

# **New Haven Unified School District Library Media Improvement Plan 2006-2010**

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# New Haven Unified School District Library Media Program Improvement Plan, 2006-2010

## Introduction

The New Haven Unified School District has a long history of supporting school libraries. For years, New Haven has provided credentialed library media teachers at each school site as well as library media budgets based on a per student formula. Currently the library media staff is embarking on a continuous improvement cycle that will align the library media program with other district initiatives. The goals, objectives and benchmarks in this plan are the blueprint for the change that the program will undergo for the next four years.

To further position the library media program at the center of learning in New Haven's schools, the library media staff will be examining the program in the light of *Standards and Guidelines for Strong School Libraries*, published by the California School Library Association (CSLA) in 2004. This document was not available when the last library plan was written and will greatly inform how this one is implemented. The goals set forth in the plan are:

- Goal 1:** To ensure that the library media program serves as an essential catalyst for learning and teaching through comprehensive plans, policies, and ongoing program assessment
- Goal 2:** To ensure that all students have access to equally effective library media programs that help them achieve standards and become life-long learners
- Goal 3:** To ensure that all students have access to equally effective library media curricula that help them achieve standards and become lifelong learners
- Goal 4:** To ensure that all students have access to library media resources that facilitate learning, meet recreational reading needs, foster reading comprehension and an appreciation of literature
- Goal 5:** To ensure that all students have access to appropriately staffed library media centers
- Goal 6:** To ensure that all students have access to library media facilities that meet the learning and teaching needs of an effective library media program
- Goal 7:** To involve all constituent groups in the development, support and use of the library media program to improve student learning

The library media staff is undertaking an ambitious plan to align the *Recommended Information Literacy Skills Continuum: Grades K-12* (CSLA, 2004) with curriculum and technology standards and skills. The library media program as a central agent of literacy within the district will be included in the district-wide literacy plan as recommended by the Strategic Planning Committee. New Haven's Strategic Plan includes the following strategies that relate to the library media program:

**Strategy 1:** We will assure effective implementation of the standards-based curriculum throughout the system and use assessment data to drive research-based instructional practices to ensure academic proficiency

**Action Plan 1.11** Develop a model of literary instruction

**Action Plan 1.12** Deliver and support New Haven's model of literacy instruction.

The *Standards and Guidelines for Strong School Libraries* (CSLA, 2004) includes recommended standards for staffing of school libraries. They are as follows:

**ELEMENTARY SCHOOL**

ADA	Exemplary	Making Progress	At Risk
<b>600 or fewer</b>	1 library media teacher 1 library media technician 0 clerk	.5 library media teacher 1 library media technician 0 clerk	0 library media teacher 1 library media technician 0 clerk
<b>Over 600</b>	1 library media teacher 1 library media technician 1 clerk	1 library media teacher 1 library media technician 0 clerk	.5 library media teacher 1 library media technician 0 clerk

**MIDDLE SCHOOL**

ADA	Exemplary	Making Progress	At Risk
<b>600 or fewer</b>	1 library media teacher 1 library media technician .5 clerk	1 library media teacher 1 library media technician 0 clerk	.5 library media teacher 1 library media technician 0 clerk
<b>Over 600</b>	1.5 library media teacher 1 library media technician 1 clerk	1 library media teacher 1 library media technician 0 clerk	.5 library media teacher 1 library media technician 0 clerk

**HIGH SCHOOL**

ADA	Exemplary	Making Progress	At Risk
<b>1,000 or fewer</b>	1 library media teacher 1 library media technician 1 clerk	1 library media teacher 1 library media technician .5 clerk	1 library media teacher .5 library media technician 0 clerk
<b>1,000 to 2, 500</b>	2 library media teachers 1 library media technician 1 clerk	1.5 library media teachers 1 library media technician .5 clerk	1 library media teacher 1 library media technician .5 clerk
<b>Over 2, 500</b>	2+ library media teachers 2 library media technicians 1 clerk	1 ½ library media teachers 1 ½ library media technicians 1 clerk	1 library media teacher 1 library media technician 1 clerk

Goal 5 in this plan addresses staffing for New Haven library media centers. In comparison to the standards above, New Haven’s current library media staffing falls between the Making Progress and At Risk categories.

Elementary School ADA 637 - 866	Middle School ADA 772 – 1,154	High School ADA JLHS 4,015 ADA CCHS 232
.925 library media teacher 0 technician 0 clerk	.75 library media teacher 0 technician .80 library assistant (183 days)	<u>Logan</u> 1.5 library media teachers 0 technician 2 library assistants (193 days) <hr/> <u>Conley-Caraballo</u> 1.0 library assistant

There are four roles that the library media teacher fulfills within the school community; collaborative teacher, information specialist, instructional partner and program administrator. Once again the *Standards and Guidelines for Strong School Libraries* define these roles and provide indicators that allow library media teachers to determine to what degree they are meeting the standards.

It is with great enthusiasm and boundless energy that the library media staff looks forward to realizing the goals of this plan and the district strategic plan through continuous improvement of the library media program.

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**Vision Statement:** The New Haven Unified School District Library Media Program is dedicated to creating life-long learners of all ages who love literature and are effective users of information, ideas and technology.

