August 13, 2014

Peter Iveyettomeet, Superintendent

Anytown School District

34 School St

Anytown, NH 03999

Dear Superintendent Iveyettomeet:

Anytown School District has a valuable library program running at Anytown Elementary School. In the interest of developing a vibrancy that will expand the success of students and classroom programs at AES, I would respectfully request that the submitted budget be approved. This increase in funding is necessary to position the library program and school in the forefront of 21st century learning as stated in the district mission/vision. Additional funding would allow increased access to relevant and timely electronic resources which would be highlighted to the community through an updated library website and articles in the school newsletter and local newspaper. Funds would also be used to support collaborative efforts within the school and with local organizations that would benefit students and parents. By the end of year 3 of my action plan, our library program and school will be at the forefront of providing 21st century (and beyond) skills and we will be poised to be leaders in education. Our students’ success and, in fact, their very future is worth every penny that we can invest as they invest their time and trust in us to provide the opportunities they need to grow and develop into self-directed, lifelong learners.

Sincerely,

Betsy Damon

Library Coordinator

Anytown Elementary School

**Community Profile:**

In 2010, the town boasted 4106 people with a median age of 39.4 and about equally split by gender. 948 people were younger than 18 and the racial makeup is almost exclusively white(96.9%) with only 3.1% identifying as some other race. There were 1579 households with 1076 of those households being family households. About 60% of the occupied housing units in town were owned while about 40% were rented. Most of the population over age 25 had a high school diploma but 22.9% had no diploma and 38.7% of those who had graduated from high school did not attend any college courses. The average median household income was $56,463 with 10.2% of families living below the poverty level. 7.8% of the civilian labor force were unemployed and 77.8% of those employed traveled in their own vehicle by themselves an average of 28 minutes to work.

There are two public schools in town: Anytown Elementary School (K-6) and Anytown Middle High School (7-12). There is a 62% free/reduced rate at AES with a 52% rate at for the middle school portion of AMHS. Since 2008, Anytown School District has been undergoing a redesign that coincides with the middle school going into School In Need of Improvement status for Math followed 2 years later by the elementary school in both Math and Reading. This redesign focuses on five main points: student ownership of learning, core knowledge and skills for success, 21st century skills & habits of mind, the changing role of adults, and community engagement. The goal of the redesign is to create a school system that will enable all of Anytown’s young people to be fully engaged in their own learning, pursue their college and career aspirations, and be strongly supported to realize their dreams. Through this redesign, Anytown School District has reached out to engage the community in a conversation and collaboration to benefit the youth of the town.

Anytown Elementary School works with Public Library to promote literacy and provide special event programming. The public library’s hours start just as the school day is ending which benefits our students in the after school time frame. The school’s summer program included presentations by several organizations including a local science center and a Native American cultural organization, so there is an active partnership with area resources already in place. Other partnerships if existing are not readily visible.

**Description of Program:**

Anytown Elementary School’s library media center supports 289 students from pre-k thru 6th grade. Each class has a dedicated 45-minute library block each week with the library coordinator providing instruction and monitoring book circulation. The schedule contains dedicated blocks for 19 classes with a prep period each day along with assisting in morning meeting and supporting a WIN (What I Need) small group with library staff responsible to cover a recess duty each day. After talking with outgoing library staff, there is some concern that the librarian position will not be included in PLC’s which is disconcerting as this is where the planning happens for the WIN groups. The library is in the front of the main floor across from the office while the pre-K -3rd grade classes are down a half flight and the 4th-6th grades are up a half flight. Technology accessibility consists of 6 desktops away from the main teaching area of the library and a SMART Board in the main area. 5th and 6th graders all have iPads issued that may be used in the program and there is a class set of netbooks on a cart that may be utilized if available. Circulation programming is on a dedicated machine and the catalog cannot be accessed remotely. After analyzing the resource collection, the information available is adequate for the curriculum but could use some updating and addition of electronic databases. The budget has remained stable of the past 2-3 years and does not allow for the introduction of additional electronic resources. Space in the library area is not conducive to adding more computer stations to allow instruction/use of electronic resources. The conceptual redesign has enabled the school district to obtain substantial private funding but it does not seem that the library media center (at least at the elementary level) is seen as being in need of upgrading in order to help students achieve success as 21st century learners.

