**Collection Development Plan for South Boston Elementary**

Old Dominion University

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July 8, 2018

**Area of Improvement #1: Physical Access to Library Materials**

Students at South Boston Elementary do not have access to library materials outside of their scheduled library time. Because of the number of classes in each grade, the schedule only allows each class 45 minutes every six days. Therefore, students keep the library books that they check out for an extended period of time and do not have an opportunity to exchange them before or after school. The mission statement for the Halifax County Public School libraries states that “the elementary librarians will advocate for schedules that promote maximum library access for students, teachers, and parents during regular school hours.”

**Year 1**

1. Advocate for an open library time each morning from 7:45 am until 8:20 am when classes begin. This requires that the librarian not be assigned morning car rider or hallway duties. Students will be able to check in to their homeroom class upon arrival and come to the library to return and checkout library materials.
2. Eliminate the policy that teachers are only allowed to check out materials during their scheduled class times. Teachers will have access to materials during all library times and will have a sign out sheet if the librarian is teaching a lesson and can not electronically check out the materials. Teachers will also be able to e-mail the librarian if specific materials are needed and the librarian can pull the resources and place in the teacher mailbox.
3. Measure 1: A report will be run at the end of the school year to determine the number of books that were checked out during the open library morning hours to determine if the new policy is being utilized.
4. Measure 2: A survey will be given to the teachers at the end of the school year to determine if teachers utilized the library as they needed and if they felt they had adequate access to materials.

**Year 2:**

1. The librarian will form book clubs throughout the year to help the students develop a love for reading and aid with reading skills. Each month will host a different grade beginning with second grade and continuing through fifth grade. Using testing data, teachers will provide the librarian with the names of two-three students that could benefit from extra reading assistance. The students will join the librarian each Thursday afternoon after school throughout their month. They will enjoy a special snack and enjoy reading age appropriate books and discussing them as a group.
2. Measure: A survey will be given to the teachers and to the students that participated in the book club to determine the success of the program and what could be done differently.

**Year 3:**

1. Begin a summer reading incentive to get the children reading during their summer break and give them access to the library and materials several days a week. Before the school year ends, send notes home with each student to let them know that the library will be open on a specific morning for several hours and one evening for several hours.
2. Offer rewards (books, bookmarks, etc.) for the students that utilize the library during summer hours.
3. Measure: Send out a survey to students at the beginning of the following school year to determine what the parents and students liked about the summer program. This will also be a survey to find out why other parents and students did not utilize the program.
4. Measure: Run a report for the summer months to determine how many books were checked out to determine if the program was successful.

**Area of Improvement #2: Increase the number of reading materials in the library collection with emphasis on meeting the needs of the diverse student body.**

According to the report ran of overdue/lost library materials, a total of 101 books remained checked out and or lost. An executive decision by the principals, my mentor librarian and myself was made to delete those books from the inventory and begin fresh for the upcoming school year. Therefore, new books need to be added to replace the books that were deleted.

A well-developed collection should align with the SOL’s and curriculum but it’s also important to make sure the collection is diverse and meets the needs of all of the patrons. When developing the collection, it is important to “provide the users with diverse reading and informational resources to support the school’s developmental, cultural, social, and linguistic needs.” (Mardis, 2016)

**Year 1:**

The demographics of South Boston Elementary is comprised of 55% African American students. So, a random sampling performed on the Biography section determined that the current materials do not meet the needs of the majority of the student body.

1. Purchase books to add to the library collection that meet the needs of the African American students. Books will be selected using reliable selection tools and aids (examples: Book List, H. W. Wilson series, etc.) to ensure the materials are appropriate and relevant.
2. Promote the new books with appropriate displays and bulletin boards.
3. Based on current demographics, random samplings should be completed to determine if the collection is meeting the needs of all students and teachers. (Focus on ELL students)
4. Measure: Run a circulation report to ensure the new books were being utilized by the teachers and students.
5. Measure: Have students and teachers complete a survey to get ideas of materials that they want to see in the library.

**Year 2:**

It is important to continue to monitor the demographics of the school and complete random samplings of the collection to make sure the collection is meeting the needs of the entire facility.

