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LIS 653

Library Analysis Plan

Library Analysis Plan for Village Christian Academy

I. Introduction

While researching content for this report, I found the library program at Village Christian Academy to be close in scope with that of Cumberland County Schools. While the school library itself does not have any standards, they do closely follow the standards that Cumberland County Schools use. There were some positives in the program which I will touch upon later. Perhaps the greatest fault, however, lies in the librarian position, who is not a certified librarian. At the present, she is enrolled in only her second library class towards her MLIS degree. While there are schools that do not have fully certified librarians, this could be a disadvantage to students because the person in the spot of the librarian may not be familiar with the methods and library curriculum due to a lack of library courses, especially the foundation ones.

Cumberland County Schools, and in turn, Village Christian Academy use North Carolina's Essential Standards put forth by the Public Schools of North Carolina State Board of Education Department of Public Instruction. These standards that are specific to the school library, or media center, can be found on their website, under the Information & Technology Essential Standards. They are arranged by grade level groupings of K-5, 6-8, and 9-12.

The purpose of this report is to outline and bring to the attention of administration, the scope of the state of the school's media, or school library, program. This report will look at the instructional program undertaken and implemented at the library, any other programs or activities offered as part of the library program, the facilities and access for students and teachers, and the library's website.

II. Instructional Program Profile

The school library program is for kindergarten through sixth grade. For each of these grade levels, the teacher of a certain class is assigned a time to bring their class (fixed scheduling) and they drop their students off. At that time, the students drop their books in a large box if they do not want them anymore, or place them on the circulation desk if they would like to renew them. Depending on the grade level, the students are given time to find new books and checkout. Then the librarian will either read a story to the class and have them do an activity like a coloring page (for the younger students) or a worksheet (for the older students). Each class has 30 minutes in the library. The kindergarten does not get to check out books; they may look at books while they are in the library but they do not check out any to take with them. When I asked the librarian about this, she said they used to be allowed to check out books but then the library wasn't getting them back and were having to mark too many books as lost.

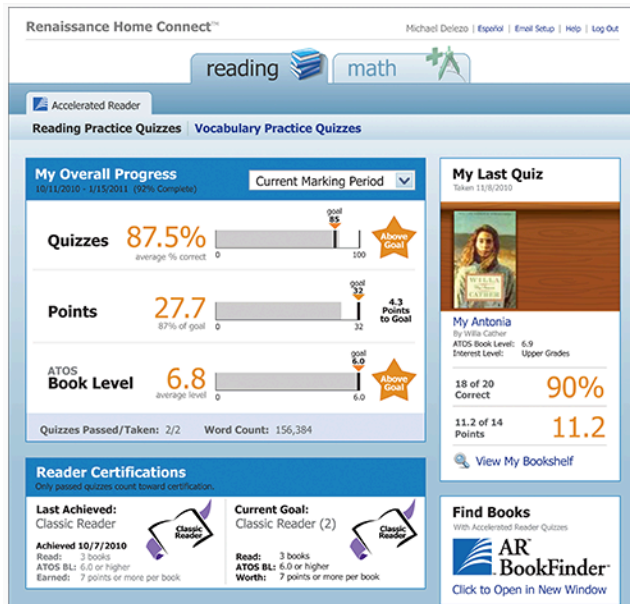
For grades 7-12, the students are allowed to use the library for checking out books and to do research on the computers, but there is no set time for them to come in as there is with

the lower grades. They may come to the library throughout the day, even while there are classes going on in the library.

