

Collection Plan

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LIBS 658: Knowledge Resources: Planning, Selecting, & Managing Collections

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April 2, 2023

Introduction

The Elizabeth Vaughan Elementary School library is a school library located inside Elizabeth Vaughan (Vaughan) Elementary School, home of the Wildcats, in Woodbridge, VA. Vaughan Elementary School serves 564 students in grades Prekindergarten-5th for the school year 2022-2023 (School Quality Profile, 2022-b). Although, the families of the Vaughan students can also be considered patrons of this elementary school library. To get to the library it is necessary to enter the elementary school. Entering through the front office will put you very close to the library entrance.

Vaughan's student population is broken into the following racial and ethnic groups: 5.7% White; 21.3% Black; 0.003% American Indian; 4.4% Asian; 0 Native Hawaiian; 4.3% Multiple Races; and 64% Hispanic (School Quality Profile, 2022-b). The School Quality Profile (2022-b) depicts 12.8% of the student population with disabilities. More than half of the school population (55.7%) at Vaughan Elementary are English learners (School Quality Profile, 2022-b). According to the School Quality Profile (2022-b), 66.5% of Vaughan Elementary's population is economically disadvantaged. In the 2021-2022 school year at Vaughan Elementary 88.1% of the student population were eligible for free or reduced lunch (School Quality Profile, 2022-c).

According to the United States Census Bureau, Woodbridge, Virginia had a population estimated at 44,668 in April 2020. The population is broken up further by various race categories, which were also last reported in 2020. Woodbridge, Virginia has eight different race categories listed on the United States Census Bureau. These include White alone at 38.5%; Black or African American alone at 23%; American Indian and Alaska Native alone at 0.6%; Asian alone at 9.4%; Native Hawaiian and Other Pacific Islander alone at 0.2%; Two or More Races at

11.4%; Hispanic or Latino 42.3%; and White alone, not Hispanic or Latino at 21.2%.

Woodbridge, Virginia had 13,847 households in the 2017-2021 timeframe, according to the United States Census Bureau (2022). There were 51.5% of those households that had a language other than English spoken in the home by persons 5 and older (United States Census Bureau, 2022). The U.S. Census Bureau (2022) put 8.8% of the population in poverty, however there were methodology differences between different data sources, so this percentage is not conclusive. The economically disadvantaged levels of the Woodbridge community does not match the economically disadvantaged levels of Elizabeth Vaughan Elementary.

The Elizabeth Vaughan Elementary School library has one Library Media Specialist, named Donna McDonald, and one Media Assistant, named Emily Addinall. The Library Media Specialist, a Black woman, is responsible for maintaining, updating, and weeding the library's collection. The Media Assistant, a multiple race woman, will help with those same tasks and is also responsible for checking books in and out to students and reshelving. They collaborate with each other all the time, but they also reach out to collaborate with the staff and even the students and their families. Collaboration also occurs with the other school librarians within Prince William County (PWC) about four times throughout a school year. This is a time when the school librarians report to Schenell Agee, the Library Media Programs and Research Supervisor for PWC School Libraries.

The following information comes from a TitleWise Report sent as an attachment in an email from Donna McDonald on February 24, 2023. There is a total of 11, 648 items in Elizabeth Vaughan's library collection. The average age of the whole collection is 2005. 99% of the collection is print books with an average age of 2005. Only 1% of the collection is digital with an average age of 2011. The amount of print books to digital books may seem erroneous, but the

students at Elizabeth Vaughan Elementary prefer print books over digital, as proven by the check-out data. The collection has 24% that is fiction at an average age of 2005 and 37% that is nonfiction at an average age of 2007. 50% of the collection is considered aged and only 7% is considered 2017 and newer. There are 3,815, or 33%, titles that promotes diversity, equality, and inclusion. The collection is made of various reading levels which are suitable for grades K-5. Students have access to SORA, an app that has a variety of e-books, audio books, read-alongs, magazines, and more, through the Prince William County Public Library. So, even though the Elizabeth Vaughan Elementary School library does not have a vast selection of e-books, students can still access a large number of digital items using their school credentials through the public library site.

