Strategic Plan 2018 - 2021

Virginia Smith Elementary School Media Center

Prepared by: Maegan Heath

May 9, 2018

TABLE OF CONTENTS

VIRGINIA SMITH ELEMENTARY SCHOOL MEDIA CENTER

Virginia Smith Elementary School

20227 NE 10th Street
Harrah, Oklahoma 73045

http://vses.harrahschools.com/

Period of Time: Strategic Plan 2018-2021

This strategic plan covers three school years beginning in August 2018 through May 2021.

Mission and Vision Statements

Virginia Smith Elementary School Mission[1]

"Provide an atmosphere enriched with opportunities to help each child develop his or her academic, emotional, physical and social potential."

Virginia Smith Elementary School Media Center Mission[2]

The Virginia Smith Elementary School Media Center facilitates the students' and staff's use of high-quality reading materials and promotes reading for enjoyment. The media center provides information sources and assists students and staff in becoming responsible users of information while providing instruction in information literacy and technology skills. The media center exists to support the curriculum of the school and inspires students to become caring, concerned, critical-thinking lifelong learners.

Virginia Smith Elementary School Media Center Vision[3]

The Virginia Smith Elementary Media Center is an inviting place that inspires imagination, supports child development, creates critical thinkers, and celebrates learning.

Planning Methodology

In an effort to gain an understanding of Virginia Smith Elementary School's (VSE) Media Center needs, data was obtained from students, staff, a parent, a VSE Parent Teacher Organization board member, the library assistant, and the library media specialist . Because the media center exists to support students' development as well as the curriculum of the school, it is essential to understand the concerns and needs of the various people impacted by the media center. It is also important to note that Mrs. Patterson said she has been asked to refer to the library as the media center, but her, and most users typically refer to it as the library.

Interviews were conducted with both the library media specialist, Mrs. Kim Patterson[4], as well as the library aid, Mrs. Angie Cheatwood[5] (who also serves as the computer teacher). Mrs. Patterson and Mrs. Cheatwood also completed questionnaires. Their input concerned: changes they would like to see, needed/desired resources, ease of finding materials, teacher/student/instructional support, physical setup of the library, frequently used materials, library schedule, programs/events, and obstacles/barriers.

Questionnaires were also supplied to the staff, administration, and parents of Virginia Smith Elementary. Questionnaires were returned from one parent[6], one special education teacher[7], the school's speech-language pathologist[8], one pre-kindergarten teacher[9], three kindergarten teachers[10], and five first grade teachers[11] (one is also a parent of a VSE student). The questions supplied to this group concerned positive aspects of the library, preferred changes, resources they would like to see offered in the library, accessibility of resources, teacher and staff support, student support, physical

setup of library, instruction support, helpful resources, and the importance of school libraries.   Anecdotal notes from two first grade teachers[12] were also noted during an interview. In addition to these methods, a VSE Parent Teacher Organization board member, Rachel Treat[13], was consulted concerning the PTO's budget and the willingness and ability to assist with library projects.

Interviews and questionnaires were also completed with ten students to gather their input[14]. Questions for students concerned: what they liked about the library, topics they enjoy reading about, favorite books, books they wish the library had more of, the ease/difficulty of finding books in the library, reasons for checking out books (and not checking out books), and changes they would make to the library.   Observations of student library use were also completed during instruction by the media-specialist, while students were testing on the computers, and when children were checking out books.

Questionnaires supplied to the media specialist, library assistant, staff, students, and parents are located in the appendix of this strategic plan. In addition to the input gathered using the aforementioned methods, other school library strategic plans were examined[15] for ideas. Input was gathered during the months of April and May 2018 and the plan was released on May 9, 2018.

