

Imaginary Elementary School Library Media Center Annual Report 2006-2007

General Overview for 2006-2007

- Mrs. Perry jumps right in during first year as library media specialist
- Library website redesigned and expanded for better access to electronic information
- Evaluation of non-fiction collection completed
- 3-year plan developed to guide new book, material purchases
- Selection of guides to resources (pathfinders and bibliographies) for research projects increased and made available online
- Librarian attends conference on “Assessing Student Learning in the Media Center”
- Professional development workshops showcase new library website/use of the Internet for research projects, and orientation for new Grolier database
- New digital cameras trigger creative student presentations

Although this was my first year at Imaginary Elementary, I feel that much has been accomplished in the library program. In particular, I was thankful for the opportunity to collaborate with my colleagues in the development and teaching of two thematic research units. One of my main goals as a library media specialist is to integrate information and technology skills into the curriculum and help all learners to become effective, thoughtful, and creative users of information.

I am pleased to say that Imaginary Elementary’s library media center functions as the hub of the school. It is my pleasure to work with all grade levels and all subject areas, and to contribute in whatever way possible to teaching and learning.

Teaching and Learning



- Kindergarten, first, second, and third grade classes visited the library weekly for story times and other reading programs. I saw an average of two of these classes per day for thirty minutes each. Literature is related to classroom topics whenever possible.
- Fourth, fifth, and sixth grade students were seen on a flexible schedule, coordinated with their teacher to complement the classroom curriculum. I taught 52 lessons of this kind, including literature discussion, technology skills, and research strategies.
- Three WebQuests and seven electronic resource guides for research were produced this year. They cover topics such as Indiana history, explorers, author studies, and Native American history and culture. View these resources on the library's web page.
- Six grade-level reading lists and 8 topical reading lists were created to guide students in selecting novels and other literature. View the lists on the library's web page.
- The existing semester long reading program for second grade (Reading Railroad) was continued. This program is used to introduce students to different genres of literature and how to locate these materials in the library.
- I co-designed and co-taught two units of lessons with classroom teachers. Both units covered science, language arts, and information literacy standards. "Why Do Elephants Have Trunks?" is an animal adaptation inquiry unit for second grade. "Is It Getting Hot Out There?" is a global warming research project for sixth grade. Both can be viewed on the library website.



These are placeholder images that would be replaced with photos of student work.

Reading Promotion



These are placeholder images that would be replaced with photos of students in the library.

- **Reading Railroad** (see above) was a popular program with second grade students. As they completed each category, students were awarded a stamp in their reading log. A number of students continued with the program even after they had met the requirements for each category. It was not uncommon to see enthusiastic readers check out Reading Railroad books, then come back for more within an hour or two.
- **Literature groups** from all four sixth grade classes met in small groups for discussion of novels related to their language arts curriculum. Students kept written logs of their responses to the literature and participated in lively discussions.
- **National Library Week** was the week of April 9-15. The school community was invited to an after hours open house in the library on Friday night to celebrate. Festivities included storytelling and read alouds, a library scavenger hunt, a free paperback book for every attendee, and a pizza dinner. Generous donations from local businesses underwrote this exciting event, which was attended by 43 people.
- **Banned Books Week** was the week of September 24-30. Students were greeted by a bulletin board and book displays of well-known children's literature titles that have been challenged or banned. Fourth, fifth, and sixth grade classes came to the library for a 45-minute reading and discussion of banned titles such as *The Lorax*, *In the Night Kitchen*, and *Harry Potter*.
- An **Author Visit** by award winning author *Insert Name* thrilled the school on October 14. Students and teachers listened to amusing anecdotes, asked questions they had brainstormed in the library, and learned about where an author gets her ideas. Extra



copies of *Insert Name's* books were purchased and borrowed from other schools to make sure that everyone got a chance to read her books before her visit. We couldn't keep them on the shelves! Thanks to the Imaginary PTO for their financial support in arranging this convocation.

