

Library Planning: Current Status and Review of Program with Future Ready Tools



Links to resources that illustrate how our current library program fulfills this wedge:

[Professional Development Sessions Held](#)
[Advanced Google Forms EdCamp Session August 2020](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- 5 after school PD sessions during the 2018-2019 school year
- 8 after school PD sessions during the 2019-2020 school year
- 2 sessions on Advanced Google Forms during the August 2020 inservice EdCamp
- Individual assistance is provided to teachers and staff members as needed.

What challenges do we face?

I did not offer any after school PD sessions during the 2020-2021 school year because I felt like the teachers were already overwhelmed with the extra work involved in teaching in person during the pandemic, as was I. My challenge going forward is to find a way to offer Professional Development that is at a convenient time for more people to attend and fills a need for the teachers.

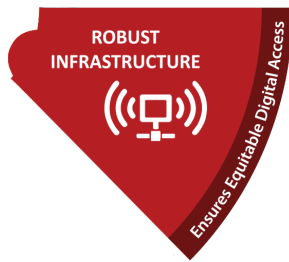
Who collaborates with us in this area?

I have collaborated with Elizabeth Schneider, the DLD Coordinator, for the 2020 EdCamp. For past PD scheduling and implementation, I have collaborated with Mrs. Schweitzer, and Mr. Ortlieb.

Are there any artifacts we desire to have in order to better reflect on this wedge?

Other ideas?

- Offer lunch and learn sessions
- Offer self-paced PD sessions using Pear Deck
- Offer sessions for new resources such as Gale databases
- Offer sessions on new features of resources we have renewed
- Repeat previous sessions for staff that were not able to attend before or want a refresher
- Offer a library orientation to new teachers and staff



Links to resources that illustrate how our current library program fulfills this wedge:

- [LMC pages on the District website](#)
- [Destiny Discover Tutorials](#)
- [Elementary Reading Resources flyer](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- Links to Destiny Discover and digital resources on the district website
- Secure Google Doc with our resource log-in information is up-to-date and accessible
- When possible, Google Single Sign-on is enabled for resources
- eBooks and other digital resources are added as requested and as the budget allows
- Destiny tutorials, both written and video, are being developed
- Serve on the District Technology Committee
- Destiny Resource Manager is used to check out devices and other equipment

What challenges do we face?

The district website was updated in early 2021 and as a result, the LMC pages needed to be moved and reconfigured. The pages are still in the process of being updated and expanded upon to provide a more user-friendly experience.

There are several challenges in accessing the library collection in Destiny. First, many of the Destiny tutorials I previously created need to be updated as a result of the changes to the website. Also, there are more Destiny tutorials that I would like to create, but struggle to find the time to do so. Second, there are many irregularities in the cataloging within Destiny that need to be cleaned up in order to make it a more powerful tool to access the library collection. Third, there are many more ways to customize Destiny that I would like to explore that will enhance the library patrons' experience when searching the catalog. Not all students receive the same instruction on using Destiny and our other digital resources. It is up to the classroom teachers whether they utilize these resources and collaborate with me on instruction in these areas.

When the school building was closed due to the pandemic, it brought to light several access issues:

- Students not having reliable Internet access at home
- Not all students have devices. The 1:1 Chromebook program was then for grades 3 through 12. It is now for grades 2 through 12
- Not all students know how to access school resources

Who collaborates with us in this area?

The IT department provides technical support to enable Google Single Sign-on access to our resources. They have also been instrumental in converting the old web pages to a format that is accessible on all devices on the new website. I have collaborated with various classroom teachers from grades 4 and up to provide instruction in the classrooms or in the LMC on how to use Destiny and our digital resources.

Are there any artifacts we desire to have in order to better reflect on this wedge?

- A spreadsheet of classes by graduating year that have had instruction on using Destiny and other digital resources so I can see where there are gaps that need to be filled
- Usage data of library resources in one document
- DPI data on Internet access for homes within our district and the state

Other ideas?