There is one main database available through Elizabeth Vaughan's library, which is Pebble-Go (K-2). Ms. McDonald uses library funds to provide this database to the school. Prince William County schools offer some other databases, like WorldBook, to the whole county, so librarians do not have to purchase those for their individual school.

There are three main areas of change that I would like to focus on within the Elizabeth Vaughan school library. They all go together in some way or another. The first has to do with increasing targeted resources in the area of science. I noticed that science is a big struggle for the Elizabeth Vaughan students. In the 2021-2022 school year only 36% of Elizabeth Vaughan 5th graders passed the Science SOL, whereas 63% passed within Prince William County (PWC), and 65% passed statewide (School Quality Profile, 2022-a). Out of the economically disadvantaged 5th grade students at Elizabeth Vaughan, 35% passed the Science SOL, whereas 49% passed at the county and state levels (School Quality Profile, 2022-a). More than half (55.7%) of the Elizabeth Vaughan Elementary School student population is considered English Learners

(School Quality Profile, 2022-b). A mere 3% of the English Learners in 5th grade at Elizabeth Vaughan Elementary School passed their Science SOL in the 2021-2022 school year, whereas 20% passed at the county and state levels (School Quality Profile, 2022-a). Increasing the amount of science materials will help students expand their knowledge adequately in various science areas and help teachers expand their resources for students on the science subject matters.

The second area of change has to do with adding alternative formats. It is clear, upon reviewing the TitleWise Report, that digital materials are lacking within the Elizabeth Vaughan Elementary school library with only 1% of the library's materials being digital. COVID brought with it many harmful side effects to schools all around the nation, but surprisingly, it also brought a few positive changes. One of those changes being an increase in available technology. The schools within Prince William County, where Elizabeth Vaughan Elementary is located, has ensured all schools have a 1 to 1 ratio when it comes to devices. Each student at Elizabeth Vaughan Elementary school has their very own touchscreen computer assigned to them. This allows all students the opportunity to have the necessary resources to help them succeed in school. I know from speaking to the school's Technology Specialist, Naomi Maldonado, that most families have access to an internet service. There are a few families that do not have this need met and the school provides WiFi hotspots to those families to ensure they have the same opportunities as all others at Elizabeth Vaughan. With every student having access to a device and internet services, this is the perfect time to increase Elizabeth Vaughan's digital resources, including another database and eBooks, making sure some have audio capability.

The third area of change has to do with connecting to the community. It is necessary to consider the wants and needs of the Elizabeth Vaughan Elementary school community, not just

the staff and students, but students' families as well. I learned, from speaking with the Library Media Specialist, Donna McDonald, that students seem to prefer print books, something they can hold in their hands and flip through. To make the school library more accessible, day or night, to the students and their families I would like to strategically place Book Houses throughout the immediate neighborhoods. The Book Houses would be filled with diverse books that relate to the community make-up. This would also be a great opportunity to include books on various science topics that are part of the curriculum to create more interest in science. Making relatable print books available to the community would give younger siblings of students an opportunity to explore books they may not have at their home. It also allows parents access to more resources for their families. Having bilingual fiction and nonfiction texts within the Book Houses would help appeal to more families.

The Vision and Mission of the Elizabeth Vaughan Elementary school library are the same for all school libraries within the Prince William County (PWC) Public School system, regardless of their level (elementary, middle, or high school). The PWC School Library Program's (2022) vision and mission are as follows:

Vision: In Prince William County Public School Libraries, all students will have access to and proficiently use a variety of resources in both print and nonprint formats.

Mission: In Prince William County, school libraries support the educational goals of our school system and serve all students, teachers, and members of the school community. In mission, structure, and practice, they serve as the center of the school's instructional process. The school library provides opportunities for the use of "real-world" information and technology through access to resources and individual service. Library instruction that is meaningful, relevant, and

integrated contributes to student proficiency in basic skills and problem-solving. Students using a variety of library resources broaden their understanding and respect for the diversity of individuals and cultures. Because the school library is a shared resource owned and used by every member of the school community, it provides a learning environment that fosters good citizens who function effectively as members of a group and society.

