

# MAPLE CREEK SCHOOL DISTRICT

## LIBRARY PLAN

2011-2016

### **The Library Implementation Team**

The District Library Implementation Team and library planning committee is comprised of an administrator, a teacher, a classified employee and three parents.

Committee members attended a meeting of the School Site Council and two staff meetings to seek input on the vision and needs of the library based on curriculum and students. Notes taken at these meetings were used in developing the library improvement plan. Students were interviewed and student request records were examined. Community input was channeled through the School Site Council/library planning committee members.

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### **Professional Guidance**

No credentialed school library media teacher is employed. The teachers oversee each school's library. Professional guidance in connecting us to the Library Media Center at Humboldt County Office of Education's teacher center (HERC) was sought from Cathy Dickerson.

Documents utilized in the development of the plan include: Check It Out! Assessing School Library Media Programs: A Guide for District Education Policy and Implementation Teams, prepared by the California Department of Education in cooperation with the California School Library Association, 1998; Information Power: Building Partnerships for Learning, American Library Association and the Association for Educational Communications and Technology, 1998; Reinvent Your School's Library In the Age of Technology; A Guide for Principals and Superintendents, Dr. David Loertscher, Hi Willow Research and Publishing, 1998; DRAFT Reading/Language Arts Curriculum Framework for California Public Schools, California Department of Education, November 1998; Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Pre kindergarten Through Grade Three, Reading Program Advisory, State Superintendent of Public Instruction, California State Board of Education, California Commission on Teacher Credentialing, 1996; Connect,

Compute, and Compete: The Report of the California Education Technology Task Force, California Department of Education, 1996; Every Child a Reader: The Report of the California Reading Task Force, California Department of Education, 1995; It's Elementary, California Department of Education, 1992.

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### **Mission Statement**

The library media program exists to implement and support the purposes formulated by the school and district of which it is an integral part. Its quality is judged by its effectiveness in achieving program purposes. A library media program represents a combination of purposes, processes, and resources that includes people, materials, machines, facilities, and environments. The combination of these program elements and the emphasis given to each of them are derived from the needs of the specific educational program.

Activities of the library media program are based on the following functions:

The curriculum function relates to the involvement of library media personnel at all levels of curriculum planning, development, and implementation. Appropriate applications of the curriculum function ensure that the library media program is integral to the total instructional program.

The instructional function relates to direct instruction of students, team instruction with other teachers, and staff development for teachers, administrators and other school staff members. Personalization at every level of instruction is emphasized throughout the teaching-learning process.

The information function relates to providing sources and services appropriate to user needs and planning access and delivery systems for materials, equipment, and other resources to provide for maximum use of information.

Program management involves the procedures through which program goals are achieved and priorities are established. This applies to all aspects of the program with appropriate staff and user involvement in planning and implementation.

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## Vision Statement

The Vision Statement for Maple Creek School District's library media programs must reflect the Mission Statement found in the school site's School Plan:

The mission of Maple Creek Elementary School District is to use available resources to provide an exemplary educational program for the students of Maple Creek School. Our program includes language arts, mathematics, social studies, science, physical education, communication skills, and visual and performing arts. Each student is provided with an individualized learning program with a broad range of additional assistance to any student that may need further assistance for success. This enables below grade level and at risk students the ability to achieve learning goals and reach proficiency. Students, teachers, and parents cooperate in a nurturing, interactive educational environment that emphasizes each child's unique qualities.

The Maple Creek School District shares the vision expressed by the California State Department of Education in the November 1998 draft copy of the Reading/Language Arts Curriculum Framework for California Public Schools, Chapter Eleven; Systems of Support for Reading/Language Arts Proficiency, which states:

"Schools foster literacy when they ensure that students have access to extensive collections of high-quality and high-interest reading materials... in the school library media center... to allow for daily teacher-directed and free voluntary reading. Schools also enhance literacy when they provide students with access to other learning resources and technologies."

The school library media collection must be carefully selected to meet the learning needs and interest of all students, since it provides access to a broad range of curriculum resources, including books for those students whose first language is not English...

Access to a well-developed school library media center book collection allows teachers to help students broaden and extend their study of core works.

Physical access depends on space, time, having the actual books and technologies to use, and having policies that encourage their use.

When an exemplary library program is in place and in the harness sharing fully in the educational process with teachers, each young person can be equipped with:

Reading Literacy:

- 1. An Avid and Capable Reader

## Technology Literacy:

- 2. A Skilled User of Technology Tools
- 3. An Enhanced Learner

## Information Literacy:

- 4. An Organized Investigator
- 5. A Critical Thinker
- 6. A Creative Thinker
- 7. An Effective Communicator
- 8. A Responsible Information user."

