

Student Outcome Objective

<p>Title – Access to Informational Text</p> <p>Content Area – Library Media Specialist</p> <p>Grade Level – 1-5</p> <p>Students – All of the students in grades 1-5 (approximately 425 students)</p> <p>Interval of Service Delivery – SY 2013-14</p>		
Main Criteria	Element	Description
<p>Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?</p>		
Priority of Content	Objective Statement	Students will increase their access of informational text, as evidenced by the number of books and the proportion of non-fiction books checked out of the school library in the spring of 2014, in order to promote alignment to and success with the Common Core State Standards.
	Rationale	The CCSS emphasize a balance between informational text and literature in the elementary grades. While we have always provided students access to non-fiction books and included informational text in our curriculum, literary texts currently dominate our school and classroom libraries and represent the majority of books students check out of the library. In addition, I have noticed that students' interest in non-fiction texts wanes as they move into the upper elementary grades (gr.4/5). The misalignment between the new standards and our current climate prompted me to focus on revamping our non-fiction collection and promoting access to informational text among our young readers.
<p>Essential Questions: Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	I determined that students in grades 1-5 checked out approximately 2800 books in the months of March, April and May 2013. Of these, approximately 30% were non-fiction.
<p>Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?</p>		
Rigor of Target	Target(s)	Approximately 40% of the books taken out of the library by students in grades 1-5 in March, April, and May 2014 will be non-fiction.
	Rationale for Target(s)	Increasing the proportion of non-fiction books taken out of the library by students in grades 1-5 from 30% to 40% is a significant improvement toward achieving balance in students' reading selections. I believe this is attainable through my multi-pronged approach which includes collaborating with teachers, researching and ordering new non-fiction books, prominently featuring non-fiction in monthly displays, and organizing fall and spring non-fiction reading contests. If we continue this trend next year, we will reach a balance of approximately 50% literature and 50% informational text, which is recommended in the CCSS.
Quality of Evidence	Evidence Source(s)	All of the books in the library are coded as fiction or non-fiction in our catalog system. When they are taken out, the books are scanned and the data is stored. I can run a report of how many of each type of book students in grades 1-5 checked out each month. To determine whether or not I have attained my target of 40% by the end of the school year, I will average the percentages of non-fiction texts taken out in March, April and May.

	Strategies	<p>I will use four strategies to increase both the number of books and the proportion of nonfiction books that students are checking out of the library:</p> <ol style="list-style-type: none">1. I will meet with each grade level team to learn more about the units they have planned for the year to determine the topics for which we need nonfiction books at that grade level.2. I will take stock of the books that we currently have and compare them to these needs. Once gaps are identified, I will research and order non-fiction books to better support the 1-5 Curriculum (budget permitting).3. I will prioritize non-fiction books in my monthly library displays.4. I will organize and run two non-fiction reading contests.
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