These areas of change align with the mission of the Prince William County School Libraries. Increasing the amount of science materials within the school library “supports the educational goals of the school” and will provide “student proficiency in basic skills and problem-solving” in science (Prince William County Public Schools, 2022). The science materials will increase interest and knowledge for the various science standards taught in Virginia. Adding alternative formats such as another database and eBooks (some with audio capability) will allow students to “use a variety of library resources to broaden their understanding” (Prince William County Public Schools, 2022). Strategically placing Book Houses throughout the immediate surrounding neighborhoods will help support the educational goals of the school through community outreach (Prince William County Public Schools, 2022). Filling those Book Houses with diverse books related to the community make-up will broaden “understanding and respect for the diversity of individuals and cultures” (Prince William County Public Schools, 2022).

Literature Review

After exploring the available science books within the Elizabeth Vaughan Elementary school library (physical and digital), it is clear that the science section needs some sprucing up. It is my hope to encourage interest and knowledge in science by increasing the science materials

within the library. Just like Terrance Young Jr. (2001) stated in his article, “we should offer only the best available information that is current, correct, and topical.” It is necessary to constantly be weeding the science section (physical and digital) within your library in order to keep the most up to date materials on the shelves (Young, 2001). Increasing the science eBooks would help to alleviate some of the headaches of getting rid of physical books and there may be helpful links that can further engage students on the topic. With the added science materials, it is also my hope to help increase the science SOL pass rate for Elizabeth Vaughan.

More than half of the school population (55.7%) at Vaughan Elementary are English learners (School Quality Profile, 2022-b). Most of those English learners speak Spanish as their first language. An increase digital material, including another database and eBooks with an audio option and/or a Spanish option, would benefit the Elizabeth Vaughan population.

Elizabeth Vaughan already pays for one database, PebbleGo, which contains many nonfiction articles, especially for science and social studies. This database is more geared toward K-2 students and is within the K-2 reading level range. This database is beneficial to many of our English learners. PebbleGo also has a Spanish mode which is very beneficial for English learners at Elizabeth Vaughan since a majority of the English learners speak Spanish as their first language. Databases play a big role in teaching students the beginnings of true research skills. Kipp Bentley (2021) states in his article that “Young people's media evaluation skills have never been more important, and subscription databases play a valuable role in providing students access to unbiased information” Teaching students how to best use subscription databases begins at the elementary school level and needs to build from there. Bentley (2021) also states “for students, subscription databases should also play a central research role, beginning with age-appropriate sources for elementary kids – like National Geographic – and moving up to "Gale in

Context" for middle school students, and more scholarly articles for high schoolers from sources like ABC-CLIO." Subscription databases also give teachers the ability to give students a safe place to practice their research skills.

Databases are only one part of the digital component I want to build up within the Elizabeth Vaughan Elementary school library. I also want to increase the number of eBooks the library has to offer. In his blog, Mike Harmon (2023) states, "Digital books make the learning process more interactive and engaging." Although he wrote about the benefits of eBooks in online education, it still correlates to the benefits of eBooks within the elementary library. One big benefit about digital books is that all the material is stored on the cloud making it easier for any updates or changes to take place (Harmon, 2023). If you want an updated print book, then you need to purchase the updated copy. With the library at Elizabeth Vaughan being 99% print books, it would be an added expense to replace any books that need to be updated. According to the National Aphasia Association (n.d.), any eBook can be turned into an audio book, which would benefit the many English learners at Elizabeth Vaughan Elementary.

Another beneficial aspect of eBooks is the offerings vendors have in Spanish. Andrea Paganelli and Samuel Northern conducted a replication study to see the amount of eBook offerings available for Spanish speaking populations. The eBook collections of selected vendors of school libraries were searched by language and subject area to see just how many titles would meet the criteria to be appropriate for Spanish speaking students (Paganelli & Northern, 2022). They found there to be an increase of eBooks available to Spanish speaking students. However, it seems there still needs to be even more offerings for Spanish speaking populations in order to provide them with adequate materials that are accessible. This is an important aspect to consider

when adding eBooks to the collection because I will need to ensure I meet the needs of the Elizabeth Vaughan population, which has a high number of Spanish speaking students.