- **Student and Teacher Book Reviews** were first accepted for publication on the library website beginning after the Winter Break. There are now 31 reviews available for many different kinds of books. Students enjoy seeing their writing published and many books that have been reviewed now have waiting lists.

Library Statistics



During this school year, 32,400 students visited the library media center. Teachers visited the library an average of twice per week. Data on the number of student and teacher visits had not previously been collected, so it is not possible to compare these numbers to previous years.

The library's print collection currently contains 21,292 volumes, representing 14,374 different titles. Library users borrowed a total of 16,259 items from the library in 2006-2007, a 9% increase over last year.

The library also serves as a meeting place for students working on group projects, or working with aides on enrichment or remedial activities. Three hundred fifty-nine such groups used the library this year.

With money from the technology budget, we were able to license a Grolier online database for use in the computer lab. Use of the new database was slow at first, but continued to increase toward the end of the year, after several classes had received instruction in its use.

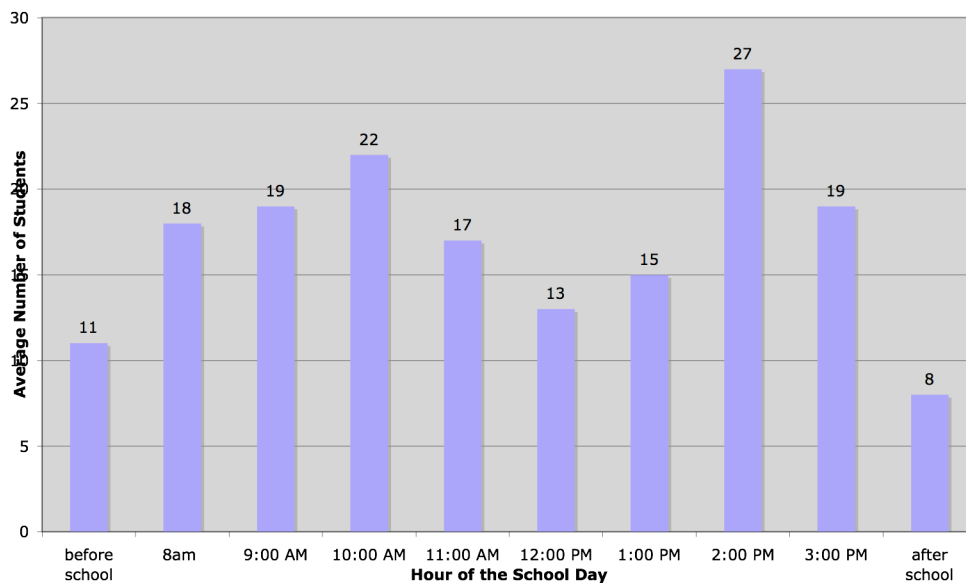
The library book budget was approximately \$4000 for fiscal year 2006. The average children's book costs \$18.09 (School Library Journal, March 2005).