- Invest in a tool to clean up the MARC records in Destiny
- Improve Destiny use by further customizing Destiny Discover and creating tutorials
- More involvement in the decisions regarding the 1:1 Chromebook initiative
- More involvement in the state digital access initiative



Links to resources that illustrate how our current library program fulfills this wedge:

[2021-2022 Proposed LMC Budget](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- [Common School Funds](#) (CSF) are budgeted to provide a variety of resources to all learners
- Resource usage is evaluated and users are surveyed to determine which subscriptions should be renewed or purchased
- Purchases are made in line with CSF [guidelines](#) and within the allocated budget limits
- When possible, donations are used to purchase items not that are not CSF eligible:
 - SPICE - rolling crates for elementary classroom library books and Makerspace supplies
 - Sportsmans Club - Caught Reading Program and Makerspace supplies

What challenges do we face?

There are a few resources that are getting to be very costly to renew. When teachers have been surveyed about their use, there are some who rely very heavily on the resources which makes it difficult to eliminate them all together. When viewing the usage data for some resources, it appears that they are not highly used, but in talking to representatives from the companies, they indicate that the usage is significant. One of the reasons the data might not be accurately reflecting actual usage is that all available features of the resource, such as creating individual accounts, is not being utilized.

Who collaborates with us in this area?

Mrs. Schweitzer and classroom teachers

Are there any artifacts we desire to have in order to better reflect on this wedge?

- Compilation of usage data and survey results for each resource

Other ideas?

- Plan for moving away from renewing BrainPOP if possible since the cost increases annually
- Add Swank K12 streaming service in 2021 to fill a need for mainstream videos
- Continue to provide electronic databases for all levels as students become more reliant on digital resources for class research projects
- Move away from purchasing informational books for middle and high school since they are not being utilized and it is cost prohibitive to keep the print collection current



Links to resources that illustrate how our current library program fulfills this wedge:

[2019 Summer Reading Promo Schedule](#)
[Caught Reading promo on Chiefs TV](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- Collaborate with the Shiocton Public Library on summer reading initiatives
- Partner with Shiocton and Hortonville Public libraries, ensuring access to needed materials
- Maintain presence on social media through social media personnel
- Link articles
- Collaborate with S.P.I.C.E. Book Fair Chairperson to hold book fairs in the LMC

- Member of the district Technology Committee
- Member of the district Diversity & Inclusion Team
- Partner with Chiefs TV to promote library programs
- Sportsmans Club support of library programs
- Member of the North East Wisconsin (NEW) Library Network
- Attend bi-weekly virtual librarian meetings hosted by Monica Treptow from DPI
- Large PLC with contacts from across the state and the U.S. through UWSSLEC, WEMTA, ALA, AASL, and ISTE, etc.
- Utilize High School student helpers through the in-school work program

What challenges do we face?

The biggest challenge of community partnerships is time. It takes a lot of time to build and maintain relationships with a variety of stakeholders. However, once partnerships are formed, they can aid in saving time and money. One of the positive results of the pandemic has been the fact that many meetings have moved online. That makes it easier to attend more meetings because the barrier of getting there and the time it takes away from other things is reduced.

Who collaborates with us in this area?

Chiefs TV, Technology Committee, Diversity & Inclusion Team, Public Librarians, Social Media, S.P.I.C.E., other state Librarians, DPI, Sportsmans Club

Are there any artifacts we desire to have in order to better reflect on this wedge?

- Calendar of activities with community partners
- List of projects the High School student helpers have completed

Other ideas?

- Create a library volunteer program for parents, retirees, community members etc. who are interested in helping in the library.



Links to resources that illustrate how our current library program fulfills this wedge:

[Digital Citizenship Lesson for 6th Grade](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- Educate students through Digital Citizenship lessons on data and privacy issues
- Educate library staff on ways to keep student data safe

- Shred documents with student information
- Only post pictures of students on social media that can be pictured
- Share resources and information on data and privacy with school community

What challenges do we face?

Teachers use free resources without thinking about the risks in terms of student data and privacy. To try to curb teachers from using certain resources may be difficult.

