Hayward Community School District
Integrated Technology and Library Media Plan

2020-25

December 21, 2020

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Mrs. Linda Plante
President, Hayward Board of Education

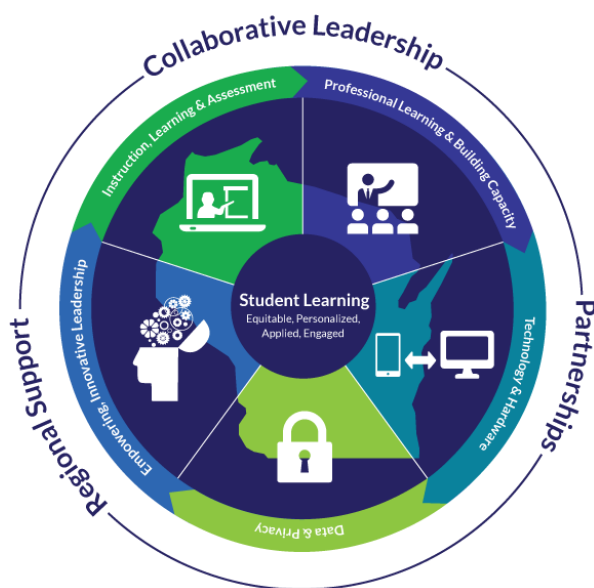_____

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HAYWARD COMMUNITY SCHOOL DISTRICT

2020-2025 Integrated Technology and Library Media Plan

The development of this plan incorporated the Wisconsin Digital Learning Plan that is built on the FutureReady Schools' digital learning framework as a vision for student learning. That vision calls for equitable, personalized, applied, and engaged digital learning for all students. The Wisconsin Digital Learning Plan lists five separate categories of collaborative leadership centered around and supporting professional student learning. For this new plan, Hayward Community School District focused on Instruction, Learning, and Assessment; Technology and Hardware; Empowering Innovative Leadership; Professional Learning and Building Capacity; and Data and Privacy. Each gear lends itself to a specific function while at the same time all of the areas should align with the current mission, vision, and goals for school districts.

Executive Summary

Learning is a lifelong journey. Classrooms are changing. No longer will students be confined to schools, classrooms, and graveyard seating. No longer will our classes be limited to available instructors from an 8:00 to 3:45 time clock in a 180-day academic calendar. With the adoption and implementation of Pervasive Technologies and global connectivity, students will be able to learn and teachers will be able to teach at any time in any location. Schools, course offerings, and teaching pedagogy will need to be dynamic and ever-changing.

Laptops, Chromebooks, and tablets are replacing paper, books, and pencils; class discussions and demonstrations are recorded and posted on a classroom management system for review minutes after being delivered in a classroom; real-time Spanish translation to English App for students with limited English speaking proficiency. This is today! What will we see tomorrow? It is our responsibility to develop our instructional skills that will, in turn, promote a desire to learn within each of our students. We need to become facilitators of learning rather than deliverers of knowledge.

The Hayward Community School District libraries have emerged into the digital era, and all four libraries have moved collections and services beyond traditional brick and mortar walls. Information literacy taught by our library media specialists now includes digital, textual, and technological skills crucial to student learning and living in the digital era. These skills -- communication, collaboration, creativity, and critical thinking -- make up an integral part of the Common Core State Standards. The explosion of knowledge available anywhere, anytime makes it imperative that students have the skills to select, evaluate, use, and share information appropriately and effectively.

The only constant in education is change. The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators.   Districts need to assess the unique value that each resource adds to our schools; information and technology are everywhere. One needs to change just to maintain. It is only through rapid, significant, and appropriate technological change that our students will be prepared for their lives of continual change in the 21st Century.

This executive summary is designed to provide guidance as specific recommendations are found within the components of this document. The Hayward Community School District integrated technology and library media plan focuses on the following areas:

Instruction, Learning, and Assessment

All students will experience a quality, standards-based technology-infused education that maximizes learning and encourages connectivity, productivity, and efficiency. The comprehensive and purposeful use of technology

will support how students learn through innovative teaching, learning strategies, and pedagogy.