## **LIBRARY MEDIA PROGRAM PLANS, POLICIES AND ASSESSMENT GOALS, OBJECTIVES AND BENCHMARKS**

**Goal 1:** To ensure that the library media program serves as an essential catalyst for learning and teaching through comprehensive plans, policies, and ongoing program assessment

<b>Objective</b>	<b>Benchmarks</b>
A. District library media teachers and director participate in district strategic planning, curriculum planning, technology planning, textbook selection, professional development and other district-wide efforts	<ol style="list-style-type: none"> <li>1. By June 2007 20% of library media teachers and director will participate in various strategic planning, curriculum planning, technology planning, textbook selection and professional development committees and activities</li> <li>2. By June 2008 40% of library media teachers and director will participate in various strategic planning, curriculum planning, technology planning, textbook selection and professional development committees and activities</li> <li>3. By June 2009 60% of library media teachers and director will participate in various curriculum planning, technology planning, textbook selection and staff development committees and activities</li> <li>4. By June 2010 80% of library media teachers and the director will participate in various curriculum planning, technology planning, textbook selection and staff development committees and activities</li> </ol>
B. District Director, Technology/Instructional Media works with district and site level administrators to communicate the library media program vision and action plan	<ol style="list-style-type: none"> <li>1. By June 2007 the Director Technology/Instructional Media will work with district level and site administrators to communicate the library media vision and action plan</li> <li>2. By June 2008 the Director Technology/Instructional Media will continue to work with district level and site administrators to communicate the library media vision and action plan</li> <li>3. By June 2009 the Director Technology/Instructional Media will continue to work with district level and site administrators to communicate the library media vision and action plan</li> <li>4. By June 2010 the Director Technology/Instructional Media will continue to work with district level and site administrators to communicate the library media vision and action plan</li> </ol>
C. District library media teachers and classroom teachers are involved in collaborative lesson planning, teaching and assessment	<ol style="list-style-type: none"> <li>1. By June 2007 district library media teachers and classroom teachers are involved in collaborative planning, teaching and assessment 50% of the time.</li> <li>2. By June 2008 district library media teachers and classroom teachers are involved in collaborative planning, teaching and assessment 60% of the time.</li> <li>3. By June 2009 district library media teachers and classroom teachers are involved in collaborative planning, teaching and assessment 70% of the time.</li> <li>4. By June 2010 district library media teachers and classroom teachers are involved in collaborative planning, teaching and assessment 80% of the time.</li> </ol>

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<p>D. Library media teachers provide leadership in incorporating information literacy, Internet safety and technology skills into all areas of the curriculum</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the library media teachers will provide leadership in incorporating literature appreciation, information literacy, Internet safety and technology skills into all areas of the curriculum</li> <li>2. By June 2008 the library media teachers will continue to provide leadership in incorporating literature appreciation, information literacy, Internet safety and technology skills into all areas of the curriculum</li> <li>3. By June 2009 the library media teachers will continue to provide leadership in incorporating literature appreciation, information literacy, Internet safety and technology skills into all areas of the curriculum</li> <li>4. By June 2010 the library media teachers will continue to provide leadership in incorporating literature appreciation, information literacy, Internet safety and technology skills into all areas of the curriculum</li> </ol>
<p>E. Library media teachers assess and adjust the library media program based on scientifically-based research and evaluation of data collected</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the library media teachers will assess and adjust the library media program based on scientifically-based research and evaluation of data collected</li> <li>2. By June 2008 the library media teachers will continue to assess and adjust the library media program based on scientifically-based research and evaluation of data collected</li> <li>3. By June 2009 the library media teachers will continue to assess and adjust the library media program based on scientifically-based research and evaluation of data collected</li> <li>4. By June 2010 the library media teachers will continue to assess and adjust the library media program based on scientifically-based research and evaluation of data collected</li> </ol>
<p>F. Library media teachers promote literacy of all kinds throughout the curriculum</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the library media teachers will promote literacy of all kinds throughout the curriculum</li> <li>2. By June 2008 library media teachers will continue to promote literacy of all kinds throughout the curriculum</li> <li>3. By June 2008 library media teachers will continue to promote literacy of all kinds throughout the curriculum</li> <li>4. By June 2008 library media teachers will continue to promote literacy of all kinds throughout the curriculum</li> </ol>
<p>G. Director, Technology/Instructional Media in consultation with the site library media teachers, library assistants, district library media technician and the library media program advisory committee conducts library media program assessment annually</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the district library media program will be assessed and recommendations made for improvement</li> <li>2. By June 2008 the district library media program will be assessed and recommendations made for improvement</li> <li>3. By June 2009 the district library media program will be assessed and recommendations made for improvement</li> <li>4. By June 2010 the district library media program will be assessed and recommendations made for improvement</li> </ol>

**LIBRARY MEDIA PROGRAM ACCESS  
 GOALS, OBJECTIVES AND BENCHMARKS**

**Goal 2:** To ensure that all students have access to equally effective library media programs that help them achieve standards and become lifelong learners

<b>Objective</b>	<b>Benchmarks</b>
<p>A. The district will establish minimum levels for staffing, budgets, services, facilities, and collections</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the NHUSD Library Media Teachers will research minimum levels for staffing, services, facilities, and collections for library media centers in the district</li> <li>2. By June 2008 the NHUSD library media teachers will adopt/adapt minimum levels for library media centers in the district</li> <li>3. By June 2009 the NHUSD library media teachers will implement minimum levels for library media centers in the district</li> <li>4. By June 2010 the NHUSD library media teachers will continue to implement minimum levels for library media centers in the district</li> </ol>
<p>B. There is a district expectation that the library media program will meet the needs of all students including those with special needs</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the library media teachers will include teaching strategies and techniques in the library media program that meet the needs of all students including those with special needs.</li> <li>2. By June 2008 the library media teachers will continue to include teaching strategies and techniques in the library media program that meet the needs of all students including those with special needs.</li> <li>3. By June 2009 the library media teachers will continue to include teaching strategies and techniques in the library media program that meet the needs of all students including those with special needs.</li> <li>4. By June 2010 the library media teachers will continue to include teaching strategies and techniques in the library media program that meet the needs of all students including those with special needs.</li> </ol>
<p>C. Library media centers are open to students for both individual and group use all day every day, before and after school</p>	<ol style="list-style-type: none"> <li>1. By June 2007 K-12 library media centers will be open to students for individual and group use all day every day, before and after school.</li> <li>2. By June 2008 K-12 library media centers will continue to be open to students for individual and group use all day every day, before and after school.</li> <li>3. By June 2009 K-12 library media centers will continue to be open to students for individual and group use all day every day, before and after school.</li> <li>4. By June 2010 K-12 library media centers will continue to be open to students for individual and group use all day every day, before and after school.</li> </ol>