It is important for a library to connect with the school community, including the families that live in the immediate surrounding community. Strategically placing Book Houses throughout the immediate surrounding neighborhoods and filling them with relatable, diverse books will provide a huge connection to the community. Over half (66.5%) of the population at Elizabeth Vaughan Elementary is considered to be economically disadvantaged (School Quality Profile, 2022-b). Book Houses will increase the amount of library materials available to those at a disadvantage, as well as opening up more opportunity to access the materials. With Book Houses, the actual school library does not need to be open for someone to access a print book.

Jordan Langs describes how low-income children are left behind in the education realm before they even enter the classroom. There are many barriers that exclude low-income children from achieving early developments in education. Langs writes “children from low-income households often lack access to books, sing-along toys, interactive games, and other early learning materials that support a child’s healthy development.” He goes on to describe ways a community can make a difference in children’s lives. One of the ways is to start a Free Library (Book Houses). Langs states, “Starting a free library is a simple and easy way to bring the community together while increasing the availability of free literacy materials.” Posting Book Houses throughout the Elizabeth Vaughan Elementary School community will help low-income families break down some of the barriers that prevent children from achieving early developments in education.

Eva Anderson describes a little girl named, Jayla Roberts (age 7), who wants to be a scientist. Jayla found a book called, *Ada Twist, Scientist*, from a Little Free Library (Book House), which was about a young Black girl passionate about science. This book created an opportunity for Jayla, also a little Black girl, to see her dream come to life in a character like herself. Anderson shares about The Read in Color program, which “is an initiative to ensure the mini libraries are filled with books that reflect the diverse communities around them: an effort to highlight diverse authors, publishers, and story characters.” Posting the Book Houses will not be enough. It will be necessary for the Book Houses to be filled with books that reflect Elizabeth Vaughan’s community, so they can see themselves in those characters, authors, or even publishers.

Example Materials by Area of Improvement

The Library Media Specialist at Elizabeth Vaughan Elementary recommended two resources she uses to find books: WeAreTeachers and ABDO. WeAreTeachers (2021) is a “community of educators who share ideas, resources, and stories of amazing things happening in classrooms around the country.” This website offers many ideas for current and engaging science books. Many of the science type books listed were biographical, about famous scientists, which could encourage students to become more involved in science. WeAreTeachers (2021) is great because other teachers have reviewed the books suggested, so you know they are tried and true. You can also reach out to the Helpline and ask for assistance with finding resources and more. Another helpful resource is ABDO which has various interactive catalogs to buy books for different age groups. It is easy to see many quality and current science titles that go with the science curriculum in Virginia. There are also many free online resources that can be connected to some of the books purchased. If you purchase books associated with Pop! Books Online (a

part of ABDO), the back of the book has a QR Code that would go with one of two different free sites, Cody Koala for grades K-3 and DiscoverRoo for grades 2-5. There is an abundance of ways to interact digitally with the book. This interactive aspect would really increase student engagement at Elizabeth Vaughan and make the students want to check out more science texts.

There were many different databases that looked appealing. I chose two different databases that I thought would work best for Elizabeth Vaughan Elementary: PebbleGo Next by Capstone and National Geographic Kids by Gale. PebbleGo Next is geared for the upper elementary grades (3rd-5th) and correlates to the curriculum (PebbleGo Next, 2023). Elizabeth Vaughan already uses PebbleGo, so it makes sense to purchase the partner database PebbleGo Next. It contains some similar categories to PebbleGo, but a few more that really target those upper SOL testing grades. The categories include: Biographies, Health, Indigenous Peoples' History, Science, Social Studies, and U.S. States (PebbleGo Next, 2023). There are a few other reasons this database would be a good fit for Elizabeth Vaughan Elementary. The first reason is that students already have experience and exposure to PebbleGo and they would be able to easily navigate this partner database. The second reason is that there are a lot of science articles that follow the curriculum making science content more accessible to students. A final reason is the features, like read aloud capability and Spanish mode, both of which would help the high English learner population at Elizabeth Vaughan access the various material more easily.