Technology and Hardware

The Hayward Community School District will utilize technology to improve teaching and learning. Administrators, teachers, and staff will create a student-centric, relevant, and rigorous learning environment through the use of Pervasive Technologies and integrated personalized anywhere, anytime learning (iP@L).

Empowering, Innovative Leadership

Innovative leadership has the opportunity to inspire change, support risk-taking and communicate expectations of its use through curriculum, goals, and outcomes for all learners.

Professional Learning and Building Capacity

Hayward Community School District will continue to develop the capacity to use appropriate technology in all disciplines and at all levels to improve productivity and enhance learning.

Data and Privacy

Hayward Community School District ensures sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.

The intent of this plan is to offer the Hayward school district a guide for their technological journey. To a collaborative effort, all staff has had the opportunity to participate in the planning. Utilizing focus points such as educator proficiency, professional development, program leadership, and system analysis, this plan looks at program improvement. It reflects research-based strategies that will make Hayward students more equipped with the skills to compete on a national and global basis.

Respectfully submitted,
Coordinator of Technology Integration

Janelle Disher

Coordinator of Technology Infrastructure

Paul Anderson

Vision & Mission Statements

Hayward Community Schools Mission Statement

ACHIEVE

Academic Excellence

Community Connections

Healthy Supportive Learning Environments

Implement Researched Based Initiatives That Increase Academic Achievement for All

Extra-curricular Pride and Tradition

Value Character Education

Expect Greatness in Everything We Do

The mission of the Hayward Community School District is to empower all students and staff to reach their full potential by providing a safe, healthy, interactive learning environment that emphasizes the importance of global awareness, social responsibility, cooperation, cultural diversity, creativity, and curiosity.

Information & Technology Mission Statement

The Hayward Community School District is committed to providing a learning environment that prepares all students for success in the 21st Century. To achieve that mission, students are trained in the various methods to obtain, utilize, and share information. Instructional technology, as an educational tool, spans the grades, Pre-Kindergarten through Twelve. A concentrated effort is made to integrate technology into all curricular areas. It is used to enhance classroom activities by serving as a tool for reading, writing, problem-solving, decision-making, collaborating, and creating.

Hayward Vision for Educational Technology

Overall, we want our school's educational program to meet the needs of our students and to allow our teachers to be more effective. The statements below outline specific areas of our vision for education.

- All children will become actively involved in what they are learning and approach learning with great enthusiasm.
- All students will have opportunities to reach their learning potential and their success will be recognized by themselves, their parents, their teachers, and their peers. They will have access to the resources, materials, and tools that best fit their needs and learning styles.
- All children will be evaluated using appropriate techniques, and that evaluation will have meaning to them and to the next stage of their education program.
- The school will be a learning environment in which children can be successful both as individuals and as members of a group.
- School will be an interdisciplinary learning environment, where subject matter lines are blurred, where meaning is more important than memorization.
- The educational environment will include access to learning opportunities beyond the school; some educational activities will take place in the community.
- Teachers will act as mentors to students and as valued colleagues to other teachers; the school will be collaboratively managed by both teachers and administrators.
- Collaboration will be practiced and supported by technology and other instructional materials for personal/professional growth and curricular expansion.
- Teachers will use contemporary technology and tools that encourage productive, effective, and professional instruction and class management.
- Teachers will be provided with the staff development opportunities to master the technologies and the tools that add value to their professional work.
- All parents will participate in their children's education and, with the help of the school, become adult learners when new skills are needed.
- Students will have live, interactive adventures with students around the world without leaving the classroom.
- Students will have live interaction with content matter specialists and field experts in cultural topics, science and math disciplines, and languages.
- Students will utilize multimedia and telecommunications technologies effectively.
- Students will be provided with learning situations characterized by high expectations and involvement.

Planning and Goal Setting

Technology Planning Process

Effective planning for the proper implementation of educational technology across the district is a major goal for the District Technology Team. The exchange of information obtained through conference attendance, reports prepared on educational issues and the technological skills needed for our students to be successful in the workplace, are all key components that fit into the planning process. For the District Team, all efforts are and must remain focused on the improved learning and achievement of our students.

