Annual School Library Growth Plan

<table>
<tr><td rowspan="6">G O AL 1</td><td>**School Unified Improvement Plan Goal (UIP) Goal**</td><td>**Which all-school goal are you aligning with for your first goal? (If your school goals are not easily available, how are you planning on finding out from your administrator what they are?)**
The gap in writing achievement in the Proficient and Advanced categories between 3rd grade boys and girls will decrease from 20 percentage points to 10. Last year's test scores indicated girls are scoring 20 percentage points higher than boys.</td></tr>
<tr><td>**HESLP Target area (which 1-2 areas would you like to improve upon and WHY?)**</td><td>**Select a target area from the HESL "Evaluation Rubric" in which you would like to make growth. We recommend targeting an area from the "Leadership" or "Instructional Expert" areas of the HESLP rubric. After identifying which area (i.e., collaboration), write a brief sentence or so explaining WHY you are targeting this area for growth.**
I am focusing on HESLP target area #2 Collaboration and #4 instructional delivery strategies (in targeting boys). Past collaboration activities with third grade teachers have been inconsistent. I want to establish a yearlong collaboration and co-teaching plan that focuses on writing in different content areas.   I'm also targeting 3rd grade since this is their first year of statewide testing exam.</td></tr>
<tr><td>**My SMART goal which is worded to *show alignment between UIP and HESL Target area***</td><td>**Based on your target area, write growth plan goal #1 here. How is this aligned with your school's goal?**
● 1st try - By March 2015, I will have collaboratively planned and taught a third grade science, social studies, and math unit/lesson; these lessons will include a written element that incorporates our building writing curriculum program.
● **Better 2nd try after getting feedback/coaching**- *By March 2015, focusing on growth areas indicated in the MAP test**, the 3rd grade teachers and I will have co-developed student writing rubrics and e-portfolios for 3 writing units (that we will co-teach and co-assess in at least 2 subject areas) that contains 3 of their pre unit and post unit writings.*</td></tr>
<tr><td>**My Strategies/Indicators for carrying out my SMART goal**</td><td>**What actions will you need to do to implement your goal?**
● In August 2014, II will meet with 3rd grade teachers to schedule plan times and decide which writing lessons/units to collaboratively plan and teach. All plans will contain a rubric the clearly delineates writing outcomes (descriptive writing) in a consistent format.   I anticipate writing opportunities in social studies and science. I will be looking for math/writing connections, too.
● Examine MAP test data (or whichever writing assessment my school is using) to identify the group of students (boys) whose test scores fall into the target area.
● I will help assess student writing using the rubric and student responses to their self-reflection of their work</td></tr>
<tr><td>**My Partners**</td><td>**Who will be your partners in implementing your goal/strategies? List staff members, students, parents or others who will be helping you and your school reach this goal.**
Third grade teachers, literacy coach (or someone to help with MAPS data), library paraprofessional and</td></tr>
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SMART Goals:

Specific   Measurable   Achievable   Results-focused   Time-bound

		parent volunteer (to help upload student's items to e-portfolio) and to handle library checkout, storytimes, if needed for students, principal.
	MEASURABLE EVIDENCE of Collaboration, Leadership, and/or instruction for Teacher Quality Standards and/or HELSP Rubric	**What measurable 'Teacher Quality' evidence can you provide for your principal? (Evidence of YOUR growth for your portfolio)** I will upload 3 collaboratively backward-planned units on google drive so that I can easily link this evidence of professional growth with my principal and other stakeholders. These plans will include differentiation strategies we used for targeting boys scores. I will share a personal reflection of instructional delivery strategies that I tried as a discussion point with my principal during evaluation. Lastly, I will upload and link student writing examples (some pre-post writing), especially of boys' writing.
	MEASURABLE EVIDENCE of Student Growth	**What evidence can you provide that shows how your goals and strategies (your actions) resulted in student growth?** Formative Assessment - Review the Assessment rubrics of the 3 units to analyze student growth from 1st unit to 3rd unit? Did growth occur by the end of the 3rd unit? Is their writing showing more use of (descriptive writing). We will ensure that our random sampling of student assessment examines boy's writing growth and that our student sampling is reflective of our school's demographics. ● We will include student reflection examples - Prior to unit 1, we will ask students write an answer to the following prompt: "Look at the assessment rubric. What do you hope to learn? At end of unit 3, we will ask student to write a reflection on "What did I learn about descriptive writing throughout these 3 units?" ● In this same pre/post reflection time I will work with the 3rd gr. teachers to include 2-3 questions for student self-assessment on ability to create an e-portfolio. ● I will include the answer to the following when submitting formative evidence. "I worked with ____ of boys around using more descriptive words in writing. Here are the results from our 3 units." Summative measure - Using the MAP data , student achievement in descriptive writing will be measured.

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Specific – What will the goal accomplish? How and why will it be accomplished?

Measurable – What tangible evidence are you providing that you have accomplished the goal? How will you measure whether or not the goal has been reached? (try for 2 indicators)

Achievable – Your goal should stretch you slightly so you feel challenged while also defined well enough so that you can achieve them. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal. Is it possible? Have others done it successfully? DO you have the necessary knowledge, skills, abilities, and resources to accomplish it? Will meeting this goal challenge you without defeating you?

Results-Focused – Goals should measure outcomes, not activities. What is the reason, purposed, or benefit of accomplishing the goal? What is the result (rather than the activities leading up to the result) of the goal?

Time-Bound – Goals should be linked to a timeframe that creates a practical sense of urgency or results in tension between the current reality and the vision of the goal. What is the established completion date and does that completion date create a practical sense of urgency?

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