Assessment of User Needs

Virginia Smith Elementary Media Center serves children in developmentally delayed pre-kindergarten, pre-kindergarten, kindergarten, and first grades. The current enrollment is approximately 510 students[16]. The school qualifies for Title 1 funding. This means 40% or more of its students come from low-income families (National

Center for Education Statistics[17]). The school is a bit unique in that its core users are students ranging from the age of three to the age of eight. This allows for a focus on early childhood practices. Many of the users (children) are unable to read fluently. Many children enter the school without any phonics skills (i.e. do not recognize letters or their sounds), and the majority leave first grade beginning to read fluently. Mrs. Patterson teaches a library class to each regular education class for thirty minutes. She teaches class about every other week during the school year at the Virginia Smith Elementary site. The library is open for book check-out any time during the school day.

Mrs. Patterson pointed out that the library's main priority is to encourage and instill a lifelong love of reading. Because Virginia Smith Elementary sets the foundation for the children's use of the library and its resources, the library and school staff make it a priority for the children to read for pleasure. Her other main goals involve providing students with the base knowledge to gather and use information and to provide a community between teachers and the librarian for collaboration. Mrs. Patterson, along with her aid, noted their suggestions/needs through interviews and questionnaires. These included a desire for the computer lab to be in a separate room, having an aide dedicated to the library only, implementing flexible scheduling, and obtaining library instruction computer stations. In addition, Mrs. Patterson would like to increase collaboration with teachers. Lastly, she would love to have more guest readers and reading with dogs; however, there are barriers to all of these desires.

One major barrier Mrs. Patterson faces is that she must fulfill the duties of media specialist at two elementary schools in the district. Her time is divided between the two schools equally. Another barrier is the lack of funding. Approximately ten years ago,

the library stopped getting a budget from the school district. Funding from the library now comes from fundraisers, including two yearly book fairs, and the school's Parent Teacher Organization (PTO). Currently fundraisers generate roughly $3,500 a year. Book fairs generate about $1000 per year, and the PTO budgets about $400 per year (not including special projects). For example, in the winter of 2017-2018, the library received new carpet and a new circulation desk using funds from the PTO.   Mrs. Patterson does not foresee a great increase of budget in the near future. This must be considered as goals/objectives are developed. Without a budget increase, some needs, such as a full-time librarian, will not be possible within the strategic goal timeframe. As mentioned previously, the PTO is able to do special projects upon request and approval. In discussing technology needs for the strategic plan goals, Rachel Treat[18], PTO board member, said the organization could easily supply funds needed if the PTO board, principal, and superintendent approved the request.

Staff and teachers were also able to comment on their needs and desires for the library. The school consists of three pre-kindergarten teachers, eight kindergarten teachers, eight first grade teachers, two special education teachers, additional certified staff, and support personnel.   The goal was to identify resources they need to support their curriculum and lessons as well as to gain insight on how to help in supporting students abilities to meet standards. Teachers commented that a new carpet and circulation desk remodel by the PTO was appreciated. Common requests were for more nonfiction books, leveled readers, and more books to support units of study. A few also desired easier iPad class set checkout. Others requested that the computer lab be moved to a separate room to allow for more library and resource space. Many

commented on the need for more focused instruction on book use, comprehension skills, and information gathering. A few teachers noted the need for an accessible Online Public Access Catalog (OPAC). One teacher requested a type of reading program to enhance the love of reading (i.e. peer reading and reading challenges). Several also noted that their students have difficulty locating books independently in the library. Based on observation, the library offers letter labels on some fiction shelves noting the beginning letter of authors' last names. There is very limited use of pictures or other type labels on some book tubs. Many commented that the media specialist and assistant were very helpful and will retrieve needed resources.

Student interviews included seven questions. Questions included:

- What do you like about our library?

- What do you like reading about? What books from the library are your favorites?

- What books do you wish our library had (or had more of)?

- Is it easy for you to find a certain book in our library?

- Why do you check out books? (For students who rarely go to the library… Why haven't you checked out a book from the library in a while?)

- What would you change about our library?