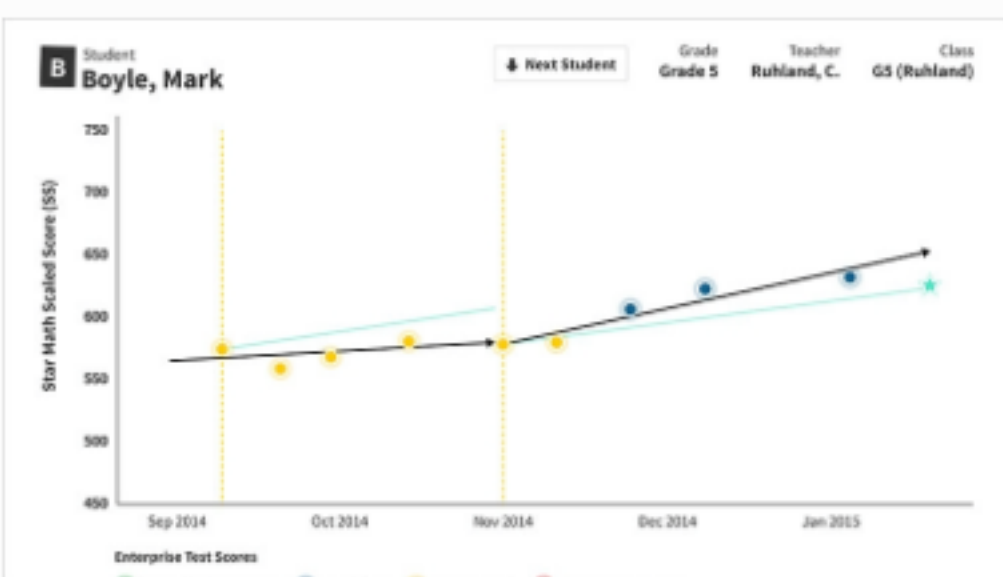
While the library has created a pacing guide that loosely follows the standards set forth by North Carolina Department of Education, the school itself doesn't really have a set of standards. They have a pacing guide that they developed and keep on a bookshelf in the librarian's office.

Along with the library's pacing guide, there was also the implementation and use of the Accelerated Reader Program by students in grades 1-6. The program is mandatory for these grades and for students who are enrolled in the Academically Gifted (AG) Program in grades 7 and 8. Students in kindergarten, and regular education 7-12 grade do not participate. Since this is the sole resource of student learning outcomes as per the librarian, it is a primary focus of the librarian. There was no evidence of any other assessment tools for the students at this school.

This is a screen shot of what a student in the Accelerated Reader Program would look like. (Renaissance, 2017)



While it does contain great information for assessment purposes, I don't feel as if it should be the sole tool to measure a student's reading growth. In actuality, the librarian admitted that she uses the Star test as more of the assessment tool than she does the individual book tests a student might take. While the classroom teacher may use the Star reports such as the progress monitoring report (Renaissance, 2017)



Star Progress Monitoring

Use the goal setting functionality in the software to set up appropriate and attainable goals. Then **monitor student progress** throughout the year to see how students are performing in relation to their individual goals. Goal line and trajectory toward that goal makes it easy to determine if students are on target to meeting their goals. Make modifications to goals or intervention, as needed.

or the growth report, (Renaissance, 2017)

Class		Teacher		Grade					
7th Hour Math		Anderson, M.		5		+ Next Class			
Student	A	SGP	Test Date	SS	GC	PR	WCC	RL	DOF
Bossey, Walter		47	08/08/2013	830	0	99	75.8	0	---
			05/05/2014	864	0	95	72.8	0	---
			Change	+34	+0	-3	-3	+0	---
Chapman, Alexander			08/16/2013	717	0	49	70.1	0	---
			05/28/2014	844	0	81	73.7	0	---
			Change	+127	+0	+32	+3.6	+0	---
Carr, Christina			08/20/2013	805	0	83	70.1	0	---
			05/08/2014	871	0	87	73.7	0	---
			Change	+66	+0	+4	+3.6	+0	---
Dunn, Jerry			08/12/2013	414	0	1	3	0	---
			05/08/2014	402	0	1	3	0	---
			Change	-12	0	0	0	0	---

Star Growth Report

The [Growth Report](#) shows **both** achievement (SS, PR) and growth scores (SGP). **Achievement** indicates whether performance is below, above, or on par with grade-level expectations, **growth** explains the type of progress the student is making over time. Run this report periodically throughout the year to track student achievement and growth. This enhanced report allows you to see the change between two testing events as well as highlights the test scores that contribute to the SGP.

the librarian stated she just uses the Star summary report to see what reading level the student is on.