1. Purchase books to add to the library collection that meet the needs of the African American students. Books will be selected using reliable selection tools and aids (examples: Book List, H. W. Wilson series, etc.) to ensure the materials are appropriate and relevant.
2. Purchase books to add to the library collection that meet the needs of the ELL students. Books will be selected based on current reading levels of students and by using reliable selection tools and aids (examples: Book List, H. W. Wilson series, etc.) to ensure the materials are appropriate and relevant.
3. Promote new materials using bulletin boards and displays throughout the school year.
4. Measure: Run circulation reports to determine if the new materials are being utilized by the students and teachers.
5. Measure: Survey the students and teachers to determine the wants and needs for new materials to add in the library.

**Year 3:**

Not only is it important to meet the needs of the students by providing them with appropriate materials but it is also important to meet the needs of the staff in the building. The professional collection in the library should include professional resources for “those with teaching responsibilities, as well as those who work with students in other ways: administrators, guidance counselors, social workers, nurses, therapists, aides, secretaries, and technical staff.” (Mardis, 2016)

1. Collaborate with the staff to constantly monitor the needs for materials that can be useful for all staff members.
2. Purchase materials that the staff need and can be useful for their professional duties.
3. Create a professional area that is inviting and easily accessible to staff.
4. Promote the professional collection with displays, during staff meeting, and by emails that highlight the new materials that they may find useful.
5. Continue to monitor the demographics of the school and complete random samplings to ensure the collection in the library stays current with the needs of the patrons.
6. Purchase new materials based on the needs of the patrons from the reports run from the previous year. All materials must be selected using reliable selection tools and aids to ensure the materials are appropriate and relevant.
7. Measure: Collection reports should be run on all areas of the library including the professional collection to ensure that the materials area being used by patrons.
8. Measure: Continue to survey the students, teachers and staff to stay current with the needs of all patrons.

**Area of Improvement #3: Increase the digital content in the library as well as increase the digital presence and access to digital materials.**

As important as the physical collection is in the library, the digital resources are equally important. In the 21st century, computer skills and digital experience is crucial. With eight student computers, digital programs would be an asset to the library collection and would help provide the students with opportunities to learn research skills and computer skills. For those students and parents that have access to the internet, an interactive website would be beneficial to help families stay on top of digital resources. According to the American Library Association journal Knowledge Quest (2014), “Beyond allowing students 24–7 access to authoritative research materials, a virtual presence allows school librarians to promote the library program! Blog posts about library events, photos of students in the library (with appropriate permissions, of course), virtual displays of student work, curated links, communication tools, and links for parents and community members help show off all the great things we do! And in this economy, frequent advocacy about our library program is absolutely necessary.”

**Year 1:**

1. Create an interactive library website to provide students and parents with access to the destiny catalog for library material searching, to provide links to digital resources, and to highlight library activities and student work.
2. Update the website regularly to ensure that the resources are current and resources are constantly added and/or changed to meet the patron’s needs.
3. Measure: Monitor the number of visitors that use the library website.

**Year 2:**

1. Collaborate with the Technology Specialist to provide the students with interactive, educational software on the eight student computers.
2. Create links on the desktops of the student computers to age appropriate websites that provide students with opportunities to develop computer skills and develop research and literacy skills. Examples of websites include, <https://code.org/learn> to help students learn coding skills, [www.bookcreator.com](http://www.bookcreator.com) to help the students learn how books are published, and [www.edweb.net](http://www.edweb.net) for staff to use for professional development ideas. Other websites can be added upon collaboration with the Technology Specialist.
3. Measure: Monitoring the amount of activity on each desktop computer in the library.

**Year 3:**

1. Provide the students with an online catalog to give them access to digital books 24-7. This online catalog will be linked to the library website.
2. Continue to update the website with current resources and student work.
3. Continue to monitor and update the educational websites and interactive software on the computers in the library.
4. Measure: The digital books usage will be monitored by running a report of books that have been downloaded over the school year.
5. Measure: Monitor the amount of activity on the computer software and the educational websites used by the patrons.

**References:**

Buerkett, R. (2014). Where to Start: Creating Library Spaces. Knowledge Quest, 42(Mar/Apr), 4th ser. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequest/docs/KQ\_MarApr\_WheretoStart.pdf (Buerkett, 2014)

Mardis, M. A. (2016). The collection program in schools: Concepts and practices. (6th ed.). Santa Barbara, CA: Libraries Unlimited.