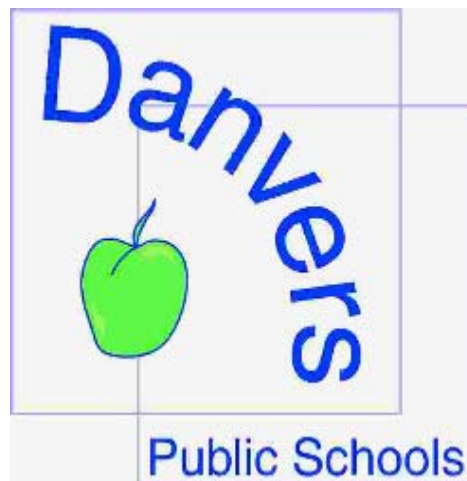


# Danvers Public Schools Library Media Center

Long Range Plan  
2005-2010



Danvers Public Schools  
**Library Media Long Range Plan 2005 – 2010**

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**Danvers Public Schools  
Library Media Centers  
Long Range Plan 2005**

**I. Description of Plan’s Methodology and Development**

Danvers Public Schools' two library media specialists, Ann Distasio and Deborah Froggatt, began discussing the process for long range planning at the beginning of the 2004-05 school year. With their supervisor, Assistant Superintendent Julia Phelps, they planned out a basic timeline to guide the development and implementation of a consistent and quality library media program.

The first official meeting was for planning purposes with Susan Babb, the Youth Services

Consultant for the Northeast Massachusetts Regional Library System (NMRLS) occurred on October 25, 2004. The planning process was reviewed following the School Library Media center long-range Planning Guide: *A Workbook for Massachusetts School Library Media Centers*. We brainstormed a timeline, committee members' group representation, and established the first LRP committee meeting agenda. We were excited about the process and felt that we were well on our way towards success. Ann and Debbie invited prospective committee members and put together the first meeting agenda and packets with sample long-range plans and related materials.

On November 18, the full committee met for the first time. Susan Babb explained why library long range planning is necessary, the steps of the LRP process, and services offered by NMRLS. The group then worked on a mission statement for Danvers LMCs. Ann and Debbie organized the brainstorming ideas and created a statement. At the January 21, 2005 LRP meeting the committee looked at the mission statement and offered suggestions. The committee approved faculty and student surveys, as well as planning for a focus group with teachers from K–12.

The faculty and student surveys and were disseminated in February and March. Appendix II includes surveys, survey responses and focus group data. A focus group was held on March 10, 2005. Ann and Debbie used the gathered data to create goals and objectives that were presented at the April 14, 2005 LRP meeting. At this meeting the long-range planning committee offered suggestions for rewriting goals and objectives to include measurable activities. Debbie met with Janis Rennie to begin this process. Ann and Debbie finalized the goals and objectives in May. A final draft was sent to the committee members for the May 26<sup>th</sup> meeting. The committee accepted the changes. The plan will be sent to the Superintendent for review. Upon her approval of the plan she will submit it to the School Committee, which next meets in August 2005.

## **II. Community Profile**

Danvers is situated approximately 17 miles north of Boston, at the junctions of Routes 1 and 95/128, and has both business and industry. Incorporated in 1757, Danvers prospered in the trades of brick making, shipping, shipbuilding and the manufacture of leather goods in the period following the Revolutionary War.

Over the past decade, the town has maintained a stable population of 25,000 within its nearly 14 square miles. Local legislative decisions are made by a representative town meeting consisting of over 100 residents. A five-member school committee formulates school policies. There is a high level of community involvement with the school. The Danvers Educational Enrichment Partnership (DEEP) is the district's school business alliance. Each school has its own Parent Advisory Council (PAC) and the president from each council forms PACE (Parents and Administrators Communicate for Education). PACE meets monthly with the superintendent of schools.

Children are educated in five elementary schools. (Great Oak, Highlands, Riverside, Smith, and Thorpe), the Dunn Middle School, and Danvers High School. The

Danvers Public School system is also a member of the North Shore Educational Consortium for special needs services. Additionally students may choose to attend the North Shore Regional Vocational School for grades 9-12. The K-12 school population is approximately 3,800. The average per pupil expenditure per year is \$6,691.00. The average cost per regular education student is \$5,943.00, for a special education student \$11,535.00. Data from the U.S. Census Bureau (2000) shows that the median household income is \$58,000. Danvers Public Schools demographic data (3/1/04) give race and ethnicity statistics, as well as special education and ESL involvement.