Children revealed they like the library because it has a lot of books, it's friendly, and there are computers (not used for library instruction). When asked about preferred topics and books, nearly all of the children revealed nonfiction as their favorite. Subjects included: robots, video games, a variety of animals, space, dinosaurs, and

sports books. These were also reflected in the answers children gave as to what books they would like to see more of in the library. In addition to these subjects, children added that they would like to see the addition of more Magic Treehouse books, Lego superhero books, Geronimo Stilton, and Waldo books. When asked for general changes they would like to see in the library, one child noted higher level books (suggestion came from a child considered gifted). Another noted audiobooks, and one other child mentioned the use of two computers for check out to expedite the check-out time.

Parent input was limited. Only one parent questionnaire was returned[19]. Input reflected that her child had difficulty finding books. She also said in order to support instruction, the library could provide research lessons and hands-on practice. Overall, she said the library supports students and provides a good variety of books.

As was detailed in the planning methodology, informal, qualitative based assessments of the library's current state, needs, and desired goals were obtained through many measures including: questionnaires, interviews, observation, and informal conversation. Because of budget and space, not all needs and desires can be fulfilled during the span of this strategic plan.

The results of the information gathering revealed some common needs and desires:

- Removal of the computer lab to a different room

- Need for library specific computer stations to use for research practice and lessons

- Easier resource access and findability

- Teacher collaboration

- Addition of nonfiction titles, leveled reader books, books/movies that support teachers' themed units, and audiobooks

- Additional programs and events

- Increased budget

- A full-time media-specialist

- Increased instruction for book orientation and information and digital literacy skills

- Increased technology

Multi-year Goals, Objectives, and Actions

Goals, objectives, and actions are a result of obtained suggestions and needs. They also reflect the mission and vision of the library and the school. Not all needs are addressed by the goals as budget and other barriers do not make reaching all needs feasible. Unless otherwise noted, the media specialist will be responsible for accomplishing the objectives and actions. She may receive assistance, but she will serve as the manager of the strategic plan's objectives and actions.

Goal 1: Support user access for Virginia Smith Elementary School's students and staff.

- Objective 1.1: Increase findability of resources.

  - Add word labels and pictures to the nonfiction shelving sections and tubs (August 2018 and ongoing)

- o Add word and author picture labels to the fiction shelving section and tubs (August 2018 and ongoing)

- o Instruct teachers and students on shelving placements based on the Dewey Decimal System (August and September 2018, 2019, 2020)

- o Add staff computer to the library with access to schools online public access catalog / computer can also be used to alleviate student line during high traffic check-out times (August 2018)

- o Instruct teachers and other staff to access VSE's media center catalog and how to place holds (August 2018)

- Objective 1.2: Increase desired/needed student resources

  - o Identify nonfiction topics that are most popular with students (November 2018 and ongoing)

  - o Identify characters/authors that are most popular with students (November 2018 and ongoing)

  - o Obtain books, including audiobooks, and resources that are popular and engaging for students (November 2018 and ongoing)

- Objective 1.3: Increase desired/needed resources for teachers and other staff

  - o Identify units taught by teachers (August 2018 and ongoing)

  - o Obtain books and resources to fulfill teachers' unit needs (November 2018 and ongoing)

Goal 2: Provide an environment that promotes student learning and enhance communication of the skills children have gained

- Objective 2.1: Increase information and digital literacy lessons taught in the media center

    - Media specialist ensures her understanding of American Association of School Librarians standards and designs lessons reflecting these standards[20] (August 2018 and ongoing)

    - Regularly assess student needs and ability level (August 2018 and ongoing)

    - Using Parent Teacher Organization funds, acquire library set of Chromebooks for information and digital literacy lessons and projects / obtain six, or more, each semester until at least 24 are obtained (January 2019 and ongoing)

- Objective 2.2: Communicate to convey standards/objectives taught in the media center

    - Create and distribute a staff and parent/guardian survey to identify staffs', parents', and guardians' preferred method of communication to enable them to receive a monthly newsletter from the media center (September 2018)

    - Utilize results of survey to provide staff and parents/guardians with a monthly newsletter (i.e. paper copy, online newsletter, email, or posted

bulletin newsletter) to communicate lessons, objectives, and standards taught in the media center (November 2018 and ongoing once a month)