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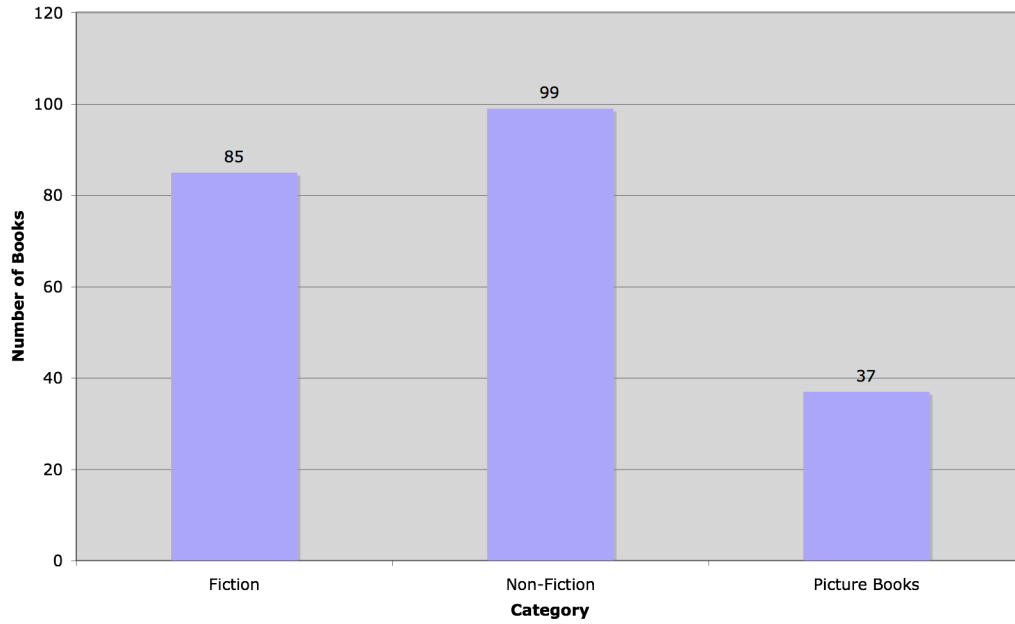
The media center was able to acquire 85 new fiction titles, 99 non-fiction titles, and 37 picture books. While this sounds like a lot of books, it is important to realize that this represents less than one new book per child in our school. The average age of the books in several areas of the collection is over 20 years. Many books are worn or outdated and need to be replaced.

After completing an evaluation of the library's current holdings in non-fiction, I developed a three-year plan for acquiring new titles. This plan will focus on updating the collection in fast-changing areas such as science and technology and will solicit input from teachers when choosing materials needed to support changes in the curriculum.

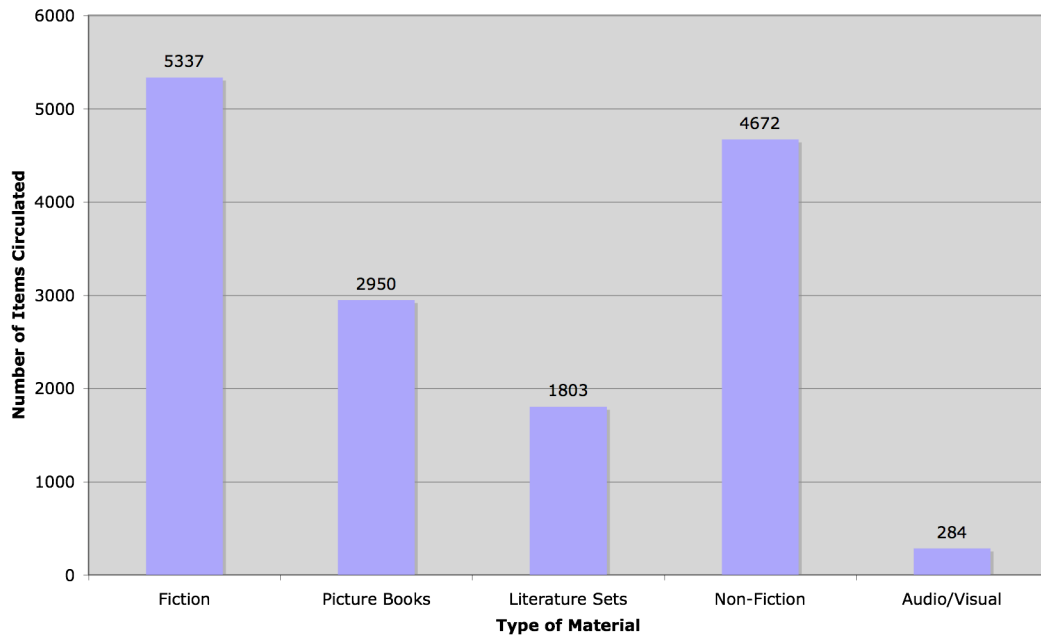
Daily Student Visits to Library



Print Purchases



Circulation of Materials



Technology Update



There have been several exciting additions in technology this year.