Every grade level (K-5) has standards about animals (habitats, adaptations, etc.) and that makes National Geographic Kids by Gale another great fit for Elizabeth Vaughan. Maggie Knapp (2018), a librarian at Trinity Valley School in Fort Worth, Texas, used "Input from *SLJ* reviewers, as well as responses from an August online survey of independent school librarians, gathered by Selene Athas, director of libraries at Roland Park Country School in

Baltimore” to create a list of resources. National Geographic Kids is easy to navigate with lots of videos, photos, books, and magazines about animals, science, history, and geography that will be engaging and interactive for the students at Elizabeth Vaughan (National Geographic Kids, 2023). Upon exploring the National Geographic Kids site, I found National Geographic Kids Science Lab, which is filled with science experiments, articles, videos and more. It is a perfect complement to National Geographic Kids bringing science content front and center. Teachers could also conduct the experiments in class to further engage students in the science curriculum. Either one of these databases would add value to the collection at Elizabeth Vaughan Elementary.

There are many eBook platforms available, but the Capstone platform looks like it would be a good addition to the Elizabeth Vaughan library. The Capstone platform has over 5,500 interactive titles to choose from, read-aloud audio for every book, and can be used by every student in the school simultaneously (Capstone, 2023). Capstone (2023) also offers Duo Books, which includes a hardcover copy of a title and a Capstone Interactive eBook. There are Spanish and bilingual titles available making the eBooks more accessible to the students at Elizabeth Vaughan (Capstone, 2023).

Book Houses are a great way to get a whole community involved in reading by making books accessible at all times, getting a book to every reader. The Little Free Library’s (2022) “mission is to be a catalyst for building community, inspiring readers, and expanding book access for all through a global network of volunteer-led Little Free Library book-exchange boxes.” I would like to join that mission by following the process laid out by the Little Free Library to get the best results possible for Elizabeth Vaughan Book Houses. The Little Free Library (2022) has five steps to follow: 1) Identify a location and Steward, 2) Get a library (can

build your own or purchase one through the Little Free Library's online store), 3) Register your library 4) Set up your Steward account, and 5) Build community support. With the surrounding neighborhood made up of many low-income families, strategically placing a few Book Houses throughout would bring about beneficial resources and make books more accessible. Providing diverse titles with relatable characters will also provide connections and providing various science books should help to build interest in science content. I would like to go a step farther and place a bookmark listing the various resources offered by the library (Hursh, 2019). This would give students reminders about what their school library has to share. I would also list the library's website for those with internet access. It would give students another way to access the library's online materials, such as eBooks, databases, and even the PWC library website.

Systematic Plan

| Goals | Year 1 | Year 2 | Year 3 |
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| Goal 1: Increase targeted resources in the area of science, which currently stands at about 1% of the collection. | <p>Weed any print science books older than 2013 (age of the science section is currently at 2005).</p> <p>Survey the teachers to find out which science topics they would like to see more of in the library prior to purchasing.</p> <p>Purchase enough science books (print or digital) to double the number of science texts left after</p> | <p>Review Science SOL data to see if the science focus done year 1 had any impact on the percent pass rate.</p> <p>Continue to grow the science section by purchasing more science books (print and digital) that are current and engaging.</p> <p>Continue the weekly science corner---include the students by letting them</p> | <p>Review Science SOL data from previous year to see if the science focus done year 1 and 2 had any impact on the percent pass rate.</p> <p>Continue to grow the science section by purchasing more science books (print and digital) that are current and engaging. Make sure to include requested science topics from staff and</p> |