<p>D. Students visit the school library media center on a regular basis to use resources; check out materials; learn information literacy, Internet safety and technology skills and for other special purposes</p>	<ol style="list-style-type: none"><li>1. By June 2007 all K-5 classes will visit the library media center once a week, 6-8 Core and Science classes will sign up to the visit the library media center at least once per semester, and all 9-12 English (orientation to the library media center) and Science/Social Science (information literacy instruction) classes will sign up to use the library media center at least once per semester.</li><li>2. By June 2008 all K-5 classes will continue to visit the library media center once a week, 6-8 Core and Science classes will sign up to the visit the library media center at least once per semester, and all 9-12 English (orientation to the library media center) and Science/Social Science (information literacy instruction) classes will sign up to use the library media center at least once per semester. Other 6-12 classes will sign up to use the media center on an as needed basis.</li><li>3. By June 2009 all K-5 classes will continue to visit the library media center once a week, 6-8 Core and Science classes will sign up to the visit the library media center at least once per semester, and all 9-12 English (orientation to the library media center) and Science/Social Science (information literacy instruction) classes will sign up to use the library media center at least once per semester. There will be time in the K-5 media center schedule for classes to sign up on an as needed basis and other 6-12 classes will sign up to use the library media center on an as needed basis.</li><li>4. By June 2010 all K-5 classes will continue to visit the library media center once a week, 6-8 Core and Science classes will sign up to the visit the library media center at least once per semester, and all 9-12 English (orientation to the library media center) and Science/Social Science (information literacy instruction) classes will sign up to use the library media center at least once per year. There will be time in the K-5 library media center schedule for classes to sign up on an as needed basis and other 6-12 classes will sign up to use the library media center on an as needed basis.</li></ol>
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## LIBRARY MEDIA PROGRAM CURRICULUM GOALS, OBJECTIVES AND BENCHMARKS

**Goal 3:** To ensure that all students have access to equally effective library media curricula that helps them achieve standards and become lifelong learners

Objective	Benchmarks
<p>A. There is a district information literacy curriculum which all library media programs follow</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade Information Literacy Standards and Skills Continuum, State Content Standards, and the District Technology Standards Matrix will be finished by the district library media teachers.</li> <li>2. By June 2008 the 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade Information Literacy Standards and Skills Continuum, State Content Standards, and the District Technology Standards Matrix will be finished by the NHUSD district library media teachers.</li> <li>3. By June 2009 the K-2 and 12<sup>th</sup> grade Information Literacy Standards and Skills Continuum, State Content Standards, and the District Technology Standards Matrix will be finished by the NHUSD district library media teachers</li> <li>4. By June 2010 the K-12 Information Literacy Standards and Skills Continuum, State Content Standards, and the District Technology Standards Matrix will be fully implemented in the library media program district-wide</li> </ol>
<p>B. The district Information Literacy curriculum is integrated into all curricular areas</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade Information Literacy Standards and Skills Continuum, State Content Standards, and the District Technology Standards Matrix will be piloted in collaboration with Social Science teachers.</li> <li>2. By June 2008 the 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade Information Literacy Standards and Skills Continuum, State Content Standards, and the District Technology Standards Matrix will be implemented in collaboration with Social Science and Science teachers.</li> <li>3. By June 2009 the K-2 and 12<sup>th</sup> grade Information Literacy Standards and Skills Continuum, State Content Standards, and the District Technology Standards Matrix will continue to be implemented in collaboration with Social Science, Science, and Math teachers.</li> <li>4. By June 2010 the K-12 Information Literacy Standards and Skills Continuum, State Content Standards, and the District Technology Standards Matrix will be implemented in collaboration with Social Science, Science, Math, and English Language Arts teachers.</li> </ol>
<p>C. The library media program utilizes technology as a tool for student learning</p>	<ol style="list-style-type: none"> <li>1. By June 2007 technology will be incorporated into the library media program when appropriate to support the standards-based curriculum, information literacy, Internet safety and technology standards</li> <li>2. By June 2008 technology will continue to be incorporated into the library media program when appropriate to meet curriculum, information literacy, Internet safety and technology standards</li> </ol>

	<ol style="list-style-type: none"><li>3. By June 2009 technology will continue to be incorporated into the library media program when appropriate to meet curriculum, information literacy, Internet safety and technology standards</li><li>4. By June 2010 technology will continue to be incorporated into the library media program when appropriate to meet curriculum, information literacy, Internet safety and technology standards</li></ol>
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## LIBRARY MEDIA PROGRAM RESOURCES GOALS, OBJECTIVES AND BENCHMARKS

**Goal 4:** To ensure that all students have access to library media resources that facilitate learning, meet recreational reading needs, foster reading comprehension and an appreciation of literature

Objective	Benchmarks
A. Library media collections at all sites include resources in a variety of formats	<ol style="list-style-type: none"> <li>1. By June 2007 the library media collections at all sites will be analyzed to determine if they include resources in a variety of formats</li> <li>2. By June 2008 the library media collections at all sites will be updated based on collection analysis information to include resources in a variety of formats</li> <li>3. By June 2009 the library media collections at all sites will continue to be updated based on collection analysis information to include resources in a variety of formats</li> <li>4. By June 2010 the library media collections at all sites will continue to be updated based on collection analysis information to include resources in a variety of formats</li> </ol>
B. Library media collections at all sites reflect the curriculum and grade levels served	<ol style="list-style-type: none"> <li>1. By June 2007 the library media collections at all sites will be analyzed to determine if they reflect the standards-based curriculum at the grade levels served</li> <li>2. By June 2008 the library media collections at all sites will be updated based on collection analysis information to reflect the standards-based curriculum and grade levels served</li> <li>3. By June 2009 the library media collections at all sites will continue to be updated based on collection analysis information to reflect the standards-based curriculum and grade levels served</li> <li>4. By June 2010 the library media collections at all sites will continue to be updated based on collection analysis information to reflect the standards-based curriculum and grade levels served</li> </ol>
C. Library media collections are weeded of obsolete, outdated and visually uninteresting materials on an ongoing basis	<ol style="list-style-type: none"> <li>1. By June 2007 the library media collections will be weeded of obsolete, outdated and visually uninteresting materials based on collection analysis information</li> <li>2. By June 2008 the library media collections will continue to be weeded of obsolete, outdated and visually uninteresting materials based on collection analysis information</li> <li>3. By June 2009 the library media collections will continue to be weeded of obsolete, outdated and visually uninteresting materials based on collection analysis information</li> <li>4. By June 2010 the library media collections will continue to be weeded of obsolete, outdated and visually uninteresting materials based on collection analysis information</li> </ol>