The Hayward Community School District has developed a committee structure that has been designed to enhance the exchange of information within individual buildings as well as across the district. This has been accomplished by developing individual building committees that are focused on the technological needs within their specific buildings. Membership on these committees is typically made up of representatives of individual grades, departments, and administration. The District Technology Team will be led by the Technology Coordinators. An individual representative of each individual building committee serves on the District Technology Team. The Curriculum Director, LMC Director, Director of Special Education, Instructional Technology Coach, and District Technicians are also a valuable part of the District Technology Team. Their input provides valuable information on how the implementation of certain technologies can be possible or what hardware is required to implement certain activities.

Cooperative Service Agency #12 (CESA #12) also provides input on the direction of educational technology within our District. Their expertise provides a valuable opportunity to better understand what is happening both regionally, state-wide, and nationally.

Goal Setting

Gear 1 - Instruction, Learning, and Assessment

Gear 1 is comprised of the following Future Ready elements:
- 21st Century Skills/Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment—Analytics Inform Instruction

GOAL 1.1

Teachers are able to leverage technology and diverse learning resources to personalize the learning experience for each student. #LikeaACane

RECOMMENDATION

Teachers will devote at least 1 talent development credit toward learning educational technology tools and processes for personalizing student learning.

PRIORITY ACTIVITIES

Teacher focus

- Assist teachers in preparing personalized learning plans that include organizational tools, professional development, examples of practice aimed at multiple levels and content areas, and an evaluation of the effectiveness of the digital tools and resources used.
- Assist in creating instructional support structures aligned to the goals of ESSA (Every Student Succeeds Act) to ensure all students are college and career ready.
- Educators will actively use data to guide choices related to curriculum, content, and instructional strategies
- Provide training opportunities for district staff to understand the leadership, behaviors, and strategies needed to move traditional classroom experiences to a blended environment using tools and resources consistent with today's needs and expectations.
- Districts will provide universal access to high-quality digital tools, learning objects, and curriculum.

Student focus

- All students are able to leverage tools to meet their personal learning goals and outcomes.
- Districts will provide universal access to high-quality digital tools, learning objects, and curriculum.
- Students will have the opportunity to view their own assessment/learning data to make decisions regarding their personalized learning plan.

Gear 2 - Technology & Hardware

Gear 2 is comprised of the following Future Ready elements:

- Adequacy of Devices; Quality and Availability
- Robust Network Infrastructure
- Adequate and Responsive Support
- Formal Cycle for Review and Replacement

GOAL 2.1

District leaders prepare comprehensive plans that document software adoption policies; publish current software inventories; define upgrade and replacement schedules; identify annual budgets; discontinuation policy.

RECOMMENDATION

Assist teachers and principals with changes to software and technology subscriptions.

PRIORITY ACTIVITIES

- Gather data monitoring usage of current software and technology subscriptions.
- Inventory software & programs available at each building level.
- Provide training for new and underutilized software.
- Develop software adoption/retirement policy document
- Develop and utilize technology teams to help make technology recommendations

GOAL 2.2

All school campuses are able to address the need for school, community, and home access to ensure equity of digital resources to all students.

RECOMMENDATION

Participate in multi-agency efforts to provide broadband access for all homes in which PreK-12 students reside.

PRIORITY ACTIVITIES

- Provide parents/guardians with training opportunities to learn how to utilize technology to view their child's learning
- Develop a parent/guardian grade/building level technology resource list.
- Create and continuously refresh a list of options available to families for establishing and affording Internet access at home.
- Work with community businesses and agencies to address the needs of broadband for all.
- Collect data to determine levels of access across the Hayward area and, where possible, build on systems currently in place.

Gear 3 - Empowering, Innovative Leadership

Gear 3 is comprised of the following Future Ready Framework collaborative leadership elements:
- A Shared, Forward-Thinking Vision for Digital Learning

- A Culture of Collaboration, Innovation, Capacity Building, and Empowerment
- High Expectations for Evidence-Based Transformations to Digital Learning
- Transformative, Coherent Thinking, Planning, Policies, and Implementation

GOAL 3.1

Utilize leaders at all levels to implement, monitor, adjust, and incrementally improve digital learning in the Hayward Community Schools.

