

SOUTH BRUNSWICK TOWNSHIP PUBLIC SCHOOLS
Program Growth Objective (PGO) Form



A PGO is a long-term academic goal that teachers and education specialists set forth for a group of students or a program. It's essentially a SMART goal: Specific, Measureable, Attainable but ambitious, Relevant and related to standards (curriculum), and Time-bound (between 2 points in time; pre/post) with an accompanying action plan.

Teacher/Education Specialist's Name: Lisa Manganello and Amy Gazaleh

Program: HS LIBRARY-MEDIA PROGRAM **School Year:** 2013-2014

Components	Explanation				
I. Environment (Describe your student, school or group population and any special learning circumstances in which this program is taking place.)	<p>Description: Include:</p> <ul style="list-style-type: none"> • 25 science teachers total. • Of the 15 Science teachers who visited the library in 2012-2013, only 2 teachers requested library instruction for their students. The LMSs formed a collaborative relationship with these teachers, which sparked interest with the new STEM chair and other department members. STEM is being given a new focus district-wide; this partnership supports the new common core standards that place more emphasis on informational text. 				
II. Content/Subject/Field Area (The area/topic being addressed based on learner achievement, data analysis, or observational data. Why you selected this area.)	<p>Area of Focus: Increasing the number of science classes who come to the Library Media Center for lessons and library time.</p> <p>Rationale: According to our statistics, the heaviest users of the library have been English and Social Studies teachers. In an effort to expand our reach to other curricular areas, we looked for departments that could be better supported by the library. Our new partnership with 2 science teachers, as well as the district's emphasis on STEM, led us to focus our outreach efforts on the science department.</p>				
III. Baseline Data (What is the current status as shown by the current data and observation? Your starting point.)	<p>To determine growth, we established baseline data from the 2012-2013 library calendar and lesson plans. We gathered information about the number of science classes that signed up for library time and specifically the number of lessons the Library Media Specialists taught to science classes.</p> <p>Our baseline data is as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Library Visits 9/1-3/31/2012</th> <th style="text-align: center;">Direct instruction by LMS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">60</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p>Overall the current status would be described as follows: Historically, science teachers have visited the library when it was necessary to use technology to support a curricular need. Last year, we were able to collaborate with two science teachers on a podcasting unit.</p>	Library Visits 9/1-3/31/2012	Direct instruction by LMS	60	10
Library Visits 9/1-3/31/2012	Direct instruction by LMS				
60	10				
IV. Program Growth Objective Statement (What will be accomplished: a SMART Goal)	<p>During the 2013-2014 school year, the number of lessons delivered by the LMS to science classes will increase 50% as measured by calendar data and lesson</p>				

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V. Action Plan for Attaining Objective (Strategies used to accomplish the objective)

Strategy	Evidence	Target Date
Create and distribute a <i>Good Things for Science</i> newsletter each marking period which spotlights the latest library connections to the science curriculum.	<i>Good Things for Science</i> newsletter	Quarterly
Working closely with the 6-12 STEM Coordinator, develop a library-centered research task crafted as an addition to the science curriculum. Deliver lessons and provide support to students.	Curriculum SCOPAs	July 2013- October 2013
Reach out to teachers of higher level science course (Honors, AP) to promote ways that the library collection can support their curriculum.	Log Emails Collection analysis	Ongoing

Teacher/Education Specialist's Signature _____ Date _____
 Evaluator's Signature _____ Date _____

VI. Mid-Year Review

Describe objective progress and other relevant information:	Mid-year review conducted on _____	
	What data did you use in your mid-year analysis?	
	Attach appropriate data as applicable: <input type="checkbox"/>	
Additional Strategies or Changes to Plan	Evidence	Target Date

Teacher/Education Specialist's Signature _____ Date _____
 Evaluator's Signature _____ Date _____

VII. End-of-Year Review

Describe progress toward the PGO and other relevant information:

Submit appropriate data to evaluator:

Evaluator's Signature _____ Date _____
 Strategies used and data provided demonstrate appropriate growth. Yes No