<p>D. Library media collections support independent reading; include below-grade-level, at-grade-level and above-grade-level materials on the same topic; as well as include materials that address the diverse populations served</p>	<ol style="list-style-type: none"> <li>1. By June 2007 library media collections will be analyzed to determine if they support independent reading; include below, at and above-grade-level materials on the same topic; as well as include materials that address the diverse populations served</li> <li>2. By June 2008 library media collections will be updated to make sure they support independent reading; include below, at and above-grade-level materials on the same topic; as well as include materials that address the diverse populations served</li> <li>3. By June 2009 library media collections will continue to be updated to make sure they support independent reading; include below, at and above-grade-level materials on the same topic; as well as include materials that address the diverse populations served</li> <li>4. By June 2010 library media collections will continue to be updated to make sure they support independent reading; include below, at and above-grade-level materials on the same topic; as well as include materials that address the diverse populations served</li> </ol>
<p>E. An online library system manages circulation of materials and provides web-based access to the library media collections</p>	<ol style="list-style-type: none"> <li>1. By June 2007 additional features of the online library system will be implemented as evidenced by their availability online and training dates for library media staff members</li> <li>2. By June 2008 additional features of the online library system will continue to be implemented as evidenced by their availability online and training dates for library media staff members</li> <li>3. By June 2009 additional features of the online library system will continue to be implemented as evidenced by their availability online and training dates for library media staff members</li> <li>4. By June 2010 additional features of the online library system will continue to be implemented as evidenced by their availability online and training dates for library media staff members</li> </ol>
<p>F. Library media materials are collaboratively selected</p>	<ol style="list-style-type: none"> <li>1. By June 2007 library media materials will be collaboratively selected as evidenced by communications with staff, records of student requests, etc.</li> <li>2. By June 2008 library media materials will continue to be collaboratively selected as evidenced by communications with staff, records of student requests, etc.</li> <li>3. By June 2009 library media materials will continue to be collaboratively selected as evidenced by communications with staff, records of student requests, etc.</li> <li>4. By June 2010 library media materials will continue to be collaboratively selected as evidenced by communications with staff, records of student requests, etc.</li> </ol>

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<p>G. Library media resources include online reference databases available within the school and from home</p>	<ol style="list-style-type: none"><li>1. By June 2007 library media resources will include online reference databases available within the school and from home</li><li>2. By June 2008 library media resources will continue to include online reference databases available within the school and from home</li><li>3. By June 2009 library media resources will continue to include online reference databases available within the school and from home</li><li>4. By June 2010 library media resources will continue to include online reference databases available within the school and from home</li></ol>
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## LIBRARY MEDIA PROGRAM STAFFING AND PROFESSIONAL DEVELOPMENT GOALS, OBJECTIVES AND BENCHMARKS

**Goal 5:** To ensure that all students have access to appropriately staffed library media centers

<p>A. Full time credentialed library media teachers (LMTs) staff each school site's library media center.</p>	<ol style="list-style-type: none"> <li>1. By September 2007 K-5 sites will have 1.0 FTE credentialed LMTs who provide prep to classroom teachers, 6-8 sites will have .75 FTE credentialed LMTs, 9-12 comprehensive high school will have 1.5 FTE credentialed LMTs, 9-12 alternative high school will have 1.0 FTE library assistant (LA).</li> <li>2. By September 2008 K-5 sites will continue to have 1.0 FTE credentialed LMTs who provide prep for classroom teachers, 6-8 sites will have .75 FTE credentialed LMTs, 9-12 site will have 1.5 FTE credentialed LMTs, 9-12 alternative high school will have 1.0 FTE LA</li> <li>3. By September 2009 K-5 sites will continue to have 1.0 FTE credentialed LMTs who provide prep for classroom teachers, 6-8 sites will have 1.0 FTE credentialed LMTs, 9-12 site will have 2.0 FTE credentialed LMTs, 9-12 alternative high school will have 1.0 FTE LA</li> <li>4. By September 2010 K-5 sites will continue to have 1.0 FTE credentialed LMTs who provide prep for classroom teachers, 6-8 sites will have 1.0 FTE credentialed LMTs, 9-12 site will have 2.0 FTE credentialed LMTs, 9-12 alternative high school will have 1.0 FTE LA</li> </ol>
<p>B. Full time library media assistants at 6-12 sites provide clerical assistance for the library media program</p>	<ol style="list-style-type: none"> <li>1. By September 2007 6-8 sites will have .8 FTE library media assistants, 9-12 site will have 2.0 FTE library media assistants.</li> <li>2. By September 2008 6-8 sites will have .8 FTE library media assistants, 9-12 site will have 2.0 FTE library media assistants.</li> <li>3. By September 2009 6-8 sites will have .8 FTE library media assistants, 9-12 site will have 2.0 FTE library media assistants.</li> <li>4. By September 2010 6-8 sites will continue to have .8 FTE library media assistants, 9-12 site will have 2.0 FTE library media assistants.</li> </ol>
<p>C. Full time district level Director, Technology/Instructional Media provides leadership for and coordination of the library media program</p>	<ol style="list-style-type: none"> <li>1. By September 2007 the full time Director will provide district-wide leadership for and coordination of the library media program</li> <li>2. By September 2008 the full time Director will continue to provide district-wide leadership for and coordination of the library media program.</li> <li>3. By September 2009 full time Director will continue to provide district-wide leadership for and coordination of the library media program</li> <li>4. By September 2010 full time Director will continue to provide district-wide leadership for and coordination of the library media program</li> </ol>