**Program assessment summary:**

There are many strengths of the program. The library is accessible during the summer with instruction incorporated into the summer school programming. The summer programming includes collaboration with various programs including the public library and a local Native American cultural organization. Staff turnover in the library coordinator position is frequent when looked at over the course of several years and primarily hinges on it not being a “teacher” position. The position is paid along the lines of paraprofessional staff even though the librarian is responsible for meeting the curriculum standards for 19 classes of students. Hiring through the district for the library coordinator position does not involve meeting with the superintendent as would a teacher hiring. Administrative staff changes are quite frequent with titles and description unlike most schools. We do not have a principal and assistant principal but instead have deans and directors so the organization and chain of command is a bit confusing. In addition to this, recent retirements and maternity leaves will leave the library coordinator with 3 supervisors within the first 30 days. It does seem that the succession plan was not fully formulated or communicated – especially to incoming library staff! Other weaknesses noticed include: lack of web presence for the library or the ability to access the catalog remotely, absence of a policy manual for the library program, shortage of room to grow or expand, and regular accessibility to technology for library classes to provide library skills instruction or perform structured research.

There is limited technology available. This space provides open access to technology but not to print resources when classes are scheduled. This clearly indicates a need for reorganizing the library space. Additionally, during instruction there is no other staff to handle circulation or resource questions. Committee recruitment will happen during the first teacher workshop day which begs the questions, “Can you join a committee later in the year?” and “How do you find out about committees and their staffing needs if you start after the first teacher workshop day?” The fact that the new library coordinator was not allowed to attend New Teacher Orientation shows a devaluation of the position by the school district administration, in spite of school administration advocacy for inclusion. New hires for the library coordinator position do not meet the superintendent let alone have a final interview with him as would be the practice for new hires in classroom teaching positions. As a new teacher in a non-teaching position, there is no mentor assigned to guide the library coordinator through his/her first year contrary to what is provided to new classroom teachers. Professional development funding is not immediately available for non-teaching staff.

Anytown Elementary School has a strong PTO presence with the organization running two Scholastic Book Fairs to benefit the students. In other districts, the librarian is responsible for running the book fairs and the proceeds are used to provide resources for the library. Having that source of book acquisition money diverted leaves this library with little funding for collection development and management.

Anytown School District uses ATLAS curriculum mapping so everyone can see what subjects should be studied when and by whom. Teachers are able to modify the maps and include lesson details, essential questions, and standards to be addressed for each unit of study. The library curriculum is questionable with some units being drawn out over extended periods of time for unknown reasons. The units seem to be very restrictive towards specific materials to be used rather than generic guidelines to meeting standards.

**Mission Statement:**

The mission of my program is to provide resources and instruction to students and staff that will enable them to be information-literate and help them prosper as life-long learners who can locate, critically evaluate, analyze and assimilate information and then use it effectively.

This supports the district mission statement: “to ensure that our learners are supported in the achievement of their college and career goals through student centered learning practices and strong partnerships with our community. We encourage and guide our students to become self-directed, lifelong learners who demonstrate a high level of knowledge, skills, and social-emotional health through self-advocacy, self-governance, and commitment to community.”

**Vision Statement:**

I envision a media center with equitable access to resources, space and technology for students and staff to gather and evaluate information, cultivate creativity, and encourage collaboration to stimulate lifelong learning.

This complements the district vision of: “a school community in which all decisions are based on the best interests of our learners, supported by a learning environment that enables all of Anytown’s young people to be fully engaged in their own learning, pursue their college and career aspirations, and be strongly supported to realize their dreams.”

**Goals and Objectives:**

1. The library program must have an up-to-date, extensive policy manual that maintains consistency of the program and serves as a source of guidance to staff and administration when questions arise.
   1. Create a policy manual for the library program and perform reviews on a yearly basis.
   2. Stay informed of current trends in school library programming through membership in professional organizations and subscriptions to professional reading materials.
   3. Attend yearly professional development opportunities geared towards school library personnel while maintaining a network of individuals in similar positions.
2. The program must strive to stay connected to the individual classrooms, school as a whole, and community.
   1. Stay informed of classroom needs, school needs, and community needs and look for opportunities to assist in filling those needs by participating in monthly staff meetings.
   2. Keep website updated on a monthly basis.
   3. Collaborate with at least one department or outside agency each year.
3. Access to resources needs to reach beyond the physical walls of the library.
   1. Update circulation system to provide better access outside the immediate library by the end of the third year.
   2. Increase electronic resources availability for use outside library/school.
   3. Institute a schedule of training/refresher courses to help students make use of the online resources.