RECOMMENDATION

Create a district digital resource plan including updated actions, behaviors, and policies supporting the technical, physical, and adaptive changes needed to personalize learning for students and professionals.

PRIORITY ACTIVITIES

- Create a process to be replicated across buildings that engages students, teachers, administrators, parents, and the community to envision a transformed education system personalizing learning for all students through the effective uses of technology.
- Review current federal, state, and district policies to ensure alignment with the vision for a digital learning environment.

GOAL 3.2

Develop and implement digital learning competencies for teachers, administrators, students, technical staff, and support staff.

RECOMMENDATION

Ensure teachers, administrators, students, technical staff, and support staff can demonstrate understanding and application of the digital learning competencies.

PRIORITY ACTIVITIES

- Establish a set of metrics for measuring the progress of a school district's digital learning implementation effort, and provide district and building-level professional development in the use of such metrics.
- Showcase staff that have made evidence-based transformations to digital learning.
- Create a culture of trust to provide opportunities to empower educators to innovate and sustain change.

GOAL 3.3

Establish a collaborative culture of capacity building and empowerment in which leaders are encouraged to innovate.

RECOMMENDATION

Provide leaders with flexibility and adaptability to encourage innovation.

PRIORITY ACTIVITIES

- Provide avenues for ongoing communication of current research to inform all digital transformations. i.e. Tech Tip Tuesday, develop a Professional Learning Network (PLN)
- Work collaboratively with teachers and principals to develop a tool to be used within the Effective Educator system reflecting a transformational digital teaching and learning environment.

GOAL 3.4

Communicate a shared vision for digital learning.

RECOMMENDATION

Create strategic communication plans for multiple audiences to ensure the adoption of the digital learning vision.

PRIORITY ACTIVITIES

- Set clear expectations as to what is expected of administrators, teachers, paraprofessionals, and students in implementing the vision for digital learning both in and out of school, and communicate this broadly with students, staff, parents, and other community stakeholders.

Gear 4 - Professional Learning and Building Capacity

Gear 4 is comprised of the following Future Ready elements:
- Shared Ownership and Responsibility for Professional Growth
- 21st Century Skill Set
- Diverse Opportunities for Professional Learning Through Technology
- Broad-Based, Participatory Evaluation

GOAL 4.1

Teachers, administrators, and other educational professionals are self-directed in their professional practices using technology to optimize teaching and learning.

RECOMMENDATION

Ensure educators have access to high quality digital professional learning resources and collaboration tools by creating digital professional learning communities, peer-to-peer lesson sharing, and professional development sessions eliminating the confines of geography and time.

PRIORITY ACTIVITIES
- Full-time technology coach
- Shift responsibilities of Tech Integration Specialists to take on more classroom supports

GOAL 4.2

Educators, administrators, technical support staff, and other appropriate staff demonstrate understanding and application of a dynamic skill set applicable to their professional learning, their professional practices, and their classroom or other work practices.

RECOMMENDATION

Create diverse opportunities for learning in a supportive culture encouraging innovation, exploration, and calculated risk-taking especially in the use of best practices in digitally-enabled learning environments.

PRIORITY ACTIVITIES
- Provide real-time feedback within the classroom
- Create a repository of educational technology training options (Talent Development Library)

GOAL 4.4

Educators collect data on their use of technology for learning and use it as evidence in their evaluations.

RECOMMENDATION

Promote a digital system of performance evaluation allowing educators to be actively involved in goal-setting, collection indicators of progress, and self-reflection strategies.

PRIORITY ACTIVITIES
- Create a system of professional evaluation that uses a broad set of indicators including student achievement, evidence of improved instructional practice, and student engagement.

Gear 5 - Data and Privacy

Gear 5 is comprised of the following Future Ready elements:
- Data and Data Systems
- Data Policies, Procedures, and Practices
- Data-Informed Decision-Making
- Data Literate Education Professionals

GOAL 5.1

Utilize WISEDash local to help track personalized, learner-centered environments using technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. Data and privacy are foundation elements of a technology-enabled, digital learning ecosystem.

RECOMMENDATION

Data are available at any time, on any device, and from any location, made available securely through real-time access to data dashboards, data analytics, and data warehouses only for authorized users.

