

**Module 1, Part 3 Collection Plan**

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### **The Community and the School**

Located in Arlington, Virginia, the Yorktown High School library is a part of the Arlington Public Schools school district in Northern Virginia. The median household income of \$200,000 at the high school is twice as much as the median household income rate for the entire county. With a total student population of 2,515, the students at Yorktown are mostly White by a wide majority. The highest number of non-White students are students who are Hispanic, followed by students who are Black, Asian, or multi-racial. The community of students at the high school is high achieving with a strong attendance rate, solid test scores, and the overwhelming majority of students enroll in a post-secondary institution. Less than ten percent of students are chronic absentee, or eligible for free or reduced meals. In the assessments, students who are non-White or multi-racial show lower test scores consistently in reading and math. Students who are Black, economically disadvantaged, or are learning English as a second language showed a slight improvement in testing. Students who are Hispanic demonstrated slightly lower test scores. Overall, English learners continue to show lowest test scores while students with disabilities and students who are economically disadvantaged are slightly higher in comparison.

### **The Library and the Collection**

The library collection includes approximately 20,000 books, 10,000 eBooks/eAudio, and 200 DVDs. (G. Nixon, personal communication, March 5, 2021). In addition, there are magazines and newspapers available when able to visit in person. As well, there are over thirty databases available on the library website for research. The Yorktown Library collection has been thoroughly weeded, the space has been made more inviting with comfortable seating and

increased natural light, and more current resources are being consistently added. Staff and students have consistently revelled in how much more inviting and attractive both the physical space and the library collection have become.

The mission statement for the library is found on the website homepage:

“The Yorktown Library is an integral component of the educational program of the school. It houses a wide variety of print, audio-visual, and digital resources as well as computers for class and individual use. The librarians provide a welcoming environment that is conducive to learning while fostering a love of reading and an appreciation of literature. They also collaborate with teachers to ensure that students’ research needs are met. The services of the library extend well beyond the physical walls of the building as many resources are also available online.”

Also, the purpose statement of the library is referenced for the school’s monthly awards:

“The Yorktown Library is here to support your skills in acquiring information, your appreciation of literature, and assist you in locating resources to gain knowledge.”

The collection analysis confirmed that the collection publication dates are, on average, less than 10 years old overall.

### **Collection Analysis**

There are three areas of potential improvement for the library’s services and collection to consider:

1. While the collection is well-weeded and current in terms of age, there is an opportunity to increase the diversity of the collection. The sections for biographies and graphic novels,

as well as current events and history would benefit from a range of cultural representation.

2. Increasing the accessibility to the library staff and the local public library would help to support the students and staff with research needs and leisure reading interests. Currently students and staff are asked to complete a Google form and a library staff member will respond in 1-2 business days. A designated window of time for an active librarian to be available during the lunch period from possibly 11:00 am to 1:00 pm would make it easier for students and staff to connect with the library staff. Also, the current partnership with Arlington Public Library could be made built on by adding their contact information to the contact page for the school library and on a webpage for the Arlington Public Library. Some students and staff will continue for the rest of the school year working and studying virtually, and there will be a virtual option for the upcoming school year. Another possibility would be to expand their social media presence beyond twitter and onto Facebook and Instagram in order to expand their reach.
3. There are currently a limited number of popular books in languages other than English. The EL students are beginning to make gains in their test scores, but continually rank lowest in test scores overall. By providing a larger number of books in Spanish and a few other languages, the students who are English Language (EL) learners would be able to read in their native language.

### **Connection to the Library's Mission**

In reflection on the library's purpose statement to "to support your skills in acquiring information, your appreciation of literature, and assist you in locating resources to gain knowledge", there is a clear focus on the student-centered experience. The demographics

indicate that many Hispanic, black and multi-racial students consistently show a lower testing rate and acceptance to post-secondary institutions as well as English Language learners. By increasing the number of topics, authors, and people from a diverse perspective in library resources, students across the cultural perspective will be able to relate and connect more meaningfully to the library collection.

In order to fully support the students and staff, an increase in the staff availability will allow staff to more effectively support and assist students and staff.

If the goal of the library is to support and encourage students in their “appreciation of literature”, offering literature in a variety of languages will encourage more students, and especially EL students to connect to the collection.