- o Create a VSE Media Center social media page on Facebook to communicate lessons, objectives, and standards taught in the media center as well as to convey library book/resource needs (August 2019)

- Objective 2.3: Cultivate and maintain collaboration between teachers and media specialist

  - o Have a meeting with administration to identify options for teacher collaboration (September 2018)

  - o Discuss with teachers the options administration offered for teacher collaboration and provide a survey to identify staff's preferred option (i.e. face-to-face meetings, online collaboration, after school, etc.) (October 2018)

  - o Confirm collaboration practices with administration (October 2018)

  - o Collaborate with teachers to identify how the library can most efficiently assist them in teaching standards and contribute to student learning (January 2019 and ongoing quarterly collaboration)

Goal 3: Foster the life-long love of reading and learning for enjoyment.

- Objective 3.1: Secure funding for media center program budget.

  - o Secure an increase in funding from Virginia Smith Elementary School's Parent Teacher Organization (January 2019)

- o Continue current media center fundraisers including book fairs twice a year (September 2018 and ongoing)

- o Advertise book requests/needs using media center page of school website platform, posters, newsletter, and social media to alleviate book expenditures (January 2019 and ongoing)

- Objective 3.2: Increase programs and events hosted by the media center.

  - o Media specialist or library assistant host twenty minute reading club programs for low achieving first grade readers once every two weeks (each first grade teacher nominates three struggling readers) (January 2019 and ongoing)

  - o Media specialist, staff, and PTO host a themed family literacy evening event (March 2019 / reoccurring yearly)

- Objective 3.3: Host reading challenges

  - o Host a class book count reading challenge (January - March 2019 / reoccurring each year)

  - o Host a school wide book count reading challenge (January -April 2019 / reoccurring each year)

- Objective 3.4: Increase involvement of people in media center functions

  - o Recruit and schedule regular adult volunteers for checkout and shelving assistance (August 2019 and 2020)

o Recruit and schedule volunteers to buddy read with children (August 2019 and 2020)

Actions timeline

The timeline reflects the initial start of each action. As the above goal outline denotes, many actions are ongoing or will reoccur during the same months of the years following the initial action.

- August 2018

  - Add word labels and pictures to the nonfiction shelving sections and tubs

  - Add word and author picture labels to the fiction shelving section and tubs

  - Instruct teachers and students on shelving placements based on the Dewey Decimal System

  - Add staff computer to the media center with access to schools online public access catalog / computer can also be used to alleviate student line during high traffic check-out times

  - Instruct teachers and other staff to access VSE's media center catalog and how to place holds

  - Identify units taught by teachers

- Media specialist ensures understanding of American Association of School Librarians standards and designs lessons reflecting these standards

- Regularly assess student needs and ability level

- September 2018

  - Create and distribute a staff and parent/guardian survey to identify staff's and parents'/ guardians' preferred method of communication to enable them to receive a monthly newsletter from the media center

  - Have a meeting with administration to identify options for teacher collaboration

  - Continue current library fundraisers including book fairs twice a year

- October 2018

  - Discuss with teachers the options administration offered for teacher collaboration and provide survey to identify staff's preferred option (i.e. face-to-face meetings, online collaboration, after school, etc.)

  - Confirm collaboration practices with administration

- November 2018

  - Identify nonfiction topics that are most popular with students

- Identify characters/authors that are most popular with students

- Obtain books, including audiobooks, and resources that are popular and engaging for students

- Obtain books and resources to fulfill teachers' unit needs

- Utilize results of survey to provide staff and parents/guardians with a monthly newsletter (i.e. paper copy, online newsletter, email, or posted bulletin newsletter) to explain lessons, objectives, and standards taught in the media center

- January 2019

  - Collaborate with teachers to identify how the media center can most efficiently assist them in teaching standards and contribute to student learning

  - Secure an increase in funding from Virginia Smith Elementary School's Parent Teacher Organization

  - Using Parent Teacher Organization funds, acquire library set of Chromebooks for information and digital literacy lessons and projects / obtain six, or more, each semester until at least 24 are obtained