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| | <p>weeding and be sure to keep the teacher's wants/needs in mind.</p> <p>During library class time, introduce a science corner to showcase different science topics weekly by displaying physical books on specific science topics, include a biography, if there is a kid friendly one, on a famous scientist in that field. Also, showcase eBooks on the same topic on the library website. Both will help create a buzz about the newly purchased science texts (print and digital). Let students know they can check out the displayed materials.</p> <p>Set aside a time to meet with the teachers (during a team planning) and introduce the new science texts to them, so they may utilize them and their interactive qualities (if using eBooks) during lessons.</p> <p><u>Assessment:</u></p> <p>The librarian will run a circulation report to see if there has been an increase in check-</p> | <p>choose the next science topic to display. Remind students to visit the library website to see what digital science books are on display. Also remind students these materials can be checked out.</p> <p>Invite guest scientist (quarterly) to speak about their career and/or do a demonstration of some sort, which will gain more interest about science from students.</p> <p>Request to meet with teachers during a team planning time to check in with them and see how they are utilizing the new science materials in their classrooms.</p> <p>Set up a friendly competition each quarter to get teachers to use the resources more within their classrooms.</p> <p><u>Assessment:</u></p> <p>The librarian will run a circulation report to see if there has continued to be an increase in check-out by students and staff</p> | <p>students at the end of last year.</p> <p>Continue the weekly science corner--- continue to include the students by letting them choose the next science topic to display. Remind students to visit the library website to see what digital science books are on display. Also remind students these materials can be checked out.</p> <p>Invite new guest scientist (quarterly) to speak about their career and/or do a demonstration of some sort ---try to find diverse speakers, so the students will see themselves in those types of science careers.</p> <p>Collaborate with teachers about how to continue to gain student interest in science.</p> <p>Continue the quarterly competition to get teachers to use the new science resources within their classrooms.</p> <p><u>Assessment:</u></p> <p>The librarian will run a circulation report to</p> |
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| | <p>out by students and staff for science materials (print and digital).</p> <p>The librarian will survey the teachers to see how they like the new science materials, see how they feel the science focus has been impacting unit test scores, and see what other science materials need to be purchased.</p> <p>The librarian will survey the students to learn what other science topics they would like to see that are not represented (there will be choices to mark).</p> | <p>for science materials (print and digital).</p> <p>The librarian will send out another survey asking the teachers how they utilize the new science materials within their classroom, has student interest increased with science topics, have the science materials impacted unit test scores, and what other science materials may need to be purchased.</p> <p>The librarian will give a similar survey (as the one above) to the students. It will ask grade level, but ultimately be anonymous, that way the student can truly express how they feel the science materials has impacted their learning and if they truly read any science text they check-out. It would also ask what other science topics they would like to see that are not represented (there will be choices to mark).</p> | <p>see if there has continued to be an increase in check-out by students and staff for science materials (print and digital).</p> <p>The librarian will send out a survey asking how the science materials are utilized in the classroom, do they notice if student interest about science has increased, do the new science materials seem to be impacting science unit test scores positively, and are there any other science materials needed for next year.</p> <p>The librarian will give a similar survey to the students, as the year before, in order to see if the students feel the new science materials have been beneficial to their learning.</p> |
| Goal 2: Add alternative formats (digital resources), | Purchase PebbleGo Next and Capstone to increase the number | During the work week, review how to use PebbleGo Next | After working with PebbleGo Next for two years and |

