Advocacy Plan for Cedar Lane School Library

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LIBS 676: Library Media Services & Curriculum

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April 25, 2022

School Library Setting:

Cedar Lane Library is located at Cedar Lane School in Vienna, Virginia. Cedar Lane School is a special education center that serves grades 9-12 for students with Individualized Education Plan (IEP), specifically students with emotional or behavioral disabilities, learning disabilities, and students on the autism spectrum. As of April 2022, Cedar Lane has 92 students enrolled, with 44% of the student population identifying with a race other than caucasian (B. Tarantino, personal communication, April 12, 2022). During the year of 2020-2021, 44% of the student population is eligible for free or reduced lunch fees (FCPS, n.d.) At this time, Cedar Lane Library is not staffed by a librarian. Students rarely use the library for reasons beyond using the space to eat their lunch or serve their time while In School Suspension.

School and Library Mission Statement

"The Mission of Cedar Lane is to provide an education where all students can learn skills that will enhance the quality of their life. We strive to ensure the intellectual, personal, and social growth of our students, regardless of their emotional issues. Through a diversified curriculum offered in a safe, consistent and nurturing learning environment, students are given the opportunity to learn strategies and develop skills to change behaviorally and cognitively." (Cedar Lane School, 2022).

Cedar Lane School Library does not have a mission statement. The purpose of the FCPS school library collections is "to provide students with access to a variety of resources that support their personal interests, information needs, literacy development, and academic growth" (FCPS, 2022). Including school staff in this purpose would help to better support the school community as a whole so that the staff become

knowledgeable of the variety of resources to better guide the students in their usage of the resources and their overall learning.

Stakeholder - English Content Teachers
Concern:

- The decreasing literacy rates among their students.

- When teachers try to implement free reading programs, the program doesn't go on for more than several weeks. The students are resistant to participating during free reading times.

- The teachers are aware of digital resources available, but they are uncomfortable and not knowledgeable enough to support student use.

Library Goal:

The librarian will collaborate with teachers to increase the visibility of the library's and other literary resources to improve literacy rates. As demonstrated in the strategies and evaluations listed below, the librarian will actively engage in the "on-going process of building partnerships" with both staff and students to raise awareness and increase knowledge of what the school library and the librarian can contribute to the school's effort to improve literacy rates (AASL, 2018, p. 2, section Introduction, para 1).

Data:

Reading Inventory scores demonstrate that at least 60% of the student population is reading below grade level. Reports from the reading inventory will demonstrate the reading abilities among the student population. Using Destiny Discover's system, reports will be pulled to show how low the circulation numbers for digital resources.

Strategies and Evaluations:

Strategy One: The librarian will push into English and read support classes to build awareness of the digital resources available as well as accessibility supports available within the digital resources, like read aloud or dictionary tools. Pushing into these classes, particularly the English classes is effective because all students are enrolled in at least one of these types of classes.

> **Evaluation**: The librarian will track the usage of the digital resources the weeks following them being featured in the ELA classrooms. At the beginning of the school year, the librarian will give a pre-assessment on the accessibility tools available in the digital resources. The post-assessment will be given towards the end of the school year to see how the students improved with their ability to use the accessibility tools. The librarian and teacher will meet to discuss informal observations about how the students are doing using the accessibility tools. The librarian, teachers, and assessment coach will conduct data digging meetings 2-3 times throughout the school year.

Strategy Two: The librarian will create curated bookshelves within Learning Ally. These digital bookshelves will be based on requests by English teachers to support their curriculum and on student interest. The librarian will also provide support for staff and students to use Learning Ally. The librarian will administer two different surveys: one to the staff and the other to students to determine what digital resources and texts are needed and interested in. The staff survey will be administered five times over the course of the school year: before the beginning of school, and then 2-3 weeks before the end of each quarter so the librarian can prepare resources the teachers have requested for upcoming units. The student survey will be administered three times a

year: during the first couple of weeks of school, after winter break, and after spring break. The librarian will use the results from the surveys to create curated bookshelves for teachers and students.

Evaluation: The librarian will track each student's progress with titles assigned using the progress monitoring feature available with Teacher Ally, which is a tool that allows staff to assign and track students' use of Learning Ally resources (Learning Ally, n.d.). The data collected with the Teacher Ally reports will be shared with classroom teachers and the assessment coach throughout the school year.

Strategy Three: The librarian will collaborate with ELA teachers and other school staff to have book clubs, held both in the classroom and library. The ELA classroom book clubs will use teacher selected books related to the curriculum. Book clubs held outside of class time will use books chosen based on student interest.

Evaluation: The librarian and classroom teacher/staff member will track student engagement and meet to share their observations. Students will be given reflections after each book read during book club so they can share their thoughts and reactions to each of the books. The information gathered from the book club reflections will be used by the librarian and teacher/staff member when selecting the future book club selects. The librarian and teachers will meet with the assessment coach before the beginning of second semester and towards the end of the school year to review the data collected tracking student engagement and progress.

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