**Race and Ethnicity:**

White 96.4%    Hispanic 1.6%    Asian 1.0%    African American .68%  
 Native American .1%

**Low income, special education and ESL involvement:**

Low Income        7.1%  
 SPED                11.2%  
 Title 1             3.9%  
 ESL                  .2%

**Impact of State Testing**

The impact of school library programs on students’ scores on standardized tests has been a topic of recent discussion in the press and in the profession. Our LRP goals and objectives include measurements of professional staffing, student achievement, and collection development. We anticipate that with adequate funding, student achievement on standardized testing will improve.

A Simmons College study published in October 2000 of 519 schools in Massachusetts found that “at every level, schools with library programs have higher MCAS scores.” In addition, “at each grade level, students score higher on MCAS tests when there is a higher per pupil book count”. Finally, the study drew a direct correlation between the presence of a full-time professional librarian and levels of access to the library media center on MCAS scores.

**Performance ratings on the 2003 MCAS tests show the following results for Danvers High School tenth grade students in English Language Arts and Mathematics:**

**% Students at each Performance Level (English)**

	<u>Advanced</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Warning/Failure</u>
<b>State</b>	20	40	28	12
<b>District</b>	27	46	23	5

**% Students at each Performance Level (Mathematics)**

	<u>Advanced</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Warning/Failure</u>
<b>State</b>	24	27	28	21
<b>District</b>	29	29	28	13

### **III. Mission Statement of the Danvers School District**

Through a commitment to individualized instruction, assessment, supervision, and support the Danvers Public Schools creates a dynamic community of lifelong learners who are dedicated to intellectual and personal excellence and prepared to contribute to our global society.

### **IV. Mission Statement of the Danvers Schools' Library Media Center**

As the center of collaborative teaching and learning in Danvers Public Schools, the school libraries offer to the school community a wide range of programs and services in order for students to become life-long, creative learners, critical users of information, and proponents of literature.

This is accomplished by offering intellectual and physical access to materials in all formats, providing instruction to cultivate proficiency and kindle the desire to read, view, and use ideas and information, and by working with other educators to design learning strategies to meet the needs of all students.

### **V. Current Status of the Library Media Centers**

#### **Elementary Schools:**

Deborah Froggatt, the Elementary Library Media Specialist, oversees the operation of Danvers' five elementary schools. This position was filled in September 2004, after a two-year vacancy. Each school is staffed by a full time library aide who is responsible for daily library operations and oversees 30-minute book exchange/library skills time during the regular planning time. Collaborative, integrated Information Literacy units and lessons are being developed, facilitated and mapped for next year's elementary school curriculum mapping initiative. The library media specialist uses maps to align curriculum and plan assured information literacy experiences for all students.

The district's 4<sup>th</sup> grade MCAS test results for English Language Arts are 16% Advanced, 61% Proficient, 19 % Needs Improvement, and 4% Warning. The 4<sup>th</sup> grade math scores are 11% Advanced, 40% Proficient, 45 % Needs Improvement and 4% warning. Currently, there are no goals in place on how library media programs impact test scores. However, the reading teachers have guided the aides on book selection in order for teachers to use literature for developing reading comprehension such as practicing inference through the reading of a picture book. One full time ESL teacher meets with her students in the school library. An average of eleven percent of students receive SPED services in each school. The Library Media Specialist and Library Aides provide materials and services to ESL and SPED students on an as needed basis. Below are brief descriptions of each school and the attributes of the library media program. This is followed by the nuts and bolts of LMC operations that are consistent across the five elementary schools.

The Peabody Institute Library (PIL) and the elementary schools have had a long and positive relationship. Elementary teachers are offered bulk materials loans with extended circulation as well as reserve areas in the PIL children's room. The teachers and public and school librarians communicate regularly regarding assignments in order for students to have access to plenty of print and nonprint materials. PIL is finishing up a two year LSTA Information Literacy Grant that offered workshops for parents as well as school visits for two of the elementary school's 5<sup>th</sup> grade classes. Thanks to an LSTA Health Grant materials on issues such as asthma were made available to parents and students. Four programs on illnesses facing children were held at PIL with over 200 children attending.