- Advertise book requests/needs using media center page of school website platform, posters, and newsletters to alleviate book expenditures

- Media specialist or library assistant host twenty minute reading club programs for low achieving first grade readers once every two weeks (each first grade teacher nominates three struggling students)

- Host a class book count reading challenge

- Host a school wide book count reading challenge

- March 2019

  - Media specialist, staff, and Parent Teacher Organization host a themed family literacy evening event

- August 2019

  - Recruit and schedule regular adult volunteers for checkout and shelving assistance

  - Recruit and schedule volunteers to buddy read with children

  - Create a VSE Media Center social media page on Facebook to communicate lessons, objectives, and standards taught in the media center as well as to convey library book/resource needs

Authorized Party to Approve the Strategic Plan

After the plan is approved by Kim Patterson, Virginia Smith Elementary Library Media

Specialist, administration will provide final approval.

- Paul Blessington, Harrah Public Schools Superintendent

- Doug Parker, Virginia Smith Elementary Principal

Strategic Reflections

The strategic plan project and the library (media center) I chose to focus on were

both beneficial to my learning and goal of becoming a school librarian/media specialist.

One major benefit of choosing Virginia Smith Elementary School's (VSE) media center

was that it is a school library. A school library's needs and capabilities differ from other

libraries. Many times, budgets are low or nonexistent. Choosing VSE's library forces

one to think about available funds and other resources needed to reach goals.

Choosing this library also allowed me to gain experience with the type of users I will

serve in the future as a library and information science (LIS) professional. I was able to

access information from multiple perspectives. This included input from an experienced

media specialist, teachers, staff, a parent, and students. I was able to examine the

media specialist's and users' concerns, needs, preferences, and more by focusing on

VSE's library. I have witnessed the importance of consulting the various users and

stakeholders when making decisions affecting the library.

Creating the plan helped me make connections to different lessons and

techniques learned throughout the LIS 5023 Management course. This includes

aspects of communication, consideration of stakeholders, and working with authority.

For example, in the area of communication, Evans and Christie[21] (2017) note the

importance of knowing which communication channel would be most effective in

different situations. In an effort to obtain questionnaires, I first used email. This only

yielded about three responses. When I went and asked face-to-face, I had a much

higher return rate. Along with communication is the importance of listening. Many

stakeholders were appreciative that they were able to share their thoughts and ideas on

VSE's library strategic plan. Their feedback was honest, and those interviewed,

including the students, supplied very beneficial ideas. As Evans and Christie (2017)

said, the users are the reasons libraries exist. Including user input allows for differing

perspectives. For instance, many of the teachers and students commented that they

had difficulty finding specific books in the library, yet the librarian commented that books

were easy to locate. Without including stakeholder input, the library may not have

known change was needed. As was covered by the LIS 5023 course, the

aforementioned scenario helped me understand the need for the inclusion of authority,

along with stakeholders, when completing assessment and change. The input of all of

these people is pivotal in helping the library be successful!

Next, the strategic plan helped me to understand the importance of a vision,

mission, and goals. VSE's library did not have either of these statements or goals.

They have made changes to the library occasionally, but there were no guiding

principles. Having created mission and vision statements, I can understand the

importance of them. A manager can consistently ask him/herself if his/her library's

current state, offerings, and methods are fulfilling the goals of the mission. If not, the

media specialist, in the case of a school library, can analyze his/her situation to create

achievable goals. This allows for goals to be set to ensure a successful and efficient

system.

I have also been able to observe the importance of budget and fundraising as well as the constraints that come along with it. It is easy to dream of all the great things people want from a library; it is more difficult to make it happen. About ten years ago, due to Oklahoma's education funding cuts, the VSE library lost its budget that was once allocated from the school. Instead, Mrs. Patterson must make do with funds from the Parent Teacher Organization and fundraising. These funds are limited. This was essential to consider when deciding on goals, objectives, and actions.