### **Literature Review**

#### **1. Diversify the library collection**

Ivey, G., & Johnston, P. H. (2013). Engagement With Young Adult Literature: Outcomes and Processes. *Reading Research Quarterly*, 48(3), 255-275. doi:10.1002/rrq.46

In this article from 2013 in *Reading Research Quarterly*, the authors share the value of allowing students in a reading class to self-select their preferred literature. The article includes an exploration and analysis of the impact of self-selecting literature on the learning process. The author suggest that further analysis of current reading instruction methods be reconsidered. Encouraging the same outcome of all students who using the same materials was shown to limit the students’ sense of ownership and personal agency in the learning experience. By allowing students to select literature on their reading level and of their choosing could create a more engaged learning model. The school library could perhaps be

a resource for identifying literature that represents a variety of cultural backgrounds and that would be of personal interest to the students.

Dawkins, A. M. (2021). Intellectual Freedom Issues in School Libraries. Retrieved from [https://books.google.com/books?hl=en&lr=&id=FV8FEAAQBAJ&oi=fnd&pg=PA191&dq=native resources high school libraries&ots=iExk6T1wgA&sig=u3T5-aLYDhMGBB6BKvOTGMI9Ark#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=FV8FEAAQBAJ&oi=fnd&pg=PA191&dq=native+resources+high+school+libraries&ots=iExk6T1wgA&sig=u3T5-aLYDhMGBB6BKvOTGMI9Ark#v=onepage&q&f=false)

In a chapter of this Google book, the editor and chapter author April M. Dawkins discusses the value of diversity in history books. As a former history teacher, Dawkins shares the importance of students creating a personal connection to the literature. Citing a study done by Copeland and Martin (2016), Dawkins observes that many English language learners are working at a deficit when the literature is not of personal interest or choice.

Copeland, C. A., & Martin, M. H. (2016). Camp Read-a-Rama and Fully-Engaged Literacy Learning: Implications for LIS Education. *Journal of Education for Library and Information Science*, 57(2), 112-130. doi:10.3138/jelis.57.2.112

In a study included in the March 2016 issue of the *Journal of Education for Library & Information Science* (University of Toronto Press), the authors Clayton A. Copeland and Michelle A. Martin present the results of a literacy-based summer daycamp program in South Carolina. The authors suggest that based on their findings, that literacy skills instruction be included in literacy instruction in the classroom. Daycampers were shown to create more positive attitudes towards

reading, and the staff used teaching strategies for literacy instruction that could be considered best practices.

## 2. Expand accessibility of library staff to staff and students

Harrison, A., Burrell, R., Velasquez, S., & Schreiner, L. (2017). Social Media Use in Academic Libraries: A Phenomenological Study. *The Journal of Academic Librarianship*, 43(3), 248-256. doi:10.1016/j.acalib.2017.02.014

In this article from May 2017 in *The Journal of Academic Librarianship*, the authors share the use of social media to create a more inviting presence of the library to library staff and students. Facebook was the most popular area of social media used, and the postings focused more on posting content than making community connections.

## 3. Increase popular books in Spanish and other languages

Dali, K. (2021). Fostering the Reading Experience for Spanish-Speaking Readers: Post-migration Changes in Reading Practices and the Implication for Libraries. *The Reference Librarian*, 1-25. doi:10.1080/02763877.2021.1892009

In the March 2021 issue of *The Reference Librarian*, Keren Deli is the author of an article entitled “Fostering the Reading Experience for Spanish-Speaking Readers: Post-migration Changes in Reading Practices and the Implication for Libraries”. She discusses the need for the practice of reading experience librarianship “because they look beyond information needs and programming ideas into the soul of the people in their real-life circumstances, connecting librarians and readers on a deeper humanistic and cultural level.” EL students have been shown to learn best through a personal connection

to the literature. The reading experience librarianship shares the vision of meeting students where they are at and providing a more personalized and individual user experience.

### **Sample resources**

#### 1. Diversify the collection

Johnson, K. (2020). *This is my America*. New York: Random House.

In this debut novel, the author writes with accuracy and authority about civil rights as an experienced mentor to youth and member of social justice organizations. The novel is written for ages 12 and older and has been recognized by NPR as a Best Book for 2020, *This is My America* would bring an African-American voice to a collection and provide an encouraging and proactive perspective on Black Lives Matter and social justice issues. *School Library Journal* says "A strong debut. Will appeal to readers of Angie Thomas and fans of criminal justice podcasts like *Serial* and *In the Dark*." This book would be popular with middle and high school students who are interested in racial injustice and constructive change. The writing is accessible and the characters are relatable. The book would be popular for book talks, leisure reading, and for book reports. Published in 2020, this book is very current as a recent publication and for focusing on the topics of racism, social injustice, policing and safety, and creating change. Students will be intrigued by the characters and topics, and also encouraged by the character's responses to the very challenging and heartbreaking situations.

