

Strategic Plan

Melissa Boies
Old Dominion University
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Dr. Amelia Anderson
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Part 1

The library at Sandy Hook Elementary School does not have its own specific mission and vision. Sandy Hook Elementary has adapted a mission statement from its parent organization, Shenandoah County Public Schools (SCPS). The school has developed its own vision statement that differs from the parent organization. The Sandy Hook Elementary School mission and vision will be the focus of this analysis.

The Sandy Hook Elementary School mission is “to prepare each student for the future and for life-long learning” (Shenandoah County Public Schools, n.d.). Eberle (2021) states that a mission should be the “fundamental reason for the library’s existence”. The library could fulfill this mission by providing learning opportunities for students to support their future and life-long learning. This mission does not give specifics in how the library would do this. According to Moran (2017), a mission should help an organization in establishing goals and how the organization is going to meet those goals. The mission is vague therefore many goals and strategies developed by the library could encompass this mission. On the other side of this the library could do many goals and strategies that could meet this mission but not align with what the library should do.

According to Eberle (2021), a mission should “inspire people to action”. The term life-long learning within the mission could be considered inspiring. Life-long learning portrays the idea that the impact the school or library has will affect students throughout their lives. The idea of life-long learning applies to many of the values and purpose behind a library. The issue with the inspiring message of the mission is that does not define how the library would do this. A mission should include what services are provided by the organization (Moran & Morner, 2017,

p. 91). The mission does not hint out how the school or library will move toward a desired outcome.

The school's vision "we envision Sandy Hook Elementary as part of the larger community where all members of the learning communities will collaborate to provide quality education programs which will enable all students to make continuous progress" (Shenandoah County Public Schools, n.d.). A vision should be set in the context of the future and be timeless (Moran & Morner, 2017, p. 90). The vision does not directly express the message that this is a future. This vision could be a present situation and the future.

The vision is a very wordy long run-on sentence that dilutes the purpose of the vision. It also is very vague in its meaning. Who is the larger community? This could be referring to the school system or the community in which the school exists. Who are the members of the learning communities? Since the vision statement is very vague it could relate to the work in the library. A vision statement should be "uplifting and declaration of the library's values, hopes and shared aspirations" (Eberle, 2021). The vision does state that it wants to work together to provide quality education with the goal being students will make continuous progress. Continuous progress however, is not a very strong powerful statement for the outcome for the students and does not provide an uplifting or hopeful message.

Part 2

The project being proposed is a summer reading challenge for the Sandy Hook Elementary students in all grade levels. The summer reading program goal is to encourage reading through-

out the summer when the children are not in school. Reading helps students with reading comprehension, academic vocabulary and reading fluency (Agresti, 2021). The summer reading program will continue to provide students the access and encouragement to read.

The program will help students obtain a county library card before the summer to have access to books and offer new or used books for the kids to take home that would not be able to go to the library. The program will provide rewards throughout the summer for those that participate in the program. Rewards will include books, bookmarks and other types of prizes appropriate for school age kids. The program will be highlighted on the school's social media accounts to remind students and parents. Updates will also be sent home to the students that signed up to participate in the program. Funds for the program will be used to provide the rewards and to purchase books for the students to take home that do not have access the library.

The school currently offers students the ability to check out books, ten months out of the year. Book checkout is only available during the school year when the students are enrolled in school. During this time, students are able to check out three books at a time. The library has a collection of nonfiction, fiction and graphic novels for children K-5. While the library has an extensive collection of books for elementary school students, students are limited to getting books when school is in session. In 2021, almost half (47.7%) of the elementary students at Sandy Hook were determined to be economically disadvantaged. These students may have a harder time accessing books when not in school. Even students with access to books may not be encouraged or be motivated to read while on summer break.

Summer reading has been found to be beneficial to students' achievement. In one study, 96% of educators agree that providing access to year-round reading has a direct impact on student achievement (Agresti, 2021). The Virginia SOL scores for Sandy Hook Elementary lagged behind the state average for 2021/2022 in English Reading. The Virginia SOL scores in English Reading for Sandy Hook Elementary School were below the state average in 2021/2022. For the third grade, there scores were at 62% for English Reading compared to the state average of 68% (Virginia Department of Education, n.d.). Fourth grade was at 70%, with the state average at 72% and fifth grade was at 68% with the state average of 72% (Virginia Department of Education, n.d.). A summer reading program could help students maintain levels of reading and comprehension during the summer months. This might prepare students better when they go back to school in the fall.

This program will help with the mission of the school to “prepare each student for the future and for life-long learning” (Shenandoah County Public Schools, n.d.). The reading program will allow students the access and freedom to read outside of school without any constraints related to school work. Students will be able to choose what they enjoy reading and will be encouraged but not graded on the reading that they do. The continuity of reading will benefit the students in upcoming school years by increasing their reading, comprehension and vocabulary knowledge. The reading program aligns with the vision by including the larger community in developing this program. The school library will collaborate with the county library to obtain library cards for students. The program also helps students make continuous progress through their participation in reading books.

Appendix

About Sandy Hook Elementary School

Sandy Hook Elementary School is a pre-K to fifth-grade elementary school in the Shenandoah County Public School system. The Shenandoah County Public School system has three elementary, three middle and three high schools along with a technical center and governor's school. The school system has over 5,279 students and has a 97.9% graduation rate. The per pupil expenditures is \$11, 536 slightly below the Virginia average.

Sandy Hook Elementary School is located in Strasburg, VA. The school has around 116 employees including administrative and support staff. The school has an estimated 857 students. The school has one librarian and a library paraprofessional. The library includes database sites that students can locate on-line as well books that can check out in the school.

Sandy Hook Elementary School Mission and Vision

The Mission of Sandy Hook Elementary School is to prepare each student for the future and for life-long learning.

We envision Sandy Hook Elementary as part of the larger community where all members of the learning communities will collaborate to provide quality educational programs which will enable all students to make continuous progress.

Great communities come from great schools; therefore, we believe.....

- All decisions are based on the best interest of our students.
- Meaningful learning occurs only in the presence of meaningful relationships.
- Measures of success are unique and individualized for each learner.
- Continuous growth and improvement is expected for everyone.
- Problem-solving is an essential skill. -An atmosphere of respect must exist.
- The education of children is an investment of time, labor, and resources in our future.

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