Class

Ms. Morris's Class

Teacher

Morris, Verna

Next Class

Student	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	DOEF T	ZPD
Addens, Elbert	08/04/2017	6	8.00	934	8.2	53	51.6	7.6	45	4.5-8.2
Appelhof, Laura	08/04/2017	15	8.00	526	4.8	10	23.0	4.4	60	3.3-5.2
Arendse, Barb	08/04/2017	5	8.00	974	8.6	58	54.2	8.5	31	4.6-8.6
Bailey, Barclay	08/04/2017	19	8.00	450	4.0	5	15.4	3.7	108	3.0-4.5
Baldevini, Nicole	08/04/2017	16	8.00	513	4.7	9	21.8	4.2	36	3.3-5.2
Berrett, Bella	08/04/2017	4	8.00	1045	9.4	63	57.0	9.3	2	4.6-9.4
Benson, Abigail	08/04/2017	11	8.00	697	6.3	28	37.7	5.9	138	4.1-6.3
Clifton, Bob	08/04/2017	14	8.00	531	4.8	11	24.2	4.4	128	3.3-5.2
Farrell, Hope	08/04/2017	18	8.00	454	4.0	6	17.3	3.8	7	3.0-4.5
Filipov, Eva	08/04/2017	7	8.00	911	8.0	30	30.0	6.9	124	4.5-8.0
Flynn, Nick	08/04/2017	10	8.00	731	6.5	31	39.6	6.1	76	4.2-6.5
Foss, Edith	08/04/2017	9	8.00	734	6.8	35	41.9	6.2	23	4.3-6.8

Star Summary

Provides a [summary of students' scores](#) including SS, PR, GE, NCE, IRL, ZPD and a distribution summary of PR, GE, and IRL scores.

This will enable her to point the student in the direction of books on their level.

There is a STAR test that is given to students at the beginning of the school year and then after the second nine weeks. Again, this is a good tool to use, but I feel it should not be the sole tool, especially when given so little throughout the year.

We are in an age of technology, and yet this was a huge area that the library was lacking in. The only time the students get on the computers in the library during their time there is to either take an Accelerated Reader Test or to use Destiny to look up where a book could be found. The school library is lacking in the technology aspect as I do not see evidence of technology being used, aside from Destiny or for AR Tests. To use kindergarten as an example, Standard

K.TT.1 states that librarians are to, “Use technology tools and skills to reinforce classroom concepts and activities” (Department of Public Instruction North Carolina, 2017). Being a kindergarten teacher at that school, I can see that this standard is not addressed. There are ten computers in the library and a Computers on Wheels cart with 25 Chrome Books. This seems to be mainly used by teachers though.

After speaking to the librarian, her focus was on books and having the students become familiar with using the library as a place to find books. When the older students did come in for research, there was no interaction between the librarian and the students. Again, the lack not of technology but of technology included in the curriculum is cause for concern as students need to become aware of all the resources that are out there. The school has a computer lab for students in grades K-8 and then another one in the high school for those students. The librarian felt that this was an area that should be addressed by those teachers, and not the librarian. I feel that the more exposure a student gets to technology, the better off they will be. There are different ways the librarian could incorporate technology into the library that would certainly be different than in the computer labs.

One area of standard 4.SE.1 that I did find evidence of was 4.SE.1.3

“Understand internet safety precautions (personal information, passwords, etc.),” (Department of Public Instruction North Carolina, 2017). She did have in her plans from the beginning of the school year that she spoke to the students in second grade through sixth grade about internet safety and using passwords. The students are not allowed to save anything to the computers in the library and they must always save their work to a flash drive (this is on a sign posted at every computer) so this could fall under that standard as well.

As far as collaboration between the teachers and the library/ librarian, this was also lacking. I could find little evidence of any collaboration except for the occasional teacher who would bring in a list of books to be pulled. Reaching even further, there were times when the library was used as a display area for student projects but there was no mention of them or incorporation of them by the librarian into her curriculum.

There are two book fairs every year that the library has. The teachers in grades Kindergarten-8th grade are encouraged to create a flag that goes along with the theme of the book fair. The librarian and computer teacher vote on the best flag, so I guess this could be (reaching again here) viewed as collaboration between the librarian and the teachers.

The librarian has never given any professional development, she stated.