Omar, I. (2020). *This Is What America Looks Like*. C Hurst Co.



This book is written by Ilhan Omar, Democratic Representative from Minnesota. She writes about her experience coming to the United States as a refugee from Somalia and her rise to politics. This book would be of interest to high school and college students who are interested in Democratic politics, women in leadership, and the refugee experience. The book is written with the authority of Representative Omar as the author and with the accuracy of her first person account. She shares in an open and accessible way of her journey to create a very introspective and intriguing story. This book would be popular and of high interest given her popularity in politics, and the strong role she plays within the Democratic party.

## 2. Increase foreign language collection

Colfer, E. (2020). *Artemis Fowl: El mundo subterráneo*. Montena.

*Artemis Fowl* is a very popular book for students with a middle school and high school reading level. Written in the fantasy fiction genre, the book will be popular with both boys and girls. For English language learner students, the book would be in high demand for students interested in reading popular fiction but who are not yet comfortable reading English language fiction books. This book would also be of interest to students learning to speak and read Spanish.

Rowling, J. K. (2013). *Harry Potter y la piedra filosofal*. Barcelona: Salamandra.

As the first book in the Harry Potter series, this fantasy novel would be of very strong interest to students learning to speak and read Spanish as a second language. It would also be popular with English learner students interested in popular fiction.

Translated to Spanish, this book would be in high demand and a key way to edify and encourage students who are not yet ready to read books in English, or who are ready for a more challenging Spanish reading experience.

### 3. Increase staff availability

When students and teachers consult the library staff with questions, they might ask about popular topic like climate change. Because the topic is wide in scope and a challenge to navigate, it might be helpful if staff was more available to support students with selections by both phone, text, email, and a request information form.

Gates, B. (2021). *How to avoid a climate disaster: The solutions we have and the breakthroughs we need*. London: Allen Lane.

Bill Gates just wrote a book about climate change which offers many familiar ideas like the value of nuclear energy and the causes of carbon dioxide emissions. Because he is a well-known entity, he could be a popular author for high school students studying climate change. The topic is extremely relevant to today's high school science students and to general interest. Climate change continues to be relevant and of interest to many students.

Klein, N. (2015). *This changes everything: Capitalism vs. the climate*. Toronto: Vintage Canada.

Although it's already a few years old, this book carries an interesting analysis of counterbalancing the economics of the fossil fuel industry with the necessary changes needed for climate change. This book would be of high interest to teachers teaching climate change theory in a science class and AP students interested in

resources for projects. The book is highly relevant for issues surrounding climate and the economy. The author is building on previous work relating to economics and social change with a look at climate change to bring authority and a spotlight on the need for change. While the book would be of narrow interest, there is a strong argument for a strong user need for a resource like this.

### **Three Year Plan**

	<b>Diversity the Collection</b>	<b>Increase library staff accessibility</b>	<b>Offer more books in other languages</b>
<b>Year 1</b>	Focus on the biographies and graphic novels	Poll the staff and students; offer lunch hours by email	Poll the staff and students; create Foreign language student advisory group; offer fiction books and e-books in Spanish
<b>Year 2</b>	Focus on history and social studies	Offer expanded hours by phone and email	Continue to build Spanish collection, and build on two more languages
<b>Year 3</b>	Focus on science	Adjust hours and offer phone, email	Continue to build collection; consider other languages
<b>Marketing</b>	Create a highlight bookshelf and signage for new materials Share new materials in library newsletter and on the school library webpage	Create signage in the library, on the school library website homepage and the school homepage, and include in the school announcements	Partner with the EL teachers and administrators to encourage students and staff to use the new materials. Offer book talks, a book club, guest authors
<b>Formative Assessment</b>	Analyze user demographics and consult with students and staff for level of	Keep a log of number and type of requests to assess if students know how to ask for	Work with student advisory group to discuss use of new materials and to

	interest	help, and when and how is best to offer the support Run quarterly surveys with students on the website and in person to assess what books they are interested in and how they find them	review materials for library staff
<b>Summative Assessment</b>	Was the highlight bookshelf used? Did user show that they heard about the books through the newsletter and website?	Analyze user requests and survey data to show what books students are interested in and how they find them	Analyze book talk evaluation forms from teachers for how books are used, and data reports from the catalog to show checkout statistics and use of diverse and foreign language books

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