First of all, there is the new online database that has already been mentioned. Everyone is thrilled to have access to this extraordinary resource!

The new library website debuted in November and has been growing steadily ever since. The website features links to 239 quality electronic resources that I have personally reviewed, with many more to come. Other features include access to our online catalog, forms for requesting library materials or suggesting websites, lists of our classroom literature sets arranged by grade level, and 13 new technology tip sheets.

Two new digital cameras have been a big hit with students and staff alike. Student presentations have seen a new creative twist with digital photos appearing in PowerPoint presentations, in word processing documents, and printed out for posters and other displays.



Our computer lab is heavily used by class groups and individual students. Over the school year, there were an average of 9 classes scheduled per week and an average daily sign-in of 18 individual users.

The media center's audio and video equipment has also been moving briskly, with TV/DVD carts checked out an average of 45 times per month, digital cameras 57 times per month, and the overhead projectors 75 times per month.

Volunteers

The library media center is very fortunate to have the support of 18 adult volunteers. Most volunteers work one morning or afternoon per week, and some work a shift every other week. Without the help of these volunteers, the library would have to close during the times when I am working with classes. The volunteers handle tasks such as



checking out and reshelving books, leaving me free to work directly with students and teachers.

Thanks to our dedicated volunteers, the library is open every day during lunch hours. Students are working with one of our parent volunteers to organize a lunchtime reading club for fifth and sixth grade students. If successful, I would like this program to expand to include other grade levels.

This year we have been operating without a volunteer manual, which would have been helpful for looking up library procedures when questions arose. A more organized calendaring system for shift scheduling and checklists of tasks to be completed would also help both the volunteers and myself.

We  Our Volunteers!

Professional Development

In October 2006, I traveled to Warwick, Rhode Island to attend the American Association of School Librarians Fall Forum entitled "Assessing Student Learning in the Media Center." Speakers at this forum included respected leaders in the field of school library media who addressed the role of assessment in the library media program and proposed useful assessment techniques.

During the year, I led two staff training workshops on technology. The first introduced the new library web site and emphasized how it could be used in the classroom to enhance student learning, especially for research projects. The second workshop was an orientation to the new Grolier database that was licensed this year.

I attended grade level meetings for all grades, as well as meetings of the curriculum and technology committees. I also attended monthly meetings of all district media specialists.

Program Goals

- Increase number of teachers with whom I teach collaboratively from two to at least six
- Increase the number of lessons I teach by 15%
- Implement two more activities to promote pleasure reading, such as the lunch hour program
- Update the library mission and goal statements and display them in the media center and on the website
- Create a volunteer manual that answers common questions and explains common procedures; create daily checklists of tasks to be handled by volunteers
- Evaluate the fiction and picture book collections and develop a three-year collection development plan
- Add more subject links to the library website, especially in social studies and history
- Promote use of the library website in the classroom and at home through the use of signage in the computer labs and near classroom computers, and by sending flyers home with students
- Collect evidence of how the library media program impacts student learning, including keeping a portfolio of my lesson plans, examples of student work, and comments from collaborating teachers
- Collect data on the use of electronic resources, such as the number of log-ins to the new database and the number of hits to the library website
- Serve on the curriculum mapping and/or school improvement committees

Program Needs

- Updated science books to support the newly adopted Foss science curriculum
- Five new computers for the computer lab to replace the oldest models
- An LCD projector and cart for instructional use in classrooms and the computer lab
- Two new sections of bookshelf; one will replace a damaged shelf and one will provide additional shelf space for picture books
- A display case for exhibiting student projects in the media center

Respectfully submitted,

Jennifer Perry
Library Media Specialist
Imaginary Elementary School