PRIORITY ACTIVITIES
- Get WISE Dash local set up within the district
- Set up training for WISE Dash local

GOAL 5.2

Districts are familiar with state and federal legislation regarding the safety, security, and privacy of data.

RECOMMENDATION

All districts will adopt formal governance structures (policies and procedures) related to data usage, privacy, and security.

PRIORITY ACTIVITIES
- Cybersecurity and data security training
- Cybersecurity and data security audit

Each spring the district technology committee will review and assess the progress of the 5-year Integrated Technology and Library Media Plan; the goals will be revised annually.

Library Vision

To provide a connection between school and home.

To become the best school libraries in Wisconsin. To create independent, information literate, lifelong learners who contribute effectively and responsibly to the learning community.

Mission

All district libraries will meet the American Association of School Librarians learning standards and program guidelines that echo the six components of the Standards for the 21st Century Learners. "Students live in a global community and will compete in a global marketplace. Their success depends on adding flexible tools to their toolkits. The role of the school library program is changing this context. It is critical that students and educators be able to cultivate attributes that will serve them and society and help transform learning through the model provided by the AASL's Standards for the 21st Century Learner. " As stated in the standards, students will use resources and tools to:

1. Inquire, think critically, and gain knowledge
2. Include, demonstrate a commitment to inclusiveness
3. Collaborate, work effectively with others to broaden perspectives
4. Curate, make meaning for oneself and others by collecting resources of personal relevance
5. Explore, discover and innovate in a growth mindset developed through experience and reflection
6. Engage, demonstrate safe, legal, and ethical creating and sharing of knowledge products independently

 To reach our vision, based on National School Library Standards, our district goals must include expanding its licensed and certified LMS staff and collections, and redesigning its facilities, as outlined below. Certainly technology is an integral part of all these areas. By having deep knowledge of all curricula and working closely with teachers, each library media specialist can best select information and technologies that enrich each school's collection, student project work, and facility which all positively impact student achievement.

Staff

"In every school, a minimum of one full-time, certified/licensed library media specialist supported by qualified staff is fundamental to the implementation of an effective library media program at the building level" [American Library Association].

It is vital that our district considers hiring an additional school library media specialist so that we have a skilled professional at each level: elementary, elementary/middle, and high.   This will allow the classroom teacher [content expert] and library media specialist [media and technology expert] to regularly collaborate, create,

deliver, and assess student projects that foster higher order thinking, leading to improvement in academic achievement.

In doing so, our district supports creative, energetic, and effective library media programs overseen by specialists whose responsibilities include the following.

<u>Library Administrator</u>

Each school library media specialist is a leader, planner and manager who

- Directs, organizes, and supervises the personnel and services essential to a unified library media program centered on students' needs and the informational and technology goals of the school
- Initiates and maintains formal contacts with the principal, director of information and technology, library media specialists within the district, and teachers to evaluate library media programs, materials, technologies, facilities, and personnel
- Prepares financial plans for the library media center, including an annual budget
- Develops and maintains a written long-range plan for library media and technology services and integrates the activities designated in the plan into the total school curriculum
- Establishes and maintains an environment in the library media center in which students and staff can work at productive levels
- Translates curriculum needs into library media program goals and objectives
- Works with administrators and other appropriate personnel to develop long-range goals and objectives for the school or district
- Establishes relationships with colleagues, students, parents, and community which reflect recognition of and respect for every individual
- Participates in the recruiting, hiring, and training of other professional, paraprofessional, clerical, student and volunteer staff in the library media center
- Develops and continually updates the professional expertise necessary to function effectively in the library media specialist role, both library media and technology fields [attend WEMTA, TIES, etc.]
- Networks with other professionals through participation in local, state, and national organizations

<u>Library Information Specialist</u>

Each school library media specialist

- Works with teaching staff to pull resources for class lessons and activities
- Makes resources available to students and teachers through a systematically developed and organized collection of library media materials, supplemented with resources available outside the school [digital environment, interlibrary loan, community, etc.]

