

Module 1.3

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LIBS 658 Knowledge Resources:

Planning, Selecting & Managing Collections

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Introduction

Wilderness Elementary School Library is located in Spotsylvania, Virginia. The library is situated in the center of the school and is a large, enclosed library space with tall ceilings and windows, a back office, and a conference room. It also has direct access to a computer lab and outside courtyard. The library is staffed by a full time librarian and library paraprofessional. The librarian teaches kindergarten through fifth grade classes using a five day encore schedule and serves over 150 students daily (L. Barnes, personal communication, September 9, 2021). The librarian plans her weekly lessons using the school division's curriculum framework and pacing guide (L. Barnes, personal communication, September 9, 2021). The librarian also supports the computer science curriculum by including coding and digital citizenship into the lessons (L. Barnes, personal communication, September 9, 2021).

Student Population

During the 2020-2021 school year, it had a student population of 639 students ("Wilderness Elementary Quality Profile", n.d.). According to the *Virginia Department of Education's Quality School Profile*, the 2020 fall student membership was 51.6% White, 20.2% Hispanic, 18.0% Black, 7.8% multiple race, 1.7% Asian, 0.5% American Indian and 0.2% Native Hawaiian (n.d.). During that same period, there was 19.7% of its student body with disabilities, 39.4% identified as economically disadvantaged and 7.0% English Learners ("Wilderness Elementary Quality Profile", n.d.). For the 2020-2021 school year, 36.4% of the student population was eligible for free and reduced meals ("Wilderness Elementary Quality Profile", n.d.). According to the 2018-2019 Assessment Report, the pass rate for the reading performance test was 74% and the pass rate for the mathematics performance test was 82%. For the science and history performance test, the pass rate was 78% and 87% respectively ("Wilderness Elementary Quality Profile", n.d.). There are currently 97 teachers and support personnel on staff at the school (D. Holmes, personal communication, September 9, 2021).

Collection Analysis

The library maintains 11,573 physical books and 3,773 ebooks via the Sora reading platform (L. Barnes, personal communication, September 10, 2021). Additional physical materials from other division schools are available through interlibrary loan to staff members only. There are STEM materials available but are rarely utilized except by the librarian. The collection extends into the community via the public library and county's Parent Resource Center. However, these materials are not easily accessible to all patrons.

Areas of Improvement

Areas of improvement were identified by using the collection analysis. Unfortunately, some of these areas of improvements are enforced by division policies and cannot be changed. One example of this is fines assigned to students for lost or damaged books. However, there are several areas of improvement that can be addressed over the next three years. One area of improvement is improving the graphic novel section. Due to their popularity, students can currently only check out one graphic novel book. It was also discovered during the random sampling that there are significantly less female lead characters in the graphic novel sections. The second area of improvement is increasing the utilization of the STEM materials. Even though they are available for staff check out these materials are only utilized by the school librarian. A third area of improvement is increasing materials to support the 5th grade science curriculum. During the random sampling, it was discovered that the current collection does not provide enough books for every fifth grade classroom to have more than one book that supports certain science SOL concepts.

Improvement 1: Graphic Novels

The first area of improvement is increasing the graphic novel section. Graphic novels have been shown to have positive educational impacts on students as well as increase their desire to read. In Robin Moeller and Kim Becnel's article *Recommended Reading: Comparing Elementary/Middle School Graphic Novel Collections to Recommended Reading List*, they state that a study found "that the more that a group of fourth grade students became fluent in graphic novel reading, the more interested they were in reading graphic novels, including those students who had been previously identified as reluctant readers" (p. 7) The current policy only allows students to check out one graphic novel at a time due to their popularity. Increasing the amount of books in this section would allow students to check out more than one book at a time which would help build fluency and potentially increase reluctant readers' desire to read leisurely. The random sampling also showed that the current collection has fewer female lead characters (38.9%) than male lead characters (61.1%). By increasing the books with female lead characters, the collection will become more diverse..

Improvement 2: STEM Materials

Although the library's collection contains STEM materials such as Ozobots, Botleys and Breakout Boxes, these materials are rarely utilized except by the librarian. The second improvement goal would be to increase the staff usage of these materials. Incorporating STEM activities in the classroom not only supports the curriculum but provides an introduction to STEM disciplines during a vital time in student's lives. According to the article *Elementary STEM Education: The Future for Technology and Engineering Education?*, research has shown

that most students have formed opinions on STEM disciplines by the time they reach upper elementary or middle school and that their views rarely change after that period (p.46). There are several things the school library can do to accomplish this goal. First, the librarian can expand the collection to include new STEM materials as well as add to the current collection so there is enough STEM materials for a classroom set. The librarian can also collaborate with the ITRT teacher to develop lessons that can easily be incorporated into the classroom. Lastly, the librarian can provide videos and informational sessions during teacher workdays to help the school staff learn how to effectively incorporate STEM into the classroom.

Improvement 3: Supporting 5th Grade Science Curriculum

Students in fifth grade take the Science SOL assessment. For the 2018-2019 school year, Wilderness Elementary had a pass rate that was below the state average (VDOE, n.d.). From my curriculum mapping, it was discovered that there were not enough 5th grade science concept resources. The current collection would provide less than 1 resource per classroom on certain topics. In the article *Fostering a Greater Understanding of Science in the Classroom through Children's Literature*, it states that 'children's literature has the potential to generate interest and motivation, provide context, invite communication, and connect science information in ways that students can relate facts to their world.' (p. 42). The library needs to improve its collection by adding more books that will support the science curriculum.