<p>D. Full time district library technician provides library system support and oversees central processing of library media materials</p>	<ol style="list-style-type: none"> <li>1. By September 2007 the full time library technician will provided district-wide support for the library system and oversee central processing of library media materials</li> <li>2. By September 2008 the full time library technician will provided district-wide support for the library system and oversee central processing of library media materials</li> <li>3. By September 2009 the full time library technician will provided district-wide support for the library system and oversee central processing of library media materials</li> <li>4. By September 2010 the full time library technician will provided district-wide support for the library system and oversee central processing of library media materials</li> </ol>
<p>E. Part time district level cataloger provides cataloging services for the K-5 and alternative high school library media programs</p>	<ol style="list-style-type: none"> <li>5. By September 2007 .2 FTE cataloger will provide cataloging services for the K-5 and alternative high school library media programs</li> <li>6. By September 2008 .2 FTE cataloger will continue to provide cataloging services for the K-5 and alternative high school library media programs</li> <li>7. By September 2009 .2 FTE cataloger will continue to provide cataloging services for the K-5 and alternative high school library media programs</li> <li>8. By September 2010 .2 FTE cataloger will continue to provide cataloging services for the K-5 and alternative high school library media programs</li> </ol>
<p>F. Part time student library media aides provide processing services for K-5 and alternative high school library media programs</p>	<ol style="list-style-type: none"> <li>1. By September 2007 .4 FTE student media aide(s) will provide processing services for K-5 and alternative high school library media programs</li> <li>2. By September 2008 .4 FTE student media aide(s) will continue to provide processing services for K-5 and alternative high school library media programs</li> <li>3. By September 2009 .4 FTE student media aide(s) will continue to provide processing services for K-5 and alternative high school library media programs</li> <li>4. By September 2010 .4 FTE student media aide(s) will continue to provide processing services for K-5 and alternative high school library media programs</li> </ol>

<p>G. Technology technicians provide technical support for each school site including the library media program through the site level service desk</p>	<ol style="list-style-type: none"> <li>1. By September 2007 technology technicians will provide technology support for each school site including the library media program as needed through the site level service desk</li> <li>2. By September 2008 technology technicians will continue to provide technology support for each site including the library media program as needed through the site level service desk</li> <li>3. By September 2009 technology technicians will continue to provide technology support for each site including the library media program as needed through the site level service desk</li> <li>4. By September 2010 technology technicians will continue to provide technology support for each site including the library media program as needed through the site level service desk</li> </ol>
<p>H. Library media volunteers are recruited, trained and supervised by school site library media staff</p>	<ol style="list-style-type: none"> <li>1. By November 2007 library media volunteers will be recruited, trained and supervised by the library media staff at each school site</li> <li>2. By November 2008 library media volunteers will continue to be recruited, trained and supervised by the library media staff at each school site</li> <li>3. By November 2009 library media volunteers will continue to be recruited, trained and supervised by the library media staff at each school site</li> <li>4. By November 2010 library media volunteers will continue to be recruited, trained and supervised by the library media staff at each school site</li> </ol>
<p>I. Student library media aides are recruited, trained and supervised by school site library media staff</p>	<ol style="list-style-type: none"> <li>1. By November 2007 student library media aides will be recruited, trained and supervised by school site library media staff</li> <li>2. By November 2008 student library media aides will continue to be recruited, trained and supervised by school site media library</li> <li>3. By November 2009 student library media aides will continue to be recruited, trained and supervised by school site media library</li> <li>4. By November 2010 student library media aides will continue to be recruited, trained and supervised by school site media library</li> </ol>

<p>J. Library media teachers use the Standards for School Library Media Teachers as published by the California School Library Association (CSLA) in <i>Standards and Guidelines for Strong School Libraries</i> (2004) to provide guidance in determining and integrating their professional roles as collaborative teachers, information specialists, instructional partners, and program administrators.</p>	<ol style="list-style-type: none"> <li>1. By June 2007 library media teachers will use the Standards for School Library Media Teachers as published by the California School Library Association (CSLA) in <i>Standards and Guidelines for Strong School Libraries</i> (2004) to provide guidance in determining and integrating their professional roles as collaborative teachers, information specialists, instructional partners, and program administrators.</li> <li>2. By June 2008 library media teachers will continue to use the Standards for School Library Media Teachers as published by the California School Library Association (CSLA) in <i>Standards and Guidelines for Strong School Libraries</i> (2004) to provide guidance in determining and integrating their professional roles as collaborative teachers, information specialists, and program administrators.</li> <li>3. By June 2009 library media teachers will continue to use the Standards for School Library Media Teachers as published by the California School Library Association (CSLA) in <i>Standards and Guidelines for Strong School Libraries</i> (2004) to provide guidance in determining and integrating their professional roles as collaborative teachers, information specialists, and program administrators.</li> <li>4. By June 2010 library media teachers will continue to use the Standards for School Library Media Teachers as published by the California School Library Association (CSLA) in <i>Standards and Guidelines for Strong School Libraries</i> (2004) to provide guidance in determining and integrating their professional roles as collaborative teachers, information specialists, and program administrators.</li> </ol>
<p>K. District Director, Technology/Instructional Media is evaluated using district evaluation procedures on specific goals and objectives for library media program improvement and on professional Standards for District Library Media Supervisors</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the district Director, Technology/Instructional Media will be evaluated using district evaluation procedures on specific goals for library media improvement and on the professional Standards for District Library Media Supervisors</li> <li>2. By June 2008 the district Director, Technology/Instructional Media will be evaluated using district evaluation procedures on specific goals for library media improvement and on the professional Standards for District Library Media Supervisors</li> <li>3. By June 2009 the district Director, Technology/Instructional Media will be evaluated using district evaluation procedures on specific goals for library media improvement and on the professional Standards for District Library Media Supervisors</li> <li>4. By June 2010 the district Director, Technology/Instructional Media will be evaluated using district evaluation procedures on specific goals for library media improvement and on the professional Standards for District Library Media Supervisors</li> </ol>