Along with the necessity of considering budgets, LIS 5023 also presented the need for collaboration in library environments, and this project has emphasized the need for collaboration during most processes in which the library partakes. Collaboration is important at all times and especially during strategic planning. Multiple perspectives must be taken to ensure that needs are being met. With more collaboration, also comes more advocacy and, I believe, more flexibility and assistance. When people know that their thoughts are considered, they may be more likely to help implement the changes their input helped create. It is also a chance to remind people of all that the library does and wants to do to support the school.

Creating a strategic plan has benefitted me tremendously as opposed to only reading about strategic plans or studying the plans created by other libraries. Creating the plan is the applicable and practical practice in which many LIS professionals will engage. Creating the plan helped me to empathize with library managers because I had to partake in each step of creating the plan. In forming the plan, I had to analyze VSE library users. VSE's library is a bit unique in that it serves children from developmentally delayed pre-kindergarten through first grade. I did not find specific

examples of library strategic plans focusing just on this age, so adapting my methodology and goals to this group was a challenge for me. When creating the plan, I also had to consider many of the details that go into creating goals. For example, when reading other libraries' strategic plans, their budgets and users are going to differ. Learning how to adjust to these particulars is essential. When reading about the plans, one may overlook the effort it takes to produce the plan. Creating the plan immerses the creator in all aspects of input gathering, resources, budget, meeting needs, working with authority, and more.

Strategic plans are very important for library management. They allow for assessment of the current state of the library from multiple perspectives, a focus on the future of the library, a reminder of the library's mission and vision, and a designation of what actions need to the taken. In my opinion, without strategic plans it would be easier to slip into a regular routine without advancement for the benefit of the users. Strategic plans allow for library staff to ensure libraries are fulfilling their missions and users are getting the services they need. Needs change as the population, standards, technology, and more change. Strategic plans allow for a notice of these changes and help identify the most effective actions to take to ensure needs are being met within the possibilities of the library. Strategic plans are essential to the growth and relevance of libraries.

Endpoints

[1] "Virginia Smith Elementary - Home," Harrah Public Schools, accessed May 1, 2018,

https://vses.harrahschools.com/.

[2] "Choctaw Elementary School Media Center," Choctaw - Nicoma Park Schools,

accessed May 1, 2018, https://www.cnpschools.org/choctawelementary/media-center/.

[3] "Library Strategic Plan," The Galloway School, accessed May 1, 2018,

https://www.gallowayschool.org/page.cfm?p=667.

[4] Kim Patterson (school media specialist), in-person interview with Maegan Heath, April

29, 2018 / Kim Patterson, returned email survey provided by Maegan Heath, April 24,

2018.

[5] Angie Cheatwood (library assistant), in-person interview with Maegan Heath, April 26,

2018 / Angie Cheatwood, returned printed survey provided by Maegan Heath, April 18,

2018.

[6] Kari McCarthy (parent), returned printed survey provided by Maegan Heath, April 27,

2018.

[7] Deborah Hoemann (special education teacher), returned printed survey provided by

Maegan Heath, April 22, 2018.

[8] Taylor Murray (speech-language pathologist), returned email survey provided by

Maegan Heath, April 13, 2018.

[9] Rita Richardson (pre-kindergarten teacher), returned printed survey provided by

Maegan Heath, April 24, 2018.

[10] Staci Ingraham, Melissa Killgore, Shay Cantrell (kindergarten teachers), returned

printed surveys provided by Maegan Heath, April 24, 2018.

[11] Brittney Snodgrass, Christiane Buxton, Shana Reed, Janet Toney, Alexandra Hodge (first grade teachers), returned printed surveys provided by Maegan Heath, April 22, 2018.

[12] Alex Hodge and Brittney Snodgrass, in-person interview with Maegan Heath, April 16, 2018.

[13] Rachel Treat (Virginia Smith Elementary Parent Teacher Organization Board Member), messaging interview with Maegan Heath, May 8, 2018.

[14] Students' names withheld, in-person interviews with Maegan Heath, April 19, 2018.