**Three-Year Action Plan:**

| Goal / Objective | Year | Action |
| --- | --- | --- |
| A.1 | 1 | Organize a committee to discuss needs to be addressed in the policy manual that fall outside immediate library program.  Create policy manual to provide guidance and documentation about current library program policies including (but not limited to):   * Curriculum mapping * Circulation policies * Cataloging policies * Equitable access and privacy rights policies * Policies and procedures for questioned materials   Update student/parent handbook with circulation policy changes each year.  Gain approval of policy manual from committee members.  Review policy manual with administration for approval.  Alert administration to any potential policy issues currently trending. |
|  | 2 | Meet with committee to discuss any changes needed in policies that extend beyond the immediate library program.  Review policy manual making any changes necessary.  Update student/parent handbook with circulation policy changes each year.  Gain approval of requested changes from committee members.  Review any major policy changes with administration.  Continue alerting administration to pending trends. |
|  | 3 | Repeat year 2 objectives with the focus on averting situations that may cause unfavorable exposure in the public eye.  Meet with committee to discuss any changes needed in policies that extend beyond the immediate library program.  Review policy manual making any changes necessary.  Gain approval of requested changes from committee members.  Review any major policy changes with administration.  Continue alerting administration to pending trends. |
| A.2 | 1 | Join NHSLMA and AASL to stay abreast of current trends in school librarianship.  Subscribe to School Library Journal, School Library Monthly and Library Media Connection to stay abreast of current trends in school librarianship. |
|  | 2 | Maintain memberships in NHSLMA and AASL to stay abreast of current trends in school librarianship.  Continue subscriptions to School Library Journal, School Library Monthly and Library Media Connection to stay abreast of current trends in school librarianship.  Share information about trends with staff and create opportunities for learning for students and staff based on information gathered from memberships/subscriptions. |
|  | 3 | Maintain memberships in NHSLMA and AASL to stay abreast of current trends in school librarianship.  Continue subscriptions to School Library Journal, School Library Monthly and Library Media Connection to stay abreast of current trends in school librarianship.  Continue to share information about trends with staff and create opportunities for learning for students and staff based on information gathered from memberships/subscriptions. |
| A.3 | 1 | Attend NHSLMA spring conference and summer library camp  Subscribe to NHSLMA listserv  Share information/new ideas with school staff. |
|  | 2 | Attend NHSLMA spring conference and summer library camp  Continue to monitor NHSLMA listserv  Share information/new ideas with school staff.  Lead training on topics of interest as opportunities present themselves. |
|  | 3 | Attend NHSLMA spring conference and summer library camp  Continue to monitor NHSLMA listserv  Present professional development opportunities to staff outside district. |
| B.1 | 1 | Introduce myself to all staff members by visiting their classrooms, posting “about me section on the website”, and posting “My recommended Reads”.  Attend monthly staff meetings and share new happenings in the library each month.  Submit “Library Happenings” to school newsletter monthly.  Open library and be available to parents during parent/teacher conference days.  Participate in PLC meetings.  Regularly follow the local newspaper. |
|  | 2 | Introduce myself to all ***new*** staff members by visiting their classrooms and offering assistance while sharing information about the library program.  Attend monthly staff meetings and continue to share resources monthly.  Participate in PLC meetings.  Submit “Library Happenings” to school newsletter monthly.  Open library and be available to parents during parent/teacher conference days.  Invite teachers/teams to discuss how I can support their curriculum.  Write articles for the local newspaper. |
|  | 3 | Continue to introduce myself to new staff members and share the library program.  Collaborate with 2 new teachers this year.  Attend monthly staff meetings and continue to share resources monthly.  Participate in PLC meetings.  Open library and be available to parents during parent/teacher conference days.  Submit “Library Happenings” to school newsletter monthly.  Evaluate support measures with teachers/teams and determine ways to improve support.  Write a monthly column for the local newspaper. |
| B.2 | 1 | Build a website which contains information about the library including policies, resource information, news about the program, and student connections through pictures and projects.  Update monthly with current events in the library including new resources, programs, and student connections. |
|  | 2 | Expand web presence adding a new feature each quarter and maintaining added features as needed to sustain impression of the library program being active and contemporary.  Update website monthly with current events in the library including new resources, programs, and student connections. |
| B.2 | 3 | Expand web presence adding a new feature each quarter and maintaining added features as needed to sustain impression of an active and contemporary program.  Update website monthly with current events in the library including new resources, programs, and student connections.  Provide professional development as needed to help update grade level and teacher web presences. |
| B.3 | 1 | Collaborate with title I for parent programming to be offered during Parent/teacher conferences.  Approach service organizations for a grade adoption/book gifting program similar to Kiwanis Kares that is run in Laconia.  Promote collaborative efforts in school newsletter, local newspaper, and school/library websites. |
|  | 2 | Collaborate with Title I for parent programming to be offered during both parent/teacher conferences.  Implement a grade adoption/book gifting program.  Investigate having a Foster Grandparent volunteer in the school overseen by the librarian.  Promote collaborative efforts in school newsletter, local newspaper, and school/library websites. |
|  | 3 | Present parent programming each quarter for primary and intermediate grades.  Continue grade adoption/book gifting program.  Implement a Foster Grandparent volunteer program in the school overseen by the librarian.  Promote collaborative efforts in school newsletter, local newspaper, and school/library websites. |
| C.1 | 1 | Meet with librarian at Anytown Middle/High School to learn about current circulation system and history of discussion of upgrading.  Investigate moving to cloud circulation system through site visits and professional reading  Discuss alternative system pros/cons with counterpart at AMHS and jointly decide on a system to advocate.  Obtain a price quote for the preferred system.  Create a presentation for the administration/school board to advocate for approval of costs for new system and any necessary related hardware/software changes. |
|  | 2 | Implement move to cloud circulation system.  Perform inventory through new system to ensure all materials can be accessed easily in the system.  Provide training and assistance to staff for operation of circulation system.  Update policy manual regarding circulation system.  Inform vendors of any changes necessary related to vendor-processing of new materials  Provide training and assistance to students/staff regarding off-site access to catalog. |
| C.1 | 3 | Remain cognizant of updates or changes in the new system and manage version updates in a timely manner to keep circulation system up-to-date  Provide training for new staff/students as needed.  Provide assistance to students/staff when accessing/utilizing catalog’s information. |
| C.2 | 1 | Acquaint myself with the current electronic resources.  Maintain current level of electronic resources.  Investigate resources that might be valuable to add and build budget to include them.  Collaborate with AMHS on joint electronic resource use.  Collaborate with other organizations such as the public and state libraries to identify electronic resources that can used for free or at a reduced rate. |
|  | 2 | Add one new electronic resource (ex: electronic database, ebook collection, website resources) while continuing to evaluate and update current electronic resources.  Provide training in new/updated resources for students/staff. |
|  | 3 | Add one new electronic resource (ex: electronic database, ebook collection, website resources) while continuing to evaluate and update current electronic resources.  Provide training in new/updated resources for students/staff. |
| C.3 | 1 | Survey staff to find out which web 2.0 tools are being used.  Update staff of new technology and web 2.0 tools during faculty meetings and provide training opportunities for staff.  Broadcast updates on webpage and in school newsletters.  Incorporate practice/training for using online resources for 5th and 6th grade students based on schedule.  Begin implementing online resources with the students and teacher with whom I work. |
|  | 2 | Continue to provide updates and training during faculty meetings.  Hold 45-90 minutes learning sessions for faculty after school or on workshop days or create “How to” videos.  Publish updates on webpage and in school newsletters which show new technology in use.  Incorporate practice/training for using online resources for 3rd grade and up based on schedule |
|  | 3 | Evaluate current program via survey and use this data to inform future planning and implementation.  Continue to provide updates and training during faculty meetings.  Hold 45-90 minutes learning sessions for faculty after school or on workshop days or create “How to” videos.  Publish updates on webpage and in school newsletters which show new technology in use.  Incorporate practice/training for using online resources for 2nd grade and up based on schedule. |