<p>L. District professional development program for credentialed and classified library media personnel will be offered based on assessment of needs</p>	<ol style="list-style-type: none"><li>1. By June 2007 district professional development program for credentialed and classified library media personnel will be offered based on assessment of needs</li><li>2. By June 2008 district professional development program for credentialed and classified library media personnel will continue to be offered based on assessment of needs</li><li>3. By June 2009 district professional development program for credentialed and classified library media personnel will continue to be offered based on assessment of needs</li><li>4. June 2010 district professional development program for credentialed and classified library media personnel will continue to be offered based on assessment of needs</li></ol>
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## LIBRARY MEDIA PROGRAM FACILITIES GOALS, OBJECTIVES AND BENCHMARKS

**Goal 6:** To ensure that all students have access to library media facilities that meet the learning and teaching needs of an effective library media program

<p>A. All district schools have a library media center that is conducive to learning and teaching as measured by <i>Standards and Guidelines for Strong School Libraries</i></p>	<ol style="list-style-type: none"> <li>1. By June 2007 all district schools will have library media centers that are conducive to learning and teaching as measured by a comparison to <i>Standards and Guidelines for Strong School Libraries</i></li> <li>2. By June 2008 all district schools will continue to have library media centers that are conducive to learning and teaching as measured by a comparison to <i>Standards and Guidelines for Strong School Libraries</i></li> <li>3. By June 2009 all district schools will continue to have library media centers that are conducive to learning and teaching as measured by a comparison to <i>Standards and Guidelines for Strong School Libraries</i></li> <li>4. By June 2010 all district schools will continue to have library media centers that are conducive to learning and teaching as measured by a comparison to <i>Standards and Guidelines for Strong School Libraries</i></li> </ol>
<p>B. All district plans for new facilities as well as renovation and continued maintenance of existing facilities include the library media centers</p>	<ol style="list-style-type: none"> <li>1. By June 2007 all district plans for new facilities as well as renovation and ongoing maintenance of existing facilities will include the library media centers</li> <li>2. By June 2008 all district plans for new facilities as well as renovation and ongoing maintenance of existing facilities will continue to include the library media centers</li> <li>3. By June 2009 all district plans for new facilities as well as renovation and ongoing maintenance of existing facilities will continue to include the library media centers</li> <li>4. By June 2010 all district plans for new facilities as well as renovation and ongoing maintenance of existing facilities will continue to include the library media centers</li> </ol>

<p>C. Library media teachers are involved in planning for new and renovated library media centers</p>	<ol style="list-style-type: none"> <li>1. By June 2007 library media teachers will be involved in assessing current library media centers and planning for new and renovated library media centers by working collaboratively with the Facilities Department</li> <li>2. By June 2008 library media teachers will continue to be involved in assessing current library media centers and planning for new and renovated library media centers by working collaboratively with the Facilities Department</li> <li>3. By June 2009 library media teachers will continue to be involved in assessing current library media centers and planning for new and renovated library media centers by working collaboratively with the Facilities Department</li> <li>4. By June 2010 library media teachers will continue to be involved in assessing current library media centers and planning for new and renovated library media centers by working collaboratively with the Facilities Department</li> </ol>
<p>D. Library media centers have furniture, equipment and learning resources that actively promote student learning</p>	<ol style="list-style-type: none"> <li>1. By June 2007 library media centers will have furniture, equipment and learning resources that actively promote student learning</li> <li>2. By June 2008 library media centers will continue to have furniture, equipment and learning resources that actively promote student learning</li> <li>3. By June 2009 library media centers will continue to have furniture, equipment and learning resources that actively promote student learning</li> <li>4. By June 2010 library media centers will continue to have furniture, equipment and learning resources that actively promote student learning</li> </ol>

**LIBRARY MEDIA PROGRAM INVOLVEMENT  
 GOALS, OBJECTIVES AND BENCHMARKS**

**Goal 7:** To involve all constituent groups in the development, support and use of the library media program to improve student learning

<p>A. There is a district-wide library media program advisory committee that evaluates the program and makes recommendations for improvement</p>	<ol style="list-style-type: none"> <li>1. By June 2007 the library media program advisory committee representative of all constituencies served will be formed as a standing committee whose members will evaluate and make recommendations for library media program improvement</li> <li>2. By June 2008 the library media program advisory committee representative of all constituencies served will continue to meet to evaluate the library media program and make recommendations for library media program improvement</li> <li>3. By June 2009 the library media program advisory committee representative of all constituencies served will continue to meet to evaluate the library media program and make recommendations for library media program improvement</li> <li>4. By June 2010 the library media program advisory committee representative of all constituencies served will continue to meet to evaluate the library media program and make recommendations for library media program improvement</li> </ol>
<p>B. Parents and other school community members are encouraged to use the school media centers</p>	<ol style="list-style-type: none"> <li>1. By June 2007 parents and other community members be encouraged to use the school media centers through notices in the superintendent’s newsletter, the technology newsletter, various school publications and flyers</li> <li>2. By June 2008 parents and other community members will continue to be encouraged to use the school media centers through notices in the superintendent’s newsletter, the technology newsletter, various school publications and flyers</li> <li>3. By June 2009 parents and other community members will continue to be encouraged to use the school media centers through notices in the superintendent’s newsletter, the technology newsletter, various school publications and flyers</li> <li>4. By June 2010 parents and other community members will continue to be encouraged to use the school media centers through notices in the superintendent’s newsletter, the technology newsletter, various school publications and flyers</li> </ol>

Appendix A

**LIBRARY MEDIA PROGRAM ADVISORY COMMITTEE  
SUGGESTIONS/OBSERVATIONS**

On November 15, 2006 the Library Media Program Advisory Committee met in the Technology Training Center of the Educational Services Center. Those present were:

Tim Aeden	Eastin Elementary School teacher
Magda Alarcón	Logan High School library assistant
Ana Batalo	Pioneer Elementary School parent/ student teacher at Alvarado Elementary
Sharon Chambers	Alvarado Elementary School library media teacher
Teri Hawkins	Kitayama Elementary School teacher
Jay Hendee	Logan High School parent, retired library media teacher, substitute teacher
Jo Hendee	César Chavez Middle School library assistant, Logan High School parent
Laurie Koehler	Alvarado Elementary School teacher
Sharyl Larson	Conley-Caraballo High School teacher
Analyne Madrid	Searles Elementary School student
Kendra Marsh	Searles Elementary School Student
Yekaterina Novikova	Logan High School student
Vince Rosato	Searles Elementary School teacher
Christine Smith	Logan High School library assistant
Linda Thomas	Barnard-White Middle School library media teacher

The Library Media Program Advisory Committee will meet twice yearly in the fall and spring. The committee will provide program input and evaluation. Below is a bulleted list of the suggestions and observations made by committee members at the Fall 2006 meeting. They have been incorporated into the Library Media Plan where appropriate. This same committee will be surveyed in the spring of 2007 and the information used to evaluate the program.

Goal 1:

- K-5 frustrated w/ limited amount of time available to talk to the LMT about the resources/approaches and use the LMC for classes
- High school Honors/AP classes rarely use the library during class time – would like a more technological approach to the curriculum
- Information Communication Technology Literacy Map – Partnership for 21<sup>st</sup> Century Literacy Skills – make sure that these skills are in the program (21stcenturyskills.org)

Goal 2:

- Equal access is going to be more of a problem as schools increase in size
- More technology?
- Flexibly scheduled K-5 libraries?

Goal 3:

- Equal access is going to be more of a problem as schools increase in size – need more time to use the library, someone there to help students, need the LMC to be flexibly scheduled
- Share Info Lit curriculum with classroom teachers so they can use and reinforce it
- Libraries should be open and available beyond school hours as well as during the school day (tap into things like Parent Resource Centers, etc.)
- Find other places for events that are held in the library that can be held elsewhere so it can be available to students
- Library not open enough during lunch and recesses – very important especially at the high school level – increases student achievement

Goal 4:

- Purchase resource books for each curriculum adoption and have them available in the LMC
- District purchased online resources available, but this is not generally known – central coordination of getting the word out
- Need more reading resources for non-English speaking population

Goal 5:

- Maintain and incrementally increase staffing for the LMCs
- Tech Teams/Facilitators/LMTs/Tech Support/Curriculum Leaders/Parents need to collaborate and communicate more effectively

Goal 6:

- See above

Goal 7:

- Overarching statement: Need building, needs to be open, needs staffing, needs resources
- Internet filtering – sites get blocked that are needed for use in the curriculum
- Email accounts for students necessary for turning in assignments, moving files from home to school and visa-versa and for teacher/student communication
- Survey committee about program

## RESEARCH

### SUMMARY OF FINDINGS

Research supports the need for information literacy to be integrated in the instructional program. The North Central Regional Educational Laboratory (NCREL, 1999) found that: Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.”

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A study commissioned by the Alaska State Library (Lance, et al., 1999) found that: Test scores tend to be higher where there is a full-time librarian rather than a part-time one” and that “the more often students receive library/information literacy instruction [with a library media teacher], the higher the test scores.

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21<sup>st</sup> century literacy skills – including note taking and summarizing – also play a role in increasing student achievement. Studies show that students who have note-taking strategies realize an increase of 13-44% in student achievement. Summarizing is closely related to note taking. Students who have summarizing strategies realize an increase of 23-47% in student achievement.

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Another study commissioned by the Alaska State Library supports our link between student achievement and 21<sup>st</sup> century literacy. This study showed that “test scores tend to be higher where there is a full-time librarian rather than a part-time one” and that “the more often students receive library/information literacy instruction [with a library media teacher], the higher the test scores.”

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That data listed in the table were gathered in research studies from 1993 to 2004, in sixteen states. Each of the elements named had a positive, measurable impact on student achievement. These studies and other information about school libraries are presented in School Libraries Work, a research foundation paper published in 2004 by Scholastic Library Publishing.

<b>Library Program Element</b>	<b>State study supporting factor</b>	<b>Year</b>	<b>Measurable result</b>
Full-time certificated Library Media Teacher (LMT)	Alaska	1999	<ul style="list-style-type: none"><li>• 2 times as likely to score higher on achievement tests</li><li>• higher reading test scores</li><li>• above-average scores</li></ul>
	Michigan	2003	
	Minnesota	2003	
Full-time certificated LMT + at least 1 support staff	Pennsylvania	2000	<ul style="list-style-type: none"><li>• Positive and statistically significant relationship to reading scores</li></ul>

Library Program Element	State study supporting factor	Year	Measurable result
			•
Size of library staff Adequate library staffing  Certificated LMT	Colorado Pennsylvania  Texas	1993, 2000 2000  2001	<ul style="list-style-type: none"> <li>• 21% higher reading scores</li> <li>• Average or above elementary reading scores</li> <li>• 10% more students met minimum reading expectations</li> </ul>
Increased spending	Minnesota  Pennsylvania	2003  2000	<ul style="list-style-type: none"> <li>• Reading achievement at elementary &amp; secondary levels</li> <li>• Best state reading scores</li> </ul>
Flexible scheduling	Michigan  White House conference (TN)  Illinois	  2003  2005	<ul style="list-style-type: none"> <li>• Students with highest reading scores</li> <li>• 4X more likely to be able to use library on flexibly scheduled basis</li> <li>• Higher student achievement</li> </ul>
Frequency of library/information literacy instruction	Alaska	1999	<ul style="list-style-type: none"> <li>• Higher test scores</li> </ul>
Full-time library media teachers or increased staff and hours	Minnesota Oregon North Carolina  Texas	2003 2001 2003  2001	<ul style="list-style-type: none"> <li>• Above-average scores</li> <li>• Increased reading scores</li> <li>• Increased scores in reading and English</li> <li>• Positive association with TAAS performance grades K-12</li> </ul>
Size of library collection	Colorado	1993, 2000	<ul style="list-style-type: none"> <li>• 21% higher reading scores</li> </ul>
Minimum of 60 hours staffing/week	Florida	2002	<ul style="list-style-type: none"> <li>• 9% improvement in elementary test scores, 3.3% in middle schools, 22.2% in high schools</li> </ul>
Existing library program	Massachusetts Missouri New Mexico North Carolina	2002 2003 2002 2003	<ul style="list-style-type: none"> <li>• Higher test scores at each grade level</li> </ul>
Collaborative LMTs	Colorado  Oregon  Illinois	2000  2001  2005	<ul style="list-style-type: none"> <li>• 21% higher elementary test scores</li> <li>• Best statewide high school reading/language scores</li> </ul>