The Accelerated Reader program is a great program to get students reading and to measure their reading ability. However, this shouldn't be the only measurement tool for student learning and outcomes. The library could find other ways to incorporate assessments and this could be an area that the library and classroom teacher collaborate on. It is a great service to allow students the opportunity to check out books and gain access to books they might not otherwise be able to afford or to be introduced to. The librarian reading time is a great way to expose students to books they may not have otherwise known about. The technology needs to be utilized in a greater capacity than it already does, and again this could be another area of collaboration between the classroom teacher, the computer teacher, and the librarian. More collaboration overall, could lead to greater use of library time.

III. Other Programs and Activities

While researching for this report, I found no evidence of other programs and activities except for the before mentioned Accelerated Reader Program. The librarian offers one night per month for the parents to come into the library with their child so they can take AR tests. There were no after school clubs or activities. When I asked about Elementary and Middle School Battle of the Books (there are other private schools in the area that have teams so its not just for public schools) the librarian stated that she really hadn't thought about those clubs.

This could be a great club for students to be a part of as it challenges them to read a certain number of books and to learn the stories inside and out. There would probably be a healthy turnout too as there aren't a whole lot of clubs offered to students in elementary and middle school.

IV. Facilities and Access Profile

The library has fixed scheduling implemented for grades kindergarten through sixth grade. For seventh grade through twelfth grade, they may come into the library whenever they wish, even during a scheduled class time. However, it is known by the students that because the librarian has a class, she may not be able to help them if a problem arises. This is where the library would benefit from having an associate librarian to meet the needs of the students included in that group.

The library is somewhat centrally located between the elementary school, the middle school, and the high school. It is also located just around the corner from the science lab and the computer lab.

While walking around the library, it felt like it had a good flow and a separation between the computers and the stacks. There was also an area with media collection and a teacher collection which was separate from the student materials. The library was labeled well with large signs stating where everything was. The circulation desk was centrally located and easily accessible from either side of the library. While the library is small in comparison to other school libraries I have been in, the arrangement of the library uses the space well.

V. Library Website

The school's library website is accessed through the school's homepage. Once you click on the "Media Center" tab, you are taken to the webpage. Here, the user can click on Destiny to search the card catalog or access the Accelerated Reader Book Find. This just tells students what level their book is on, if it is even AR. There really isn't much other information on the website and I suppose because there is really not much else to do in the library and no clubs to rave about. Below is a screen shot of the library's webpage. The school just announced revamping the entire website, and this is an improvement to what they library webpage used to be like (Gunther, 2017).

Welcome to Village

Heather Morrison, Media Center Adviser

The media center is open Monday through Friday from 7:30-4:30! Students and parents can come after school to the library to check out books, work on homework and school projects. Students can also take AR tests! The media specialist and staff is available to answer all your questions about the Accelerated Reading Program and any reading needs! Every third Thursday of the month we host AR Family Night from 5-7 p.m. Parents are invited to come and read in the library and students take AR tests.

[Accelerated Reader Book Find](#)

AR is the student incentive program to encourage reading. Students and teachers will set goals for the quarter. Once achieved, students are rewarded with various opportunities such as an ice cream social or other party.

DESTINY ONLINE CATALOG



VI. Conclusion

In conclusion, I found the library's capacity to support teaching and learning in the school somewhat lacking. There was little evidence of collaboration between the librarian and the teachers. There was also a lack of technology being integrated into the curriculum.

While there were other areas of the library program that gave evidence to the North Carolina State Standards being met, like the reading through story time and exposure to both fiction and non-fiction materials, other standards, like the ones that focus on research and technology could be improved upon.

Another area of improvement could be in the realm of school clubs like Battle of the Books. Integration of author studies or book talks into the curriculum could be ways to increase student interest in books.

Even though the size of the library is small, it uses its space very well and really does offer a good variety of books to the students and teachers as well. The technology exists but it just needs to be implemented into the curriculum better, and perhaps this should be a priority.

A final area of improvement is in the area of an assistant of some sort to help students who come in at times when classes are going on or when there is a large group of students from the upper grades coming in to use the library. The budget is tight, so perhaps they could find volunteers to fill this position.

Overall, the library seems to be a place frequented by students in all grades. Making better use of the time that they are in the library and an integration of technology into the program could greatly benefit the students and teachers alike.

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