**Budget:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anytown Elementary School Library Budget | | | | |
| **Account Title** | **Current Funding** | **Requested Funding** | **% Chg in funding** | **Rationale for change** |
| **Media Support Staff** | **$0** | **$0** | **0** | **No paid support staff** |
| **Media Repairs and Maintenance** | **$270** | **$270** | **0** | **Level funded** |
| **Media General Supplies** | **$450** | **$550** | **+22%** | **Allow for additional supplies necessary for creating policy manuals** |
| **Media Books** | **$1480** | **$1480** | **0** | **Level funded** |
| **Other (Professional):**  Professional Development  Organization Membership  Professional Journal Subscriptions | **$0** | **$170**  **$200**  **$205** | **\*** | **Ensure that the library program remains abreast of current trends in school library/media programs.** |
| **Other (Collaborative):**  Meeting supplies  Activity supplies  Incentives | **$0** | **$200**  **$100**  **$100** | **\*** | **Cover costs of collaborative meetings that enhance the school/community connection.** |
| **Other (Technology):**  Electronic Resources  App Purchases  Equipment | **$0** | **$300**  **$100**  **$150** | **\*** | **Provide new technology to keep library program up-to-date in offerings to enable students to make use of relevant, timely information and technologies** |
| **Other (Salaries)**  Substitute Pay  Training Stipend  Stipend for District meetings | **$0** | **$350**  **$150**  **$50** | **\*** | **Allows library staff to undertake site visits to gather information, attend professional conferences, provide training to staff, and advocate for program/school outside normal paid hours.** |
| **Total Proposed Budget** | **$2200** | **$4375** | **+98%** | **This increase is necessary to position the library program and school in the forefront of 21st century learning as stated in the district mission/vision.** |

\*when starting from 0, the concept of percentage change doesn’t exist - see <http://mathcentral.uregina.ca/QQ/database/QQ.09.05/joseph1.html> for the mathematics behind the statement.