[15] Other school strategic plans were examined for ideas and inspiration:

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https://www.ncmcs.org/cms/lib/NC01001076/Centricity/Domain/1334/Cameron%20Elem entary%20Strategic%20Plan%20Final.pdf.

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https://www.scribd.com/doc/52664426/805-steele-elementary-library-strategic-plan.

[16] Pattie Lastinger (Virginia Smith Elementary secretary), messaging interview with Maegan Heath, May 5, 2018.

[17] "Fast Facts," National Center for Education Statistics, accessed April 29, 2018, https://nces.ed.gov/fastfacts/display.asp?id=158.

[18] Rachel Treat, interview

[19] Kari McCarthy, interview

[20] "National School Library Standards," American Association of School Librarians,

accessed April 29, 2018, http://standards.aasl.org/.

[21] Evans, G. Edward and Holland Christie. 2017. *Managerial Leadership for Librarians*.

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    20Elementary%20Strategic%20Plan%20Final.pdf.

The Galloway School. "Library Strategic Plan." Accessed May 1, 2018.

    https://www.gallowayschool.org/page.cfm?p=667.

Appendix

Virginia Smith Elementary Library Survey - Certified & Support Staff, Parents, etc.

I am gathering information in order to create a strategic plan for our school's library. Your assistance is optional. If you would, please complete this survey, and email it back to me. You can also print it and put it in my mailbox by April 19. I can also print it for you! Just let me know! Your help is very much appreciated!

1. Please list your name and the position you hold (teacher and grade level, support staff, administration, parent, PTO board member, etc.). Your name will be listed in the endnotes of the report. If you are not comfortable listing this information, leave this area blank to remain anonymous.

 2. What are positive aspects of the library?

3. What changes would you like to see happen to our library?

4. Is there any resource (teacher tool, student resource, book, types of books, specific technology, etc.) that you would like our library to offer?

5. Can you find materials easily? Do you believe your students can find materials easily (i.e. if they are looking for a book about a certain topic)?

6. Does our library do enough to support teachers and staff? If you are a parent completing this, does the library do enough to support you as a parent? If not, what would you like to see offered?

7. Does our library do enough to support students/children? Can more be done to encourage reading? If so, what suggestions would you make?

8. Do you have certain children who regularly go to the library and some who never go? If you have some that never go, do you think the library could do something to get them to check out library books?

9. Do you like the physical setup of the library? If you have suggestions, what would you change?

10. What can the library do to support instruction?

11. What resources do you find particularly helpful?

12. Are school libraries important? Why or why not?

Virginia Smith Elementary Library Survey - Librarian and Library Assistant

I, Maegan Heath, am gathering information in order to create a strategic plan for our school's library. Your help is very much appreciated!

1. Please list your name and the position you hold (librarian or library aid). Your name will be listed in the endnotes of the report.

2. What are positive aspects of the library?

3. What changes would you like to see happen to our library?

4. Is there any resource (teacher tool, student resource, book, types of books, specific technology, etc.) that you would like our library to offer?

5. Can you find materials easily? Do you believe your students can find materials easily (i.e. if they are looking for a book about a certain topic)?

6. Does the library do enough support teachers and staff? If not, what would you like to see offered?

7. Does the library do enough to support students/children? Can more be done to encourage reading? If so, what would you like to offer?

8. Do you like the physical setup of the library? If no, what would you change?

9. What can the library do to support instruction?

10. What resources/materials are checked out the most? Do we have enough of those materials?

11. Do you like the library schedule of classes? In you could, what would you change?

12. Are their programs/events you would like to see the library offer?

13. What are the obstacles/barriers to making the changes you desire?

Virginia Smith Elementary Library - Student Interview Guide

1. What do you like about our library?

2. What do you like reading about? What books from the library are your favorites?

3. What books do you wish the library had (or had more of)?

4. Is it easy for you to find a certain book in our library?

5. Why do you check out books? (For students who rarely go to the library… Why haven't you checked out a book from the library in a while?)

6. What would you change about our library?