"To stimulate every student to reach their potential in the information world, the library will staff concentrate on four major program areas sitting atop the school information infrastructure. These four central program elements are the foundation of increased student achievement.

Network Central: The Information Infrastructure in the library provides the technological foundation for delivering materials and information in all media formats. It is composed of the wiring, the equipment, staffing, budget, facilities, repair and maintenance for every kind of technology including print, audiovisual, video and digital.

The Library Program is a tool for using all the technologies in such a way that teaching and learning are affected in major positive ways.

- Teaching Information Literacy
- Enhancing Learning Through Technology
- Building Reading Literacy
- Collaborating with Teachers in the Design of Learning

Increased Academic Achievement is the outcome. While academic achievement is one central thrust, there are a host of other personal benefits to a student and teacher who uses technology and information well such as becoming a lifelong reader, learner, successful seeker of information, building career potential, among others."

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## Needs Assessment

Our K-8 students, certificated and classified staff flow in and out constantly. Open from 8:30-3:00, its resources are available to all members of our community. A multimedia computer and library of CD-ROM's provide current technology and high quality learning resources to meet diverse needs. Our

classrooms/library also houses three computers that students in grades K-8 utilize to test their reading comprehension using Language Arts, mathematics and history software.

At its June 2011 meeting, the District Library Implementation Team determined the following needs for each school's library:

1. A state-of-the-art computer system with Ethernet and a built-in ZIP drive for backup capability,
2. 60% of the books are 10 years old or older necessitating the purchase of new nonfiction books especially curricular material in science and social studies,
3. The entire collection needs updated with respect to information that is biased, dated and inaccurate by reviewing both the text and the illustrations. Examples of areas for examination include Africa, biographies, careers, computer science, cookery, dinosaurs, diseases, Europe, folk tales, Native Americans, space and astronomy and all manner of fiction,
4. Increased number and variety of CD-ROM disks, especially in curricular areas,
5. More periodicals,
6. Increased music CD collection,
7. A multimedia-learning center with laser disks & player.

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### **Vision/Goals**

In addition to the resources mentioned above, the library planning committee then studied the latest guidelines from the ALA such as Information Power, CSLA's The Impact of School Library Media Centers on Academic Achievement, CMLEA's Educational Technology Planning Guide, Eisenberg & Berkowitz's Information Problem-Solving: the Big Six Skills Approach to Library and Information Skills Instruction, and articles from ERIC Clearinghouse on Information Resources. These insightful resources and the needs identified in the process above were then used to develop a vision of where Maple Creek School's library media center will be in the year 2016. As you walk in the door to our future library media center you will observe students and adults working together. Some will be accessing the Internet for current information, some will be viewing CD-ROM's for curricular research and instruction, some will be conducting searches online, others will be at the multimedia center watching videos, laser disks or listening to music. People will be reading materials in their native languages and learning about other

cultures in English. The periodical center will be stocked with daily newspapers and current magazines. Parents, staff and community will be checking out materials from the professional library including classroom literature series. A perusal of the print collection reveals a wide variety of books that are varied, current, of high interest, visually stimulating, learner-appropriate and are relevant to curriculum and instruction. The expanded fiction section is dog-eared from constant use as students revel in the joys of recreational reading. When prioritizing the needs identified above, it is apparent that the resources of the library media center are integral to classroom curriculum and instruction.

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### **Objectives**

Our first objective is to purchase and install a state-of-the-art computer system with Ethernet so that it can be connected to our school-wide network. A built-in ZIP drive for backup capability is essential to protect the investment made.

The second objective is to update and improve our nonfiction collection, especially sciences, social studies and biographies. It will be important the collection be "weeded" and updated with respect to information that is biased, dated and inaccurate by reviewing both the text and the illustrations. Examples of areas for examination include Africa, biographies, careers, computer science, cookery, dinosaurs, diseases, Europe, folk tales, Native Americans, space and astronomy and all manner of fiction. Special care must be taken to ensure student materials are varied, current, of high interest, visually stimulating and learner-appropriate. Acquiring additional multicultural books in both English and native languages is imperative.

The third objective is to update and improve our fiction collection. Again, it is important that the collection be "weeded" and updated with respect to information that is biased, dated and inaccurate by reviewing both the text and the illustrations. Special care must be taken to ensure student materials are varied, current, of high interest, visually stimulating and learner-appropriate. Acquiring additional multicultural books in both English and native languages is imperative.

The fourth objective is to purchase a variety of CD-ROM disks, especially in reference and curricular areas.

The fifth objective is to acquire more periodicals, periodical indexes and efficient ways to store them for future reference.

The sixth objective is to create a comprehensive music CD collection. The primary function would be to support classroom music instruction. The secondary objectives are to support the performing arts program and increase student and staff music appreciation.