### **Great Oak Elementary School**

When the Great Oak School was renovated during the 1996-97 school year, the library media center (LMC) was expanded and reorganized including the addition of an adjacent computer lab. The collection was automated at that time. The school has 337 students in 19 classrooms from preschool to fifth grade, 22 full-time teachers, many part-time teachers and support staff members. The preschool program offers a program for special needs and regular education children. The library media collection offers 9521 books, 3 videos and 39 audiocassettes. There are six student and eleven teacher periodical subscriptions. The facility can accommodate two classes simultaneously as the amphitheater-like reading corner is separated from the seating area by library stacks. There is one library workstation for the library aide and ample work/processing space including a storage room behind the circulation desk. This school owns a site license for Alexandria, the circulation software, and all can access the catalog through their personal account anywhere except the LMC. Here, the catalogue is on two dated PowerMacs, which are not on the server and only updated monthly. Due to a database issue an old version of Alexandria is running. Thus the collection access is static and students can not use these terminals for online research.

### **Highlands Elementary School**

Opening in 1956 and renovated in 1995, Highlands School added eight classrooms to the existing eleven. The Highlands Library Media Center was expanded and an adjacent computer lab was installed and now serves a student body of 338 students Grades K – 5, 24 teachers and numerous staff people. The district wide Learning Center for developmentally delayed children is located at Highlands, and these students use the library weekly as well. The spacious library houses 9023 books, and 63 videos. The amphitheater-like reading corner and student work area, which has seating for 20, are located next to one another making it difficult for two classes to use the LMC simultaneously. Near the entrance there is a table for six near the display of the current, eight student and nine teacher periodical titles. The aide's workstation is an iMac and is running the most recent version of Alexandria, the automated software. This school owns a site license for Alexandria and all can access the catalog through their personal account. Students have access to only one Public Access Catalog (PAC) in the LMC and this terminal does not have online access. Due to space constraints, the Reading Recovery

teacher uses the library office for her space and the Reading Specialist has a cordoned off area for her teaching and office. Often the ESL teacher uses the table near the exit for students. When all four programs are operating simultaneously, the students using the LMC can be distracted easily. This year, for the first time, the Highlands aide planned and facilitated an after-school, holiday story hour program.

### **Riverside Elementary School**

Riverside School, built in 1956, was renovated and expanded eight years ago. The library media center was expanded and an adjacent computer lab was added. Riverside's 323 pre-K-5<sup>th</sup> grade student body are supported by 23 teachers and 9 aides. There is a preschool program that integrates special needs and regular education children, as well as a district wide Learning Center, providing services for emotionally and behaviorally challenged children. The spacious library media center has an amphitheater-like story corner that is separated by ample shelving from student seating, which accommodates twenty-eight allowing for two classes to use the LMC simultaneously. The collection offers 9,432 books, 41 videos and 23 audiotapes housed in easy access shelving. There are seven student and eight teacher periodical subscriptions. The aide's workstation is an iMac and a new barcode reader, allowing for multitasking and more efficient service. This school owns a site license for Alexandria and all can access the catalog through their personal account in the computer lab. There are two student PACs that do not have Internet access.

### **Smith School**

Ivan G. Smith School was built in 1974 on an "open plan" model leading to a team teaching and multi-grade approach. Today, the school houses students in grades K-5, and classes are both open and structured. The library media center is a large space that has seven entrances including the front door, main office and classroom areas. Its 341 students and 21 full-time teachers and various support staff have access to 9,731 books, 24 videos, and 24 audiocassettes. There are three student and three teacher magazine subscriptions. The story corner is front and center, designed in a well-like fashion and the LMC space is large enough to accommodate more than two classes. Often the seating space is used for meetings and small group work, often occurring simultaneously. Because students grow up in this open plan model, they remain well focused when seated in the story corner. Smith is involved with the Accelerated Reader Program offering hundreds of choices for all ability levels. The aide's work area is adequate and there is an iMac and new barcode reader. There is one student PAC that does have online access.

### **Thorpe School**

The Willis E. Thorpe School opened in 1966 and the library media center shares a classroom-size space with the guided reading room which is adjacent to the floor space used for story time. The computer lab is in another part of the building. The school has 360 students in Grades K-5 with 22 full-time teachers and, part-time teachers and support

staff members. During the 2003-04 school year, the collection development focus was on nonfiction and biography. The collection contains 9375 books. Teachers have their own video and audio collections. There are three student and three teacher periodical subscriptions. The fiction and nonfiction shelving is too high for the smaller students and space is at a premium. The picture book collection is snug and titles are difficult to read, as many of the books must be shelved with the spine on top. There is only one table for six right by the entrance and this space also, serves as the book processing and occasional meeting place. The aide's work area is adequate, but her terminal has not yet been converted to an iMac making it difficult to multitask and receive downloads. Students have access to two computers however Internet is unavailable.