Matrix for Implementation

Improvement Area 1: Graphic Novel 3 Year Plan

	Plan	Assessment
Year 1	<ul style="list-style-type: none"> -Circulation report on current graphic novel section and take note on books that are regularly checked out -Using Titlewave and ALSC Graphic Novel Reading List make a list of books to be ordered -With each book purchase order, order additional copies of popular titles and add 3-5 new titles with each order. Order a 2:1 ratio of books with female lead characters. -Provide book talks for new titles when they arrive -Begin researching fundraising ideas to help raise additional funds for ordering books -Create surveys for student input on ordering new titles 	<ul style="list-style-type: none"> -Circulation report to monitor popular titles -Hold report to see how many student are waiting on a title and for how long -Student survey -Conduct random sampling of female lead character books
Year 2	<ul style="list-style-type: none"> -Using Titlewave and ALSC Graphic Novel Reading List make a list of books to be ordered 	Circulation report to monitor popular titles

	<ul style="list-style-type: none"> -Continue to purchase books by ordering additional copies of popular titles and adding 7-9 new titles with each order. Order a 2:1 ratio of books with female lead characters. -Continue book talks for new titles and survey students for interest input -Implement one of the fundraising ideas to help fund additional books 	<ul style="list-style-type: none"> -Conduct a holds report to see how many student are waiting on a title and for how long -Student survey -Conduct random sampling of female lead character books and compare it to year 1
Year 3	<ul style="list-style-type: none"> -Allow students to check out 2 graphic novel books -Continue fundraising activity-changing fundraiser from last year if it was not prosperous 	<ul style="list-style-type: none"> -Circulation report to monitor popular titles -Hold report to see how many student are waiting on a title and for how long -Conduct random sampling of female lead character books and compare it to year 2

Sample Selections:

Varon, S. (2020). *My Pencil and Me*. First Second.- This graphic novel was on the ALSC Graphic Novel Reading List for K-2. It was also reviewed on SLJ. This graphic novel has a female lead character and is also geared towards younger students. This was appealing since most of the current selection is geared for older elementary students.

Goerz, G. (2020). *Shirley and Jamila Save Their Summer*. Dial.- This graphic novel was on the ALSC Graphic Reading List for grades 3-5. It also has a female lead character which will help diversify the collection.

Improvement Area 2: STEM Materials

	Plan	Assessment
Year 1	<ul style="list-style-type: none"> -Take inventory of all STEM materials -Attend grade level PLC meetings to discuss ways to incorporate STEM activities into the classroom -Collaborate with ITRT teacher to develop lesson plans incorporating STEM activities -Research fundraising activities to raise money for more STEM materials -Make a list of new STEM materials to purchase -Create videos to share with teachers on ways 	<ul style="list-style-type: none"> -Circulation Report -Staff Google Survey

	current STEM materials could be utilized in the classroom	
Year 2	<ul style="list-style-type: none"> -Complete fundraiser -Purchase new STEM materials -Continue to collaborate with ITRT and develop lesson plans that align with SOLs -Create a Google Drive file with lesson plans teachers can access utilizing STEM materials -Offer informational sessions during teacher workdays to demonstrate different materials available for checkout -Continue to purchase new materials or duplicate materials to grow collection 	<ul style="list-style-type: none"> -Circulation Report -Staff Google Survey -Inventory report and compare to year 1
Year 3	<ul style="list-style-type: none"> -Complete fundraising activities -Continue to purchase new materials or duplicate materials to grow collection -Share new materials via videos or at staff meetings -Offer information sessions during teacher workdays -Continue to collaborate with ITRT for new lessons 	<ul style="list-style-type: none"> -Circulation Report -Staff Google Survey -Inventory report and compare to year 2

Sample Selections:

Hummingbird Robotics Kit- Was reviewed on SLJ. The company has won several awards. Introduces students to coding.

LittleBits-Review found on ALA. Introduces students to beginning coding.

Improvement Area 3: Supporting 5th Grade Science Curriculum

	Plan	Assessment
Year 1	<ul style="list-style-type: none"> -Meet with 5th grade teachers during PLC meetings to discuss ways the library can support the curriculum. Select 3-5 concepts to concentrate on for year 1 -Inventory collection for materials that will support those concepts -Weed any materials necessary -Using Titlewave, prepare a list of materials for possible purchase -Share list created during another PLC meeting and 	<ul style="list-style-type: none"> -Inventory -Circulation report -Teacher feedback -Conduct random sampling of books that support science concepts

	get teacher feedback -Order books (including duplicates) during each book order	
Year 2	-Continue to collaborate with 5th grade team -Continue to create lists and purchase new materials to add to the collection -Begin incorporating Grab & Go book totes for classroom use	Inventory -Circulation report -Teacher feedback -Conduct random sampling of books that support science concepts and compare to year 1
Year 3	Continue to collaborate with 5th grade team -Continue to create lists and purchase new materials to add to the collection -Begin incorporating Grab & Go book totes for classroom use	Inventory -Circulation report -Teacher feedback -Conduct random sampling of books that support science concepts and compare to year 2

Sample Selections-

Barton, B. (2020). *I'm trying to love rocks*. Viking.- The book is on a SLJ list. It is part of a series. The book will connect to the 5th grade science curriculum.

Parachini, J. (2021). *Listening to the stars: Jocelyn Bell Burnell Discovers Pulsars*. Albert Witman & Co. - The book is on a SLJ list. It is about a female astrophysicist which will help diversify the collection. The book connects with the science curriculum.

References

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