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| <p>including another database and eBooks, making sure some have audio capability.</p> | <p>of eBooks in the collection.</p> <p>Add PebbleGo Next to the database collection. Add Capstone to the library website.</p> <p>During the work week, prior to the students returning, train teachers on how to navigate PebbleGo Next (it should go smoothly, since staff is already familiar with PebbleGo). Make sure the teachers know the login information, so they can use it right away.</p> <p>Introduce the Capstone platform to the teachers during the work week and train them how to access it.</p> <p>In the first month of school, during library classes, introduce and train the students how to access and use Capstone. Let students know how easy it is to access eBooks at school or home and create excitement about eBooks by showing off the features (interactive, read-</p> | <p>and Capstone. Host trainings for any new teachers.</p> <p>Collaborate with teachers during a team meeting to see what content objectives they would like more eBooks on--this will also be a good time to ask about science texts.</p> <p>Conduct another friendly competition to see which class can read the most eBooks and another competition to see who can read the most eBooks at home (they can even use their school device).</p> <p>Collaborate with teachers to create project ideas that will utilize PebbleGo Next. Help complete classroom projects that use PebbleGo Next during library classes (great opportunity to teach research skills).</p> <p>Complete different projects from last year in library using PebbleGo Next.</p> <p><u>Assessment:</u></p> <p>The librarian will run a report on Capstone to see how many</p> | <p>listening to the surveys, which stated another database should be added, purchase the National Geographic Kids database to expand available digital resources.</p> <p>During the work week, prior to the students returning, train teachers on how to navigate National Geographic Kids, including the National Geographic Kids Science Lab section. Make sure the teachers know the login information, so they can use it right away.</p> <p>Also, during the work week, host trainings on how to use PebbleGo Next and Capstone, especially for any new teachers--this will be separate from the National Geographic Kids training.</p> <p>Collaborate with teachers to create project ideas utilizing National Geographic Kids, PebbleGo Next, and interactive eBooks (science projects would be great). Help teachers complete various classroom projects</p> |
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| | <p>aloud, and even Spanish).</p> <p>Set up a friendly competition among classrooms to see who can read the most eBooks---there will be a prize for each grade level.</p> <p>No later than the second month of school, introduce PebbleGo Next during library classes. Students also have familiarity with PebbleGo, so this should not be challenging.</p> <p>Collaborate with teachers to create project ideas that will utilize PebbleGo Next (display projects in the library or on the library website if it is a digital project).</p> <p>Complete projects in library using PebbleGo Next.</p> <p><u>Assessment:</u></p> <p>The librarian will run a report on Capstone to see how many eBooks have been read, what kind are most popular, and are any of the eBooks science related.</p> | <p>eBooks have been read (at school and at home---do students read more in one place over another), what topics are most popular with the eBooks, and has there been an increase in science related eBooks.</p> <p>The librarian will conduct a survey seeing how staff and students continue to feel about Capstone and the friendly competitions on which class can read the most eBooks and which students can read the most eBooks at home.</p> <p>The librarian will run a usage report on PebbleGo Next to see how often it is used.</p> <p>The librarian will conduct a separate survey asking staff and students if they use PebbleGo Next and how often (to be sure it is used in the classrooms, not just in the library). Also, ask if another database should be added.</p> | <p>that use National Geographic Kids or PebbleGo Next.</p> <p>Complete different projects, during library classes, using the databases.</p> <p>Continue the friendly eBook competitions and tack on science eBooks for bonus points---the students really like them.</p> <p><u>Assessment:</u></p> <p>The librarian will run a report on Capstone to see how many eBooks have been read (at school and at home---do students read more in one place over another---has that changed since last year), what topics are most popular with the eBooks, and do science-based eBooks continue to increase with staff and student check-out.</p> <p>The Librarian will survey the staff and students to see if they still enjoy using Capstone.</p> <p>After the training for National Geographic Kids, the librarian will poll the staff in person to see which</p> |
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| | <p>The librarian will conduct a survey seeing how staff and students feel about Capstone and the friendly competition on which class can read the most eBooks.</p> <p>The librarian will run a usage report on PebbleGo Next to see if it is used.</p> <p>The librarian will conduct a separate survey asking staff and students how they feel about PebbleGo Next (do they use it, what do they like about it, will they continue to use it).</p> | | <p>database they like better---this poll will be conducted during the work week.</p> <p>The librarian will send out a survey to ask staff and students how else the databases might be used.</p> <p>After using both databases over the third year, the librarian will poll the staff (not in person this time) again about which database they liked best---this poll will be conducted at the end of the school year.</p> <p>The librarian will run usage reports on both databases at the end of the year (comparing previous years to the PebbleGo Next data). The usage data, along with the surveys, and polls will help the librarian decide if it is worth keeping both databases (all that data might show the school strongly favors one over the other).</p> |
| Goal 3: Connect to the community by | Request a grant to build at least two | Meet with the committee from year | Meet with the committee from |