Library Program Element	State study supporting factor	Year	Measurable result
Frequency of library visits	Oregon	2001	<ul style="list-style-type: none"> <li>Higher reading/language scores</li> </ul>
Higher student use of library materials	Iowa	2002	<ul style="list-style-type: none"> <li>Highest reading test scores</li> </ul>
Larger, improved collections; newer books	North Carolina Oregon Texas	2003 2001 2001	<ul style="list-style-type: none"> <li>Increased scores in reading and English</li> </ul>
Access to licensed databases via a school library network	New Mexico	2002	<ul style="list-style-type: none"> <li>Highest language arts scores</li> </ul>
Effective school library led by credentialed library media professional	Ohio	2004	<ul style="list-style-type: none"> <li>Student learning is facilitated</li> </ul>
School library program	Missouri	2003	<ul style="list-style-type: none"> <li>10.6% statistically significant impact on student achievement</li> </ul>
Librarian interaction with teachers and students Library technology levels	Texas	2001	<ul style="list-style-type: none"> <li>Positive association with TAAS performance grades K-12</li> </ul>
Tenure and capabilities of LMTs	Indiana	2004	<ul style="list-style-type: none"> <li>Strong predictor of student proficiency in language arts development</li> </ul>

In addition 99.4% of grades 3-12 students in Ohio believe school libraries and their services help them become better learners, (Ohio: Todd, Kuhlthau and Oelma, 2004). The relationship between school library program services and student achievement was not negated by other school or community demographics, (Missouri: Quantitative Resources, LLC, 2003). The relationship between school library program development and test scores is not explained away by other school or community conditions at the elementary or middle school levels or by other school conditions at the high school level, (Oregon: Lance, Rodney and Hamilton-Pennell, 2001). California School Library Association: March, 2005

### **Executive Summary: Defining 21<sup>st</sup> Century Literacy**

In this new century, information and knowledge matter more than ever, and the ability to use them effectively rests on a set of abilities that extend beyond the traditional base of reading, writing, math and science. Teachers, students, and employees – all of us – must now incorporate the following components to enhance our knowledge and critical thinking skills;

**Technology Literacy:** The ability to use media such as the Internet to effectively access and communicate information.

**Information Literacy:** The ability to gather, organize, filter and evaluate information, and to form valid opinions based on the results

**Media Creativity:** The growing capacity of individuals everywhere to produce and distribute content to audiences of all sizes.

**Social Competence and Responsibility:** The competence to consider the social consequences of an online publication and the responsibility vis-à-vis children.

This new concept of literacy is presenting formidable challenges in three key areas of our lives; Education, Workplace Skills and Civic Engagement.

**Education:** Despite an awareness that schools and teachers must change to help students develop the necessary skills, most educational efforts fall short of achieving this goal.

Thanks in large part to digital technologies such as the Internet, we now have the means to create new learning environments in which:

- students can access information without the conventional limits of time or location
- content is expandable both vertically and horizontally and can be customized based on students' interests, needs and capabilities; and
- instead of passively receiving information, students can redirect and redesign their learning experience by manipulating information and creating their own multimedia applications

At the same time, we need to make certain that to take full advantage of what the new technologies have to offer:

- everyone has ready and equal access to the tools and resources that will allow them to build these competencies effectively
- individuals appreciate the significance of learning throughout their lifetime, so they will be able to gain new knowledge and upgrade their skills as the world around them changes; and
- people develop an understanding and tolerance for the myriad differences in culture and values they will encounter as they share ideas and information across borders.

Finally, to achieve these and future goals, we recommend that schools and educational administrations set the following priorities for:

### **Teaching and learning**

- **Acquire basics first:** We must build 21<sup>st</sup> Century Literacy skills on a solid foundation of traditional learning competencies, including reading, writing, math and science, so that students are “literate” in the broadest and deepest sense of the word.
- **Build on reading and writing – and then expand media literacy:** Students should learn to work across forms of media with the same sense of ease and convenience.
- **Learn how to learn in the information society:** True learning requires being able to use new technologies, not simply to enhance the ability to memorize and repeat facts, but to gather, organize and evaluate information to solve problems and innovate practical ideas in real-world settings.
- **Use strategic learning:** The emergence of new technologies makes it possible to establish environments in which learning is increasingly self-directed and paced to individual needs. However, we must make certain that students have the discipline and willingness to take greater control of their own learning.

- **Open schools and classrooms:** We should encourage students to use their new tools to share ideas both within the classroom and beyond it, and to engage in collaborative learning experiences.
- **Learn and think critically:** It is imperative that students are able to use new technologies responsibly and thoughtfully, as well as creatively. Thus we must ensure that students understand the broad implications of their actions and that they have the means to protect their safety, security and privacy.
- **Monitor progress:** The Internet and new media are driving factors in reforming our educational systems. We should monitor how the use of the Internet in classrooms makes learning easier.

### **Schools and education policy**

- In addition to guaranteeing equitable access to new technology such as the Internet, we must find the means to adequately fund new infrastructure.
- We also need to develop adequate pedagogical concepts, as well as effective learning software. Technology should never be used for its own sake, but should make learning more productive and more efficient.

If students are to learn new literacy skills effectively, teachers must first be trained to integrate new technologies, learning applications and new information sources into the core curriculum.

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