The seventh and final objective is the purchase of equipment to create of a multimedia-learning center with TV's, VCR's, laser disks & player.

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### **Action Plan**

To accomplish each objective, the District Library Implementation Team will budget funds available from Humboldt County Office of Education, Title VI moneys, district moneys, Parents' Club donations, book fairs and the California Public School Library Act of 1998 with the realization that not all objectives will be met during the first year of the plan. When possible, moneys will be spent to achieve the highest ranked goal that funds may be spent on appropriately.

Objective #1 - Upon receipt of funds, the Educational Technology Coordinator will consult with the superintendent to determine specific needs to identify the type of computer needed. The superintendent will order the computer system. The Educational Technology Coordinator will install the computers and software.

Objective #2 - Upon receipt of funds, the teachers will update and improve each nonfiction collection, especially sciences, social studies and biographies. It will be important the collection be "weeded" and updated with respect to information that is biased, dated and inaccurate by reviewing both the text and the illustrations. Examples of areas for examination include Africa, biographies, careers, computer science, cookery, dinosaurs, diseases, Europe, folk tales, Native Americans, space and astronomy and all manner of fiction. Special care must be taken to ensure student materials are varied, current, of high interest, visually stimulating and learner-appropriate. Acquiring additional multicultural books in both English and native languages is imperative. The library clerks will locate and procure the designated materials. They will process the materials within sixty days of receipt and integrate them into the collection. The use of new acquisitions by teachers, students and families will be promoted through multiple opportunities such as in-services, parent meetings, newsletters, displays, Open Houses and book talks.

Objective #3 - Upon receipt of funds, the teachers will update and improve each fiction collection. Again, it is important that the collection be "weeded" and updated with respect to information that is biased, dated and inaccurate by reviewing both the text and the illustrations. Special care must be taken to

ensure student materials are varied, current, of high interest, visually stimulating and learner-appropriate. Acquiring additional multicultural books in both English and native languages is imperative. The library clerks will locate and procure the designated materials. The library clerks will process the materials within sixty days of receipt and integrate them into the collection. The use of new acquisitions by teachers, students, families will be promoted through multiple opportunities such as in-services, parent meetings, newsletters, displays, Open Houses and book talks.

Objective #4 - Upon receipt of funds, the Educational Technology Coordinator will consult with the teachers to determine specific needs in order to purchase a variety of CD-ROM disks, especially in reference and curricular areas. The library clerks will locate and procure the designated materials. The library clerks will process the materials within sixty days of receipt and integrate them into the collection. The use of new acquisitions by teachers, students and families will be promoted through multiple opportunities such as in-services, parent meetings, newsletters, displays, Open Houses and book talks.

Objective #5 - Upon receipt of funds, the teachers will update and improve each collection of periodicals, periodical indexes and find ways to efficiently store them for future reference. The use of new acquisitions by teachers, students, families will be promoted through multiple opportunities such as in-services, parent meeting, newsletters, displays, and Open House and book talks.

Objective #6 - Upon receipt of funds, the teachers will consult with staff and the music teacher to purchase music CD's and establishes a collection. The library clerks will locate and procure the designated materials. The use of new acquisitions by teachers will be promoted through in-services and newsletters.

Objective #7 - Upon receipt of funds, the Educational Technology Coordinator will consult with the teachers to determine specific needs to identify the type of equipment needed to create of a multimedia learning center with TV's, VCR's, laser disks & player and cable TV. The superintendent will order the computer system. The Educational Technology Coordinator will install the to create of a multimedia learning center with TV's, VCR's, laser disks & player and cable TV.

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### **Evaluation**

Achievement of the stated objectives will be documented by a review of purchase orders by the principal/superintendent in June 2012. The teachers who will report to the District Library Implementation Team in June 2012 to determine which of the stated goals have been met will conduct a survey of the collection in June 2012.



This information will be used to determine the next steps in implementing our five-year plan for library improvement, which was approved by the Maple Creek School District's Board of Trustees on June 2, 2011.

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## **Maple Creek Classroom Library**

### **Professional Guidance**

The resources and guidelines outlined on page 2 were utilized and followed when developing the district classroom library plan.

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### **Mission Statement**

The Mission Statement detailed above was followed when developing the district classroom library plan.

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### **Vision Statement**

The Vision Statement expressed above was followed when developing the district classroom library plan.