- Keeps abreast of current literature by reading professional journals and other selected resources relevant to school library media and technology
- Participates in online networks and resource sharing systems that expand our capacity to access information globally
- Develops flexible circulation, loan and use policies that ensure equity of access to users
- Assures access to information resources by providing an accurate and efficient retrieval system
- Implements policies that respect the rights of users to confidentiality and unrestricted access to information resources
- Assists all users in identifying, locating and interpreting information
- Communicates ethical and creative uses and of resources
- Arranges for flexible scheduling of facilities, staff time and collections to meet the needs of individuals, small groups, and large groups for research, browsing, recreational reading, viewing, and/or listening
- Assesses and promotes effective use of instructional technology
- Weeds and develops the collection based on current knowledge of the curriculum and users

Library Teacher

Our school library media specialist is a teacher who
- Continuously works to promote student literacy and a lifelong love of reading for pleasure
- Reviews curriculum regularly to stay current
- Collaborates with teachers to design and deliver active, authentic learning experiences that will help students master both disciplinary content [based on the CCSS], information literacy [NETSs] standards, and Learning4Life [AASL] standards
- Develops bibliographies to assist with instruction
- Assesses student learning continually
- Develops and delivers library orientations for new students and staff
- Collaborates with teachers to promote reading and provides reading experiences for students in groups and as individuals
- Promotes lifelong learning by fostering positive attitudes toward libraries and by working to develop students' viewing, listening and critical thinking skills
- Monitors rights and responsibilities of users relating to the generation and flow of information and ideas [copyright, confidentiality and privacy, intellectual freedom, Children's Internet Protection Act]
- Participates in district, building, department and grade-level curriculum design and assessment projects on a regular basis
- Performs a clearinghouse function for professional materials and opportunities available from education agencies outside the school
- Assesses information skills and the research process on a regular basis for student, teacher, and staff use

- Offer services in a virtual environment [expand programs beyond the library walls to reach and serve students, staff, and administration wherever they are and whenever they have the need]

Our school administrators should recognize the growing body of research [over 60 studies] that demonstrates the positive effect of school libraries and school librarians on student reading abilities and academic achievement.

"Students in better staffed programs scored as much as 22% higher on standardized tests in English and as much as 17% higher on standardized reading tests compared to students in schools where library programs had less staff and fewer hours" [Smith, ester G. 2006. "Student Learning Through Wisconsin Library Media Centers: Library Media Specialist Survey Report." Austin, TX: EGS Research and Consulting. www.dpi.wi.gov/imt/pdf/finalsurvey06.pdf].

"Where administrators value strong library programs and can see them doing their part for students' success, students are more likely to thrive academically" [Lance, Keith Curry, Marcia J. Rodney, and Bill Schwarts. 2009. "The Idaho School Library Impact Study, 2009, How Idaho Librarians, Teachers and Administrators Collaborate for Students Success." RSL Research Group. http://www.librariesidahogov/files/Full%20rpt.pfd].

The executive summary for student learning through Wisconsin school libraries can be found at http://www.dpi.wi.gov/imt/pdf/finalteacherstudent06.pdf. According to this report, "At all grade levels, the school library media programs with certified and support staff had larger print and electronic collections, a greater amount and a wider range of technology, higher levels of library media center and resource use, and more time devoted to instructional and leadership activities" [3]. "The learning and teaching activities, which constitute the library media specialists' core activities, show the greatest impact on student performance" [5]. "In a typical week, library media specialists provided information skills instructions to 64 individuals at the elementary level, 117 individuals at the middle level, and 100 individuals at the high school level. The average number of visits by classes for information skills instruction ranged between 60 and 100. During such class visits, library media specialists provide instruction on different topics of information skills" [8]. "The Wisconsin study demonstrated higher WKCE reading and language arts performance across all grade/school levels in schools with higher levels of library media program staffing. Performance was higher in schools with certified library media specialists than in schools without certified library media specialists. It was higher in schools with full-time library media specialists than in schools with less than full-time library media specialists" [8]. "Library media programs with a full-time library media specialist exhibited statistically significant correlations with activities such as planning units with teachers, teaching collaboratively, assessing student collaborative projects and providing staff development to teachers and other staff … activities affecting instruction and student performance" [55]. "The continuous erosion in library media program staffing levels in

Wisconsin public schools is jeopardizing the program and its contribution to higher teacher and student performance" [14]. "There needs to be greater recognition on the part of district and school administrators of the library media program as an instructional program and of the library media specialist as a teaching faculty member" [14].