**Describe briefly your library media program as it currently exists.**

All five elementary school LMCs have a full time aide and share one library media specialist (LMS). The students currently have a 30-minute, weekly library class that the aides plan under the direction of the LMS. Book exchange and literature appreciation is the main focus of these classes. Over the course of five weeks, the LMS cycles through the full schedule leading each class's fixed library class once. The LMS ties the readings with classroom curriculum and information literacy outcomes, as well as, working with students on book selection. The LMS position was vacant for two years and this fall the new LMS is beginning the integration of information literacy skills with the classroom curriculum. For now, this is occurring on a catch-as-catch-can basis. Teachers have been made aware that they can collaborate, team teach, and use the LMC above and beyond their library time.

**1. What special programs do the library media centers provide?**

All LMCs actively participate in the Massachusetts Children's Book Award program, which encourages reading quality literature. This is promoted through book talk and incentives. All LMCs support the Bay State Reader program and have guided reading materials that can be accessed using the automated catalog. All LMCs offer annual book fairs, Celebration/Birthday Book Clubs, and participate in literacy weeks organized by the reading specialists.

**2. How do students get access to the library media center?**

Each class of students is in a fixed schedule of 30 minutes, which covers the classroom teacher's planning time. Individual students and small groups use the LMC at other times when a staff person is available. The aides have other building duties and, thus, the LMC is closed for about one hour each day.

**3. How do teachers access the services of the library media center and of the library media specialist?**

Each aide has a self-check out system so teachers can access materials at any time. The aides and the LMS provide teachers with requested materials and are available for

collaboration as needed. Teachers on an as needed basis may use the LMC. Depending on the LMC itself, this can be done while the regularly scheduled classes are occurring. As mentioned above, the Thorpe and Highlands Schools can only accommodate one class at a time. The LMS is available through personal or team meetings, email, or phone to plan integrated units of study, bibliographies, reading lists or periodical articles. Her hours are made available to the principals to include in any weekly or daily staff newsletters.

**4. Are you working on developing a flexibly accessed library media program? If yes, how?**

The LMC program offers both rigid and flexible scheduling which, at a minimum, ensures that all students have regular access to literature. As mentioned above the library aide has 30 minute periods that contractually offer teachers preparation time. The library media specialist collaborates with teachers to schedule in flexible access for research projects. This service of integrating information literacy skills into classroom curriculum through collaboration is new this fall. Thus far twenty-two teachers have taken advantage of this new type of team teaching/resource based learning model. Many have worked with the library media specialist two or three times.

**5. Is the library media specialist involved in cooperative planning with the classroom teachers?**

Yes, as mentioned previously this is a new aspect for the elementary teachers and is beginning to build. For example, all but one class of 5<sup>th</sup> graders in the five schools has learned how to access online databases as part of their social studies and science curriculum.

**6. Is the library media specialist involved in curriculum development with the classroom teachers?**

Yes, the elementary LMS has worked with the K-12 Language Arts, Social Studies and World Language Coordinator and 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers to plan social studies units. During professional development the elementary LMS has learned the districts protocol for curriculum mapping and look forward to working with the elementary teachers as this is implemented into their unit planning. The LMS refers to the Massachusetts Curriculum Frameworks in order to select materials that enhance integrated information literacy lessons and units.

**7. Describe how technology is integrated into the library media program.**

Each elementary school uses Alexandria for cataloging and circulation. Only one school has a new edition, and depending on database condition two more may be upgraded. When appropriate, students are accessing the online databases for assignments. The LMS teaches their use in the computer lab. In the computer lab, beginning in 2<sup>nd</sup> grade, students learn how to use the public access catalog and then these skills are reinforced on an as needed basis. This begins in the third grade.

**8. Describe library media center involvement with the reading program and literacy development in the school.**

The LMS works with the reading teachers to ensure the collections have a representation of quality literature in order for students to have choice based on interest and/or readiness level. The reading specialists are used as consultants when necessary and the library aides have relied heavily on them for book selection in the past. In each school, the reading specialists also work closely with the SPED teachers and then convey the needs of special needs students. The reading program’s guided reading materials are cataloged and circulated using the LMC’s automated circulation system. The LMS support the literacy weeks planned by the reading specialists. The LMS and the ESL teacher have begun to confer over the selection of materials for the ESL students.