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| <p>strategically placing Book Houses throughout the immediate neighborhoods.</p> | <p>Book Houses---use the McCarthy Dressman Education Foundation--- Academic Enrichment Grant</p> <p>Form a committee of librarian, teachers/staff, students, and community members to help decide where in the neighborhood the Book Houses should be mounted, decorating the Book Houses, and compiling a list of books that should go into the Book Houses (form after about one month of school to get the word out about this special project).</p> <p>Order two premade Book Houses (with two shelves) from the Little Free Library.</p> <p>The committee will come together on a Saturday to decorate the two Book Houses to represent Elizabeth Vaughan Elementary and the surrounding community.</p> <p>Mount the Book Houses at the designated locations (decided by the committee after community meetings</p> | <p>1 to discuss necessary maintenance on the two Book Houses (there could be weather wear and tear or other issues).</p> <p>Pick a Saturday for the committee to conduct any maintenance on the Book Houses.</p> <p>Meet with the committee to go through survey responses (from the end of last year) and suggestions from the suggestion boxes to compile a new book list.</p> <p>Order the agreed upon book titles for year 2 and stuff them with bookmarks advertising various resources provided by the school library--- be sure to include interesting science titles and some bilingual books or books in Spanish.</p> <p>Fill the Book Houses with the books.</p> <p><u>Assessment:</u></p> <p>A community poll and a schoolwide poll will be given to see if people like the Book Houses.</p> | <p>previous years (add new members if needed) to discuss necessary maintenance on the two Book Houses (there could be weather wear and tear or other issues).</p> <p>Pick a Saturday for the committee to conduct any maintenance on the Book Houses.</p> <p>Meet with the committee to go through survey responses (from the end of year 2) and suggestions from the suggestion boxes to compile a new book list.</p> <p>Order the agreed upon book titles for year 3 and stuff them with bookmarks advertising various resources provided by the school library--- be sure to include interesting science titles and some bilingual books or books in Spanish.</p> <p>Fill the Book Houses with the books.</p> <p><u>Assessment:</u></p> <p>A community poll and a schoolwide poll will be given to see if</p> |
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| | <p>and surveys sent out to students and community members).</p> <p>Order the agreed upon book titles and stuff them with bookmarks advertising various resources provided by the school library---be sure to include interesting science titles and some bilingual books or books in Spanish.</p> <p>Fill the Book Houses with the books.</p> <p>Have a ceremony or ribbon cutting for the Book Houses to get community awareness---advertise through the school (post it on the library website and the general school website, and post it on social media to get the word out about the Book Houses Grand Openings).</p> <p><u>Assessment:</u></p> <p>The librarian will conduct student and community surveys asking for suggestions for the best places in the surrounding neighborhood to</p> | <p>The librarian will conduct community survey asking how often they utilize the Book Houses and for any other diverse book ideas. A similar survey will be conducted in school again, so students and staff can have a say too.</p> <p>Community members are encouraged to use the small suggestion boxes (posted on the side of each Book House) to make suggestions of book titles that can be added.</p> | <p>people still like the Book Houses.</p> <p>The librarian will conduct community survey asking how often they utilize the Book Houses and for any other diverse book ideas. A similar survey will be conducted in school again, so students and staff can have a say too.</p> <p>Community members are still encouraged to use the small suggestion boxes (posted on the side of each Book House) to make suggestions of book titles that can be added.</p> |
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| | <p>mount the Book Houses.</p> <p>The librarian will conduct another community survey asking for diverse book ideas. A similar survey will be conducted in school, so students and staff can have a say too.</p> <p>A small suggestion box will be posted on the side of each Book House to allow for suggestions of book titles that can be added next time.</p> | | |
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Continued competitions and displaying student work that was completed using Capstone, PebbleGo Next, or National Geographic Kids should help encourage students and staff to continue using the added resources even after the systematic plan is over. All the data collected (reports ran, survey or poll results, and more) from my systematic plan will help me determine if the added resources were a good fit for the Elizabeth Vaughan library and whether or not changes will be necessary. The data will show which resources add value to the collection through their appropriateness to meet the needs of the patrons or through relevance to the community or curriculum.

When creating my collection plan a theme presented itself. Science was the driving force for most of the collection plan. Aside from just wanting to increase the amount of science materials available within Elizabeth Vaughan, I thought about how science could fit into each of my other goals. If I really want to see a change in the Science SOL scores, then why not think

about science in every aspect of my collection plan. Science wove itself in nicely with Capstone, the eBooks platform I would like to purchase, and it also fit right in with the chosen databases, PebbleGo Next and National Geographic Kids (I made sure National Geographic Kids Science Lab was mentioned). Science even makes an appearance with the Book Houses, which will help bring diverse books into the hands of the community and the students at Elizabeth Vaughan, but also continue to encourage a love for science by including interesting science books.

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