



Connecticut Educator and Leader Evaluation and Support Model

Beginning of the Year Goals & Planning

Self Reflection

Completed by Jodie D'Alexander

[See Self-Reflection sample reflection questions](#)

Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.

[See Examples of Evidence Types](#)

This year I'd like to begin reorganizing the fiction section of the Woodland Media Center to be categorized by genres to facilitate easier independent access. This restructuring will support the development of independent reading skills by 9th graders, enabling these students to more readily find books that match their interests and reading levels, and check out a fiction book choice that promotes a more engaging and self-directed reading experience. This will be a two year long goal, as there are 5000 titles to evaluate.

Goal, Rationale, Alignment and Professional Learning Plan

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Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).

My goal for the next two years is to weed out outdated / uncirculating fiction titles as well as organize the fiction section of the library by genre to support and build interest in 9th grade Independent Reading and increase circulation.

My action steps will include:

1. **Assessment and Planning:**
 - Evaluate the current layout and organization of the fiction section.
 - Identify a definitive number of genres to catalog fiction books.
2. **Reorganization:**
 - Develop a list of major fiction genres (Create clear, labeled sections (e.g., Science Fiction, Fantasy, Mystery, Historical Fiction).
 - Color code all fiction titles to match the fiction genres to guide students in finding genres of interest..
 - Weed out titles that have not circulated in 7 years or more to keep our collection current and interesting for 9th graders.
3. **Integration of Technology:**
 - Update the library catalog system (Destiny Discover) to reflect the new organization.
 - Use of digital tools (e.g., Destiny Discover) to assist students in navigating the reorganized section.
4. **Student Engagement:**
 - Host a Library Genre Orientation session for 9th grade students to introduce them to this "work in progress" organization.



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	<ul style="list-style-type: none"> ○ Develop a genre exploration activity to encourage 9th grade students to explore different genres. <p>5. Ongoing Evaluation:</p> <ul style="list-style-type: none"> ○ Solicit feedback from students and 9th grade English teachers on the effectiveness of the new organization. ○ Monitor circulation data to assess if student circulation has increased due to the reorganization of the fiction section, as well as identify genres of interest to support improved circulation. ○ Make adjustments, as needed, based on feedback and usage patterns. <p>I will need two years for this goal as I will need to physically assess each fiction title in the WRHS LMC (over 5000 books) to genrefy it or weed it out of the collection.</p>
<p>What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal?</p> <p>See Professional Learning & Action Questions to guide your plan.</p>	<p>Evidence of Educator Learning:</p> <p>1. Circulation evidence of fiction titles in grade 9</p> <ul style="list-style-type: none"> ○ Baseline: 2023-2024 Grade 9 Fiction check-outs = 256 titles ○ September 2024 - We currently have 5027 fiction titles with the average date of acquisition of 2008 (16 years old) <p>Evidence of Student Learning, Growth, and Achievement:</p> <ol style="list-style-type: none"> 1. Increased Book Check-Outs: Monitor if the number of fiction books being checked out by 9th graders increases after the genre-based organization. Analyze check-out patterns, looking at whether more students are checking out fiction books post-reorganization 2. Student Surveys or Feedback: Collect data on whether students find it easier to locate books that interest them, through surveys or exit slips after library visits. <p>Learning Plan to Achieve Your Goal:</p> <ol style="list-style-type: none"> 1. Research Best Practices: Begin by researching how other school libraries have successfully organized fiction by genre and how it has impacted student reading. 2. Genre Identification: Work with teachers or reading specialists to categorize books by genre, ensuring that the categories are student-friendly and reflective of their interests. 3. Library Displays & Activities: Create genre-based displays or reading challenges to draw attention to the new organization and encourage students to explore different sections.



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	<p>4. Collaborate with Teachers: Coordinate with 9th-grade teachers to promote the new system in the classroom and encourage students to explore different genres.</p>
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	<p>Because I need to evaluate and classify every title that is currently in the fiction section (over 5000 titles), I feel that this will be a two year goal. I will need the time to put my hands on each fiction book, evaluate its check-out history, determine its value in our collection, genre-classify it, update the book classification in Destiny Discover (our Online Public Access Catalog) and color label it appropriately. In order to keep our fiction collection current and relevant, all books that are outdated / uncirculated will be removed from the collection and donated to a local non-profit organization.</p>
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>	<p>Region 16's Core Values and Beliefs.....We educate students academically, socially, and emotionally to acquire the skills and knowledge to become capable, creative, and responsible individuals that <u>pursue their interests</u> and reach their highest level of potential.</p> <p>I feel that the genrefication of the fiction section will provide students with an opportunity to independently pursue their own interests, using a system that streamlines the book selection process, as well as use this opportunity to update the fiction collection for currency and relevance.</p> <p>My goal contributes to the district's goal of improving reading scores. Last year, 69% of juniors taking the SAT met benchmark for the Reading and Writing portion of the test. Moving forward, district leadership would like that number to be above 70%.</p>

Goal Setting Conference

Completed by Evaluator (By November 1)

Date

Notes:

Supports Required/Suggested

- Tier 1
- Tier 2
- Tier 3

[Refer to Tiered Support and Corrective Support Planning](#)