**9. What is the budget for the school library media center?**

	Bks.	Supplies	Mags.	PAC*	
Great Oak	2200	270	500	1000	3970
Highlands	220	270	500	500	3470
Riverside	2200	270	500	500	3470
Smith	2200	270	500	1000	3970
Thorpe	2200	270	500	2000	4970
	<b>11000</b>	<b>1350</b>	<b>2500</b>	<b>5000</b>	<b>19850</b>
					<b>Totals 39,700</b>

\*Parent Advisory Council

**Dunn Middle School and Danvers High School**

**1. Briefly describe your library media program as it currently exists.**

The middle school library media center is part of the combined Middle and High School Library Media Center. There are 920 students at the Middle School and 1018 at the High School. There are approximately 80 faculty members at each school. It is staffed by one school library media specialist (.4 Middle School, .6 High School) and one full-time library aide. It is a large space with seating for 118 students. There are 16,000 books, 600 AV materials (DVD, VHS, and Audio), and 65 periodical subscriptions. There are 31 eMAC computers with direct access to a variety of electronic databases including the library catalog. The library supports teachers and students with a collection of contemporary fiction and nonfiction materials. The library has a flexible schedule. Teachers reserve the library in advance for both short and long term research and also have opportunities to bring classes for literature needs. Teachers are encouraged to plan research in advance with the library media specialist. There is a curricular emphasis on the use of collaboratively planned essential questions, research content and goals, and assessment. Teachers also take carts of books for classroom use.

**2. What special programs does your library media program provide?**

Grade 6 and 9 Orientation: An introduction to the policies, procedures, collection, computer network, and automated catalog.

Summer reading support. The school library media specialist collaborates with the Middle School Language Arts teachers to select titles and publish a list of these titles. The required titles are offered for sale at a discounted price. The library's copies of titles are sent to the public library for summer lending.

### **Middle and High School collaboration with the Public Library, the Peabody Institute Library of Danvers.**

There is frequent communication between the reference department and the school library media specialist. Research assignments are communicated to the staff who will assemble supportive special collections and displays.

The Homework Help Center at the Peabody Institute Library (funded in part by an MBLC grant) was created two years ago. Space was carved out of the Reference Department for Middle and High School students. The space contains four computers with Internet access; curriculum related titles, current textbooks and assignment specific materials.

Two-year information literacy grants with the Peabody Institute Library in Danvers. (Funded by the Massachusetts Board of Library Commissioners) Parents, teachers, and students (grade 6-8) are offered a variety of workshops that teach research skills. Workshops take place at the public library and at the Middle/High School library in the evenings and during professional development time.

The Danvers Archival Center is a department of the Peabody Institute Library. This center holds an extensive collection of local history materials related to the history and development of Salem Village and Danvers, MA. Items collected include books, pamphlets, monographs, manuscripts, maps, photographs, audio and videotapes, films, and architectural drawings. A new local history elective course offered at the High School has found these a great resource.

### **3. How do students get access to the library media center?**

The library is open for one half hour before and one hour after school.

Middle School students do not need a pass to be allowed into the library. Students may visit from class or during sustained silent reading (SSR) time. Teachers sending groups larger than three usually call to check availability of computers and space.

High School students may visit from class or study hall. They need a pass. Teachers sending groups larger than three usually call to check availability of computers and space.

There is flexible access to the library media center during the entire school day.

Students can browse the networked library catalog from any computer in the building.

Students visit with classroom teachers for orientation, research projects, and to browse for fiction or some other specific genre.

Special collections are assembled for research topics.

**4. How do teachers access the service of the library media center and the library media specialist?**

Teachers phone, visit, or e-mail the library with specific requests. One full time ESL teacher meets with her students in the school library. An average of eleven percent of students receives SPED services in each school. The Library Media Specialist and Library Aides provide materials and services to ESL and SPED students on an as needed basis.

Teachers signing up to use the library are offered the opportunity to plan research collaboratively. Students are encouraged to use a variety of print and non-print resources to complete assignments. Library media instruction is recommended.

**5. Are you working on developing a flexibly accessed library media program?**

We have had a flexible schedule for several years.