When trying to get overdue materials back and lost or damaged materials paid for, it is difficult to not share circulation information especially when it is for elementary students.

Who collaborates with us in this area?

IT and Technology Committee

Are there any artifacts we desire to have in order to better reflect on this wedge?

- A spreadsheet showing data & privacy compliance/non-compliance of the resources we utilize
- Documentation of communications to community about data & privacy

Other ideas?

- Educate myself further on the many laws surrounding student data & privacy issues
- Curate a list of resources that adhere to the student data & privacy laws and could be utilized in our school without concern by teachers or families
- Create a library procedure manual that includes ways to safeguard student data
- Advocate for student data and privacy at the Technology Committee level and come up with a plan for tackling this topic
- Join the SDPC and create privacy agreements with resource providers



Links to resources that illustrate how our current library program fulfills this wedge:

- [2018-2019 Compensation Chart](#)
- [2019-2020 Compensation Chart](#)
- [2020-2021 Compensation Chart](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- Technology Committee member
- Member of the Diversity & Inclusion Team

- Former Portrait of a Graduate Committee member
- Middle School PAC
- Hortonville Public Library Board Trustee - Vice President
- WEMTA Senior Level Battle of the Books question writer
- IT Interview Team
- Collaborate with the DLD Coordinator on training, support, etc.

What challenges do we face?

Time always seems to be the biggest barrier to being more involved in “extra” endeavours. Although I would like to be more active with the Technology Committee, we have only met a few times.

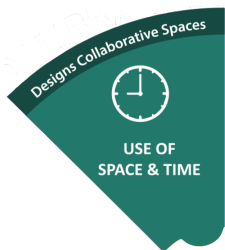
Who collaborates with us in this area?

DLD Coordinator, Mrs. Schweitzer, fellow committee, board and WEMTA members

Are there any artifacts we desire to have in order to better reflect on this wedge?

Other ideas?

- Apply to lead the district Diversity & Inclusion team
- Regularly advocate for support of libraries by contacting government representatives
- Volunteer to serve on WEMTA committees



Links to resources that illustrate how our current library program fulfills this wedge:

- [Google Slides presentation to the School Board March 2020](#)
- [Board Presentation Handout](#)
- [Makerspace Video](#)
- [LMC Reservations Spreadsheet](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- LMC reservations are managed using a Google spreadsheet
- Remodeled an old computer lab into a Makerspace (2018-2020)

What challenges do we face?

The Makerspace has not been opened this school year due to the challenges associated with the pandemic. The room has filled other space needs such as a quiet work area for individuals and small groups when no other conference rooms were open and a space to hold Access and Forward testing. I plan on having the Makerspace available next year, but scheduling is always

a challenge. Because I need to be in classrooms for teaching digital citizenship and other lessons, I am not always available to have students drop in. Scheduling equitable opportunities for students to drop in is a challenge because recess times when students could drop in are limited and often overlap with each other and with LMC staff schedules. Also, not all teachers schedule time for their students to use the Makerspace.

I would like to create an electronic sign-in system for middle and high school students, however, it is not possible to include students' patron id barcodes on their student IDs as I had planned. Therefore, a system to have students sign in while also ensuring they are actually in the library to do so will need to be established.

Who collaborates with us in this area?

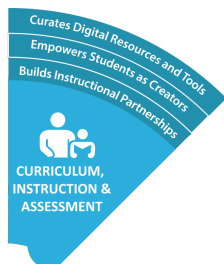
Some classroom teachers collaborate to schedule times in the Makerspace and collaborate with me when their students are using the Makerspace.

Are there any artifacts we desire to have in order to better reflect on this wedge?

- A list of activities that have been offered in the Makerspace

Other ideas?

- Extend the Makerspace to the small area outside the door with counter height tables, seating, and storage for puzzles, building sets, and other collaborative materials
- Make the conference rooms more collaborative with different furniture
- Relocate the green screen to the alcove in the LMC and swap the furniture in that area with something that is more mobile and flexible.