### **Needs Assessment**

Almost all teachers in the district have classroom libraries. Existing classroom libraries in grades K-8 are comprised mostly of paperback books and a few hardbound books. Classroom libraries were created by:

1. Individual teachers spending personal funds to acquire books,
2. Individual teachers using premiums from paperback book club purchases to acquire books,
3. A few books were acquired with teacher discretionary lottery funds,
4. Temporary additions to classroom libraries are made by teachers checking books out from the school library,

5. Temporary additions to classroom libraries are made by teachers checking books out from the Humboldt County Office of Education's Library, or
6. Teachers checking books out from the Humboldt County Library's Eureka branch make temporary additions to classroom libraries.
7. In response to the requirements of The California Classroom Library Materials Act of 1999, the District Library Implementation Team determined the following needs to create K-8 classroom libraries:
8. Develop strategies to prevent loss, damage, or destruction of the materials,
9. Purchase "grade-level appropriate reading materials"
10. Many of the books in teacher created classroom libraries need to be "weeded" and updated with respect to information that is biased, dated and inaccurate by reviewing both the text and the illustrations.
11. Up-to-date reference books,

Pursuant to Ed. Code 18203(b), "grade-level appropriate reading materials," means non-textbook fiction and nonfiction books and periodicals.

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### **Objectives**

Our first objective is to develop a plan to prevent loss, damage, or destruction of the materials.

Our second objective is to purchase "grade-level appropriate reading materials" for each K-8 classroom library. Acquiring additional multicultural books in both English and native languages is important. Obtaining reference materials is a lower priority.

The third objective is to continue to update and improve K-8 classroom library collections. It will be important the collection be "weeded" and updated with respect to information that is biased, dated and inaccurate by reviewing both the text and the illustrations.

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### **Action Plan**

To accomplish each objective, the District Library Implementation Team will assist the teachers in budgeting funds available from California Classroom Library Materials Act of 1999 with the realization that not all objectives will be met during the first year of the plan. When possible, moneys will be spent to achieve the highest ranked goal that funds may be spent on appropriately.

Objective #1 - The plan to prevent loss, damage, or destruction of the materials is as follows:

1. Materials will be stamped with a school property stamp.
2. Materials will be marked with a brightly colored tag of uniform color to identify materials purchased with California Classroom Library Material Act of 1999 funds.
3. Books will be inscribed identifying them as being purchased with California Classroom Library Material Act of 1999 funds.
4. When checked out to a classroom library, the materials purchased with California Classroom Library Material Act of 1999 funds will be kept separate from existing classroom library materials.
5. Materials checked out from the library will be for classroom use only. Students will not be allowed to take books from the classroom. In exceptional cases, they may, with teacher permission they may be checked out for home use.
6. Teachers will discuss the appropriate care and use of materials checked out from the library. They will also explain appropriate sanctions for the loss, damage or destruction of the materials. They will emphasize that materials are to remain in the classroom.
7. Teachers will not be held financially responsible for materials lost, stolen or damaged by students or other persons using the classroom library.
8. Any person that loses, damages, or destroys materials will be held responsible for paying the replacement cost.

Objective #2 - Upon receipt of funds the library teachers will purchase books at the rate funded by the California Classroom Library Materials Act of 1999.

- Teachers will be apprised of the amount of moneys available for the purchase of "grade-level appropriate reading materials" for classroom libraries.
- We will follow the urging of Education Code 18201 (c) (2) to consider selections included in the list of recommended books established pursuant to Education Code 19336.
- The committee will consider the needs outlined in the plan in selecting materials to be purchased.
- Upon receipt of funds the teachers will process the materials within sixty working days of receipt.
- Materials will be stamped with a school property stamp.
- Materials will be marked with a brightly colored tag of uniform color to identify those purchased with California Classroom Library Material Act of 1999 funds.

- Books will be inscribed identifying them as being purchased with California Classroom Library Material Act of 1999 funds.
- After processing, materials will be made available for checkout to individual teachers for an eight (8) week period.
- Materials purchased with California Classroom Library Material Act of 1999 funds will be kept separate from existing classroom library materials. Materials checked out from the library will be for use in the classroom only. Students will not be allowed to take books from the classroom. In exceptional cases, the books may, with teacher permission, be checked out for home use.
- Teachers will discuss the appropriate care and use of materials checked out from the library. They will emphasize that materials are to remain in the classroom. Teachers will not be held financially responsible for materials lost, stolen or damaged by students or other persons using the classroom library.

### Objective #3

Upon receipt of funds, the teachers will have an in-service them on the "weeding" process, i. e., poor condition, authenticity, outdated and inaccurate information and/or illustrations and other conditions that would make a book unappealing.

The teachers will work to update and improve each classroom library collection. It will be important the collection be "weeded" and updated with respect to information that is biased, dated and inaccurate by reviewing both the text and the illustrations.

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### **Evaluation**

Achievement of the stated objectives will be documented by a review of purchase orders by the principal and superintendent in June 2012. The teachers who will submit report to the District Library Implementation Team in June 2012 to determine which of the stated goals have been met will conduct a survey of the K- 8 classroom libraries in June 2012.

This information will be used to determine the next steps in implementing our approved K-8 classroom library plan.