**6. Is the library media specialist involved in cooperative planning with the classroom teachers?**

The library media specialist attends faculty meetings, some department meetings, participates in and, facilitates professional development for teachers. There are several long-term annual collaborative projects for students in grade 6-12 across subject areas.

**7. Is the library media specialist involved in curriculum development with classroom teachers?**

Yes, when teachers plan research assignments collaboratively. The LMS refers to the Massachusetts Curriculum frameworks and teacher curriculum maps to select materials that support them.

**8. Describe how technology is integrated into the library media program.**

Our automated catalog can be accessed through any networked computer in the building.

Students are taught how to access electronic information by constructing effective subject and keyword searches. Students are given instruction in the use of online databases. Students may be given instruction in web site evaluation.

Teachers are encouraged to have students present research projects in a variety of media. Several classes build power point presentations in the library for classroom presentation.

Students have individual networked computer accounts with a variety of applications including a web browser. Students frequently use the library computers after school to word process and research electronic sources.

**9. Describe library media center involvement with the reading program and literacy development in the school.**

The collection contains a range of reading levels. All teachers are encouraged to suggest titles for purchase that meet the needs of their students. The collection contains multiple copies of required and summer reading titles that are loaned to the public library during the summer months.

**10. What is the budget of the school library media center?**

**Dunn Middle School FY 2004/2005**

**Books**           **\$10,000.00**  
**Supplies**           **\$900.00**  
**Subscriptions:** **\$2,500.00**

**Danvers High School FY 2004/2005**

**Books**           **\$26,000.00**  
**Supplies**           **\$900.00**  
**Subscriptions:** **\$3,500.00**

The FY 2004/2005 book budget of \$26,000 reflects a vast increase of the previous year's budget of \$10,000. This presumably temporary increase is intended to update the currency and relevancy of collection to meet curricular needs as well as New England Association of Schools and Colleges standards for accreditation.

**Needs Assessment:**

In order to improve the program of services for the school community, faculty and student surveys were created and conducted. (Appendix II) Susan Babb, the NMRLS Youth Services Consultant, offered to lead a teacher focus group as well. The goals and objectives are based directly upon the data analysis and the comments offered by all participants.

At the elementary level, 96 fifth graders filled out an online survey posted by NMRLS. A majority of students use the library for finding materials for assignments and for pleasure. Most found what they were looking for and, on occasion, use the public library. Most feel that the library is comfortable and that the library staff is helpful and fair. The surveys indicated that most students would like to access the library at other times and that their scheduled library time be lengthened. About half indicated that the library needs

to increase the collection and a very long list of desired materials was generated. A small percentage used the automated catalog for locating library materials indicating that they need more training and greater access to the catalog. About ninety elementary teachers participated in the survey and the overall response was very positive. The surveys indicated that most teachers use the library media center in the traditional sense in that they drop their students off for their designated 30-minute library class. This indicates the need for better communication about what information literacy is and how, through collaboration, it can be integrated into the Massachusetts Curriculum Frameworks. They, too, provided suggestions for collection development including more science magazines for students and more easy non-fiction.

Members of the focus group were asked to elaborate on successful research projects, the definition of an information literate student, collaboration with a professional librarian and research with heterogeneous groups. (See Appendix II). From their discussions, one can see that more opportunities for collaboration and avenues for communication with the professional library media specialist are imperative in order for teachers to understand what services they have available to them. An information literacy curriculum, flexible access to the library media centers, and more access and materials for successful research are the principal ideas of this stimulating discussion.

Middle and High School faculty surveys indicate that both are looking forward to the upcoming separation of the combined Middle and High School library. Both groups of teachers find the staff helpful and agree that the library has materials that they need for instruction. About half of each group agrees that the LMS assists students in developing information access skills. See survey results in appendix for more detail.

## **Goals and Objectives:**

**Goal 1. INFORMATION LITERACY:** Students will become information literate, life long learners upon graduation. **2006 – 2010.**

**Objective One:** The Library Media Specialists will develop, implement and review a K-12 information literacy curriculum that fosters independent library use, is fully integrated into the classroom curriculum, and is aligned with state and national standards.

**Assessment:** The Library Media Specialists will determine student participation in K-12 information literacy curriculum.