Links to resources that illustrate how our current library program fulfills this wedge:

[Digital Citizenship Lesson Spreadsheet](#)
[Collections of Resources for Digital Learning Days](#)
[Library Menu of Services](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- Digital Citizenship lessons for grades 5-8
- 5th grade lessons on evaluating, searching, and citing sources (2019-2021)
- 8th grade lessons on citing sources and resources for Spanish presentation (2019-2021)
- 10th & 11th grade lesson on resources for U.S. History research project (2020-2021)
- Coding:

- Week of Code - 5th grade (2020-2021)
- Bee Bots lessons with 2nd grade (2018-2019)
- Makerspace coding tools -- Ozobots, Little Bits, etc.
- Collections in Destiny with curated resources
- Collaborate with 6th grade ELA teachers for class book clubs

What challenges do we face?

- Scheduling
- Consistency among and across grade levels

Who collaborates with us in this area?

Various teachers

Are there any artifacts we desire to have in order to better reflect on this wedge?

Other ideas?

- Map of instructional collaborations across the grade levels
- Meet with grade level teams to discuss when/where I can collaborate with them



Links to resources that illustrate how our current library program fulfills this component:

- [Circulation statistics by year](#)
- [Caught Reading Results Spreadsheet](#)

Reflection on the current status of how our library program fulfills this wedge:

What are we doing well?

- High School fiction is genrefied - circulations increased in first year of being genrefied even with school closure due to COVID
- Caught Reading Program for MS/HS
- MS/HS Battle of the Books (2019-2021)
- Collaborate with Ms. Pfundtner for Elementary Battle of the Books (2018-2021)
- Golden Archer Award program (2018-2020)
- Celebrations:
 - Read Across America (2020-2021)
 - Global Read Aloud - 4th grade (2019-2021) - 2nd grade (2020-2021)
 - World Read Aloud Day - virtual author for Streblow's class and author study for 5th grade (2020-2021)

- Scheduled library times for PK-5
- Procedures for grades 6-12 to check out books as needed
- Book talks and book tastings for MS
- Gradually adding more diverse materials to the library collection

What challenges do we face?

- Participation is low in the Caught Reading Program - teachers & students
- Scheduling of extra-curricular programs like Battle of the Books
- Participation in programs & celebrations on the part of teachers is sporadic, not all students are given the opportunity to participate

Who collaborates with us in this area?

- ELA teachers, interested Elementary classroom teachers, and Mrs. Pfundtner

Are there any artifacts we desire to have in order to better reflect on this wedge?

- Report on the diversity of the Library collection
- Spreadsheet of Battle of the books participation by year

Other ideas?

- Genrefy the rest of the library collection in stages (Middle Grade Fiction, Elementary Fiction...)
- Hold book clubs for Middle and High School students

Goal

Expand the collaborative Digital Citizenship curriculum from the current set of interactive lessons for grades 5-8 to include components for all grade levels and the community.

Future Ready Growth Area(s):

- *Curriculum, Instruction, and Assessment*
- *Collaborative Leadership*
- *Data & Privacy*

Desired Outcomes

Idea	Gradually add elementary and then high school lessons and community components to the Digital Citizenship curriculum using Common Sense Media, Pear Deck, picture books, Google’s Be Internet Awesome, Social Media Test Drive, guest speakers, and other sources that will empower learners to act responsibly and think critically when using digital media.
Outcome 1	By the end of the 2021-2022 school year, all students in grades 3-8 will receive Digital Citizenship instruction with interactive and authentic components to engage students and develop their critical thinking skills when using digital media.
Outcome 2	By the end of the 2022-2023 school year, all students in grades K-8 will receive Digital Citizenship instruction with interactive and authentic components to engage students and develop their critical thinking skills when using digital media.
Outcome 3	By the end of the 2023-2024 school year, a comprehensive K-12 Digital Citizenship curriculum will be in place with interactive and authentic components to engage students and community stakeholders and develop their critical thinking skills when using digital media.

Timeline

Implementation: Beginning September 2021

Review - March 2022, March 2023, March 2024

Revision - April 2024

[Google Slides Board Presentation 5/3/2021](#)