.8-12.8%</td>
<td>19.8-16%</td>
<td>20% or above</td>
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</table>

**RELEVANT**

By implementing **open, flexible library schedule**, the school library circulation will increase by **20 percent** as measured by **end-of-the-year circulation reports**.
Any questions at this point?
Wrap-Up Thinking

Spend the next few minutes updating the goal from earlier using the information from today.
What else do you need?
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