**Objective Two:** Model, co-teach, and coach the use of an independent investigation model (IIM).

**Assessment:** Determine the number of classes using independent inquiry models.

**Goal 2. TEACHING & LEARNING:** The Library Media Specialists will demonstrate that the library media program is an integral part of the teaching and learning process in order to achieve the standards of the Massachusetts Curriculum Frameworks. **2006 – 2008.**

**Objective One:** The Library Media Specialists will develop the library collections to provide a wide range of materials and technologies that are responsive to the students and curriculum, and are used to improve teaching and learning.

**Assessment:** Collect circulation statistics and student borrowing data.

**Objective Two:** The Library Media Specialists will model and promote effective collaborative teaching that addresses diverse learning abilities, styles, and needs.

**Assessment:** On an annual basis measure the numbers of teacher collaborations.

**Goal 3. INFORMATION ACCESS & DELIVERY:** The Library Media Specialists will increase student and faculty access to library information services, facilities, and programs. **2006-2007.**

**Objective One:** The Library Media Specialists will use Massachusetts School Library Media Association Facilities Standards to provide student centered environments that accommodate large and small groups of students simultaneously and organizes the sources for optimum teaching and learning experiences.

**Assessment:** Collect data regarding scheduling conflicts and other obstacles to access.

**Objective Two:** The Library Media Specialists will implement flexible scheduling and increase before and after school student use.

**Assessment:** Collect attendance statistics and assess, through surveys, effective hours of operation.

**Objective Three:** The library Media Specialists will use the Massachusetts School Library Media Association and New England Association of Schools and Colleges Standards for Accreditation to provide access to the most current technologies and resources.

**Assessment:** Measure the type and amount of resources in order to meet the needs of a range of students including the ESL and SPED populations.

**Objective Four:** The Danvers Public Schools will provide sufficient certified licensed personnel and support staff for effective library media services at all levels.

**Assessment:** Staff a professional library media specialist at the elementary, middle and secondary educational levels in the district.

**Goal Four: PROGRAM ADMINISTRATION:** Align the library media program to support the mission and goals of the schools and school district. **2006-2010.**

**Objective One:** The Library Media Specialists will participate in district curriculum development and department meetings in order to be full partners in the implementation of the academic, social, and civic curricula.

**Assessment:** Record the number of meetings and their purpose annually.

**Objective Two:** The Library Media Specialists will establish consistent ongoing communication with students, parents/guardians, and school personnel to keep them informed about the types of services provided by the library program.

**Assessment:** Determine and track the number and types of communication.

**Objective Three:** The Library Media Specialists will plan and implement professional development programs and participate in new faculty orientations.

**Assessment:** Record and assess the number, type, and attendance of professional development opportunities offered.

**Objective Four:** The Library Media Specialists will continue to collaborate with the public library and other community resources that support the library program.

**Assessment:** Record number of meetings per year.

**Objective Five:** The Library Media Specialists will review and update collection development policies for the selection and/or removal of information resources and the use of technologies and the Internet.

**Assessment:** Create and have approved formal library policies by the school committee.

**Objective Six:** The Library Media Specialists will evaluate alternative sources of funding such as grants, fellowships, and gifts in order to enhance the collections and create unique programming.

**Assessment:** Annual reporting.

## **2005–2006 ACTION PLAN:**

### **Goal One:**

1. Develop a K-12 Information Literacy standard for Danvers Public Schools.
2. Finish Curriculum Mapping and Consensus Maps.

### **Goal Two:**

1. Design a method to document library use such as circulation totals, in-house library and classroom use, student and class visits.
2. Design and implement collaborative teaching opportunities that function as an integral part of the teaching and learning process.

### **Goal Three:**

1. Increase before and/or after school access to the elementary schools' library media centers.
2. Implement a plan to reorganize the layout of elementary school library media centers in order to increase flexible access.

### **Goal Four:**

1. Plan and implement a system for effective and ongoing communication with students, parents/guardians and school personnel.
2. Update the collection development policy and evaluate the use of technology.
3. Locate and apply for alternative sources of funding.

## **2006-07 ACTION PLAN**

### **Goal One:**

1. Implement the Information Literacy Curriculum K – 12.
2. Extend integrated information literacy lessons and units specific to the ESL and SPED populations.

### **Goal Two:**

1. Continue to increase library collections to meet diverse student populations' and changing curriculum needs.
- 2.. Enhance each school's print and online reference collections in order to enhance information literacy skills.

### **Goal Three:**

1. Implement an online automated catalog within the district or through a statewide database such as MassCat.

### **Goal Four:**

1. Increase public and school library programming to continue the promotion of information literacy skills within the community.