Collections

Planning, developing, licensing, acquiring, and managing our school collections will be ongoing, to meet the needs of our users, as always. Each school library media specialist will continue to maintain and review a consideration file that contains student, staff, and administration requests. Certainly there is the need to sustain quality physical [used in-house] collections but develop and expand our virtual [used remotely]. The later will be accomplished through our course management system and digital websites whereby users can access our library eBooks, library catalog, databases, and other resources anywhere, anytime [24/7/365] using a variety of technologies [laptop, tablet, smartphone, etc.] via links and apps. These online environments are crucial, as more and more our patrons prefer the visual and virtual.

We also must continually ensure that our materials are diverse, that they are available in a variety of formats and reading levels and interests for both informational and leisure reading. Materials selected will reflect the **HCSD Policy 361.** Our up-to-date, balanced, and useful collections will include fiction, nonfiction, reference, story collections, graphic novels, eBooks, databases, Playaways, etc. We will continue to phase out the VHS collections and move to DVDS and streaming video.

Our cloud-based Destiny Library Manager System should continue to be hosted by Follett so that regular updates are made. Updates impact administrative, information specialist, and teacher responsibilities of each library media specialist.

Common School Funds will continue to be used to update and expand our collections, to keep them vibrant, positively impacting student academic achievement [results shown in the executive summary for student learning through Wisconsin school libraries] and to drive our libraries toward the **"Best in the State."** Here are the recommendations:

<u>Primary Collection</u>
- Continue to add to the number of ebooks available 24-7 to students in our school district
- Enhance the available databases in the primary school virtual library
- Provide "read to me" resources that are available to all students on and offline

Intermediate Collection
- Digital resources such as eBooks must be purchased to expand our virtual collections where students and staff can access anywhere, anytime
- Leisure and informational resources need to be updated
- Purchase non fiction materials that support areas of classroom study

Middle Collection
- Purchase nonfiction and reference titles to support a variety of research projects in grades 6, 7, and 8
- Purchase eBooks [both fiction, nonfiction, and reference] to support research projects for grades 6, 7, and 8; this will expand our current and very limited digital resources that students and staff can access anywhere, anytime
- Add quality database resources to the Middle School Library virtual collection

High Collection:
- Add resources that directly support AP classes
- Extend our nonfiction and reference eBook and database collections to support a wide variety of curricula including science, English, FACE, health, foreign language [great need to remain current with research demands]; these digital sources will expand our online collection that students and staff can access anywhere, anytime
- Continue to add fictional titles to our virtual library collections.

Facilities

Our libraries need furnishings that can be moved about to accommodate our 21st century needs. They will support project based, interdisciplinary, and differentiated learning activities. Our libraries will have great aesthetics that are welcoming and appealing, with sound systems for teaching, listening and sharing. The wireless needs to be continuously upgraded to accommodate any and all electronic devices.

As always each school librarian will continue to provide a climate conducive to learning. We will continue to organize all resources and technologies and supplies for most effective and efficient use.
In addition to our goal of quality virtual resources that are available to all students 24-7 our libraries physical space must be available to staff and students whenever access to the library can help support learning. This means that we may need to provide flexibility in the normal working hours.

Primary Facility Renovation Recommendations

- Meet with principal and director of information and technology to plan and discuss changes and costs; some examples from professional journals may be shared; what follows are some important needs
- New seating and tables for students similar to items purchased for the intermediate school
- Full spectrum lighting because there are no windows in this library
- Book-related wall decals

"Without a doubt, the school library remains one of the most symbolic, protected, and expensive 'spaces'. Every school library within a district should be viewed as an investment, not a cost … an environment for learning, not a place to manage students. Considering the research that demonstrates the importance of school libraries, academic success and reading skills, and considering the constant growth of information and new technologies, school libraries and librarians are needed now more than ever" ["Imagining the Future of the School Library," DesignShare.com. http://www.eric.ed.gov/PDFS/ED497672.pdf. 1998-2007. Web. 02 April 2012].