

PROGRAM EVALUATION:
LIBRARY MEDIA SERVICES

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LEADERSHIP

How is our mission determined?

What is our mission/purpose?

Our purpose is to:

The mission of the Platte County R-3 Library Media Program is to empower students and staff to function as enthusiastic engaged readers and information literate citizens prepared to think critically and ethically about their interest and information needs and determine and navigate the resources that will effectively address those needs in collaborative and inclusive environments.

Our intent is to ensure that:

- Each learner has access to support resources and materials.
- Each library supports individual and collaborative learning.
- Each library supports curriculum, instruction and assessment at its appropriate level
- Each library collection is reflective of the diverse population represented by the particular school

Participants in the planning and evaluation process are:

- Dr. Aaron Duff, Director of Secondary Education
- Valorie Stokes, District Library Department Chair/Lead Librarian

CSIP Goals

- Develop and Enhance quality educational/instructional programs to improve overall and individual student academic performance.
- Provide each student with a relevant education in a safe and caring environment.

CUSTOMER FOCUS

Who are our customers relative to this program?

How do we determine their needs?

What are their needs?

Our primary customers that benefit from our Library Media Services are our students, staff and parents.

Our customer needs are determined through performance results and multiple feedback channels including sign-in data, class and site visit data, facility usage data, circulation data, equipment checkout records, and survey questions and focus groups as needed.

Identified Needs of our Customer Groups

- Adequate and flexible physical space for collaboration, learning, constructing knowledge
- Relevant resources for learning and constructing knowledge and orientation to their use
- Access to appropriate resources beyond the traditional school hours (online databases, card catalog, online requests for materials forms, virtual library spaces)
- A support for providing resources for goal setting
- Culturally diverse collections reflective of the populations served
- Safe and caring environments to learn and feel a sense of belonging and engagement
- Support instructional planning and implementing of curriculum objectives and instructional strategies

STRATEGIC PLANNING

How are our goals developed?

What are our long term goals?

What are our short term goals?

What are your objectives to determine progress?

Which CSIP strategies/actions are most related to the goals of this program?

Our Strategic Plan goals were developed by the Library Media Services Team.

Our district library department's long range strategic plan goal, through 2025 (currently in year 3) is to improve and enhance the district's library system based on and utilizing the following indicators outlined in the [Future Ready Librarian Frameworks](#) and the [DESE Exemplary Library Program](#):

- Curriculum
- Instruction and assessment
- Literacy
- Professional learning
- Partnerships
- Leadership
- Environment
- Equity
- Management

Our short-term strategic plan goals are to:

1. Create, monitor, and sustain participatory, social, user centered environments rich with technology that are focused on interactivity and collaboration appropriate to the level of clientele being

- served to maximize creativity, collaboration, critical thinking and communication.
2. Monitor, evaluate, and enhance the collections in the libraries on an ongoing basis for their inclusion of age-appropriate diverse authors, perspectives, and content and—in light of the various effects of the recent pandemic—trauma-informed resources.
 3. Encourage and provide a range of opportunities for all learners to improve their reading habits and skills.

Progress will be determined through multiple metrics including:

- Performance Assessment Data
- Circulation Data
- Checkout data (actual resources/equipment checked out)
- Facility visits and usage data
- Customer Feedback
- Visual Documentation of the space usage

WORKFORCE FOCUS

How do we determine what our staff needs?

What are we doing to support our staff to achieve our goals?

Our staff needs are determined by qualitative feedback from librarians, staff, and students as well as by keeping abreast of new technologies and innovations in the field that would benefit our staff and help them to facilitate their own and their students' learning.

At the Missouri Association of School Librarians Fall PD Day 2022, the PCR3 librarians who attended learned about [PROJECT READY](#). This site hosts a series of free, online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy. The district's librarians will be working their way through this series of modules as part of their professional development this school year.

PROCESS

What process/improvement actions did we focus on last year to improve this program?

What processes/improvement actions will we focus on this year to improve our processes?

How is the budget allocated?

This past year, our improvement actions have included

- Implementing the newly revised AASL Standards into our lesson preparations and planning ([see examples at the end of this evaluation document](#))
- Continuing to adapt our roles and services to meet the needs of students and teachers in the dynamic educational environments within which we operate
- Attending and sharing from librarian-specific professional development events/opportunities.
- Performing strategic resource acquisitions based on need and guided by our district department's mission and collection development policies..

Our improvement actions for this coming year will include:

- Using resources/materials from our state organization MASL to initiate work on a district school librarian-specific evaluation instrument much like the district's counseling department already has in place.
- Reviewing library curriculum from other districts in our state and beyond to begin working on a PCR3 K-12 Library Curriculum that we can eventually submit to our

local Board of Education for its approval.

- Performing strategic resource acquisition based on need, especially in regard to the libraries' physical spaces/environments/diverse clientele served and with an eye toward developing a strong initial collection for Barry Elementary School and filling any significant gaps in the collection that will move to the new Platte Purchase Middle School.
- Developing a plan for strategic hiring of librarian positions as the new middle school comes online and that takes into account the fact that some current library staff members—including the Lead Librarian—are moving closer to retirement within the next 2-4 years.

Our budget is a zero-based budget created based on our Comprehensive Strategic Improvement Plan and Strategic Plan. It is created in collaboration with the Media Services Team. Our 2022-23 Media Services Accounts are displayed in the chart below.

2022-23 Library Media Services Budget	
Accounts	2022-23 Budget
<i>Library Books</i>	Established by Prioritized Needs
<i>Library Resource Materials</i>	
<i>Library Research & Other Purchases Services</i>	
<i>Library Improvement</i>	
<i>Library Regular Equipment</i>	

Our measures for success and accountability are determined by our core mission and alignment to our Comprehensive Strategic Plan and our Library Media Services Strategic Plan.

We measure our success through the following:

- Student Performance Data
- SWOT Analysis
- Circulation Data
- Checkout data (actual resources/equipment checked out)
- Customer Feedback
- Visual Documentation of the space usage
- Stakeholder Feedback

Strengths	Weaknesses
Each librarian has utilized professional networks and organizations and collaborative efforts among the district's librarians to troubleshoot, problem solve and proactively pivot to meet the needs of our staff and student populations during the pandemic.	Lack of flexible scheduling or not taking advantage of flexible scheduling if it is available at the elementary buildings, Barry and PCMS hinders opportunities for collaboration with teachers and more personalized learning.
Each building's librarian makes conscious and concerted efforts to support classroom curriculum, as well as independent reading interests and needs in developing their collections	In some of the libraries, particularly Barry and Compass, space/design and/or encroachment on initially-designated library spaces creates limitations for innovative programming.

and purchasing resources and materials.

The district library department chair and the AST liaison for the district library program are proactive and conscientious about keeping it running as smoothly, professionally, and efficiently as possible.

Librarians take advantage of librarian-specific PD opportunities to enhance their professional knowledge and skills and serve on various district, local and state committees.

Each librarian strives to create a culturally diverse collection reflective of the populations they serve.

For district PD, library aides are often assigned to PD sessions which have little to no connection to their work duties and they do not get any real time to meet together to go over and/or troubleshoot processes or tasks specific to their positions.

Currently there is no 'succession plan' in place for filling the District Library Department Chair/Lead Librarian position if/when it becomes vacant.

The current EPIC evaluation instrument used by the district for staff performance evaluations is not well-suited to the professional work and goals of a school librarian.

Opportunities	Threats
<p>DESE has a school librarian evaluation instrument that is better suited to the professional work and goals of a school librarian and would make sense to use with the school librarians in place of our current EPIC instrument.</p> <p>Utilizing the Future Ready Librarians and DESE Exemplary Library Program frameworks provide effective lenses through which the district's librarians can better connect their practices, programs and spaces to educational innovation in the schools.</p> <p>An ongoing focus on addressing multiple literacies through the library program will continue to present opportunities for diversifying the collections and resources available in each library.</p> <p>More collaboration among the district's libraries, librarians and library aides and between the district's libraries and other entities will help emphasize reading and multiple literacies as an important aspect of lifelong learning</p> <p>An opportunity that keeps getting denied to our student population is a partnership with MCPL. This seems to be a very worthwhile opportunity to pursue--both in terms of expanding access to resources for our students and in terms of responsible fiscal stewardship--and other surrounding districts (Smithville, Park Hill, Lee's Summit, Kearney and North Kansas City) have already been taking advantage of it for some time now.</p>	<p>Removing opportunities for students to see themselves in our collections.</p> <p>Fixed schedules in some buildings create constraints that shortchange and hamper adequate attention to collaboration, facility management and program administration duties.</p> <p>District and building administrators' limited knowledge of school library collections, procedures, and organizational guidelines as recommended by Future Ready Librarians, AASL and DESE's Exemplary Library Program can result in expectations that are not aligned with best practices for school libraries/librarians. A specific example that applies here is the use of the EPIC evaluation system versus the Missouri Standards for School Librarians. The school librarians end up trying to force fit their role and its expectations into the EPIC format which does not really correlate well with the various dimensions of their work.</p>

RESULTS

How are we doing? How have we done over time? How have we done compared to others (if applicable)?

Current Circulation Data : (8/1/22 - 10/15/22)

School	Total Circulations
Compass Elementary	30,674
Pathfinder Elementary	24,306
Siegrist Elementary	30,707
Barry School	7919
Platte City Middle School	24,584
Platte County High School	5810

Current Usage Data Snapshot for Subscription Services

Vendor	Subscription Cost	Sites Licensed for Use	Total Usage Statistics
Worldbook Online	\$3105	All Schools	Content Views (Oct. 2021- Oct. 2022) 48,323
Pebble Go & Pebble Go Next Capstone	\$5127	CE, PE, SE	Article Views (8/1/2022 to 10/15/2022) CE = 4380 SG = 4847 PF = 73
Libguides – Springshare	\$633	PCHS	707 Homepage Views 3297 PCHS Research Resources Guide Views

Worldbook Online is priced per pupil at .82 based on the entire school district population. This subscription was split amongst just the three elementaries beginning in the fall of 2021.

Pebble Go and Pebble Go Next package-priced based on shared subscriptions split amongst the three elementaries.

Libguides is a subscription priced by site but it is not a database in the same sense as the others on this list. It is a content management platform that allows librarians to curate knowledge and share information by creating online Guides on any topic, subject, course, process etc. This is the portal through which our staff and students most often access our subscription databases.

[Revised and Updated District Library Policies and Procedures Manual](#)

[Updated Library Media Specialist and Library Aide Onboarding Manual](#)

Visual Documentation of Library Spaces:

The following are a few snapshots of how our libraries are utilizing their learning spaces, resources, lessons and programs to maximize creativity, collaboration, critical thinking and communication.

Students at Siegrist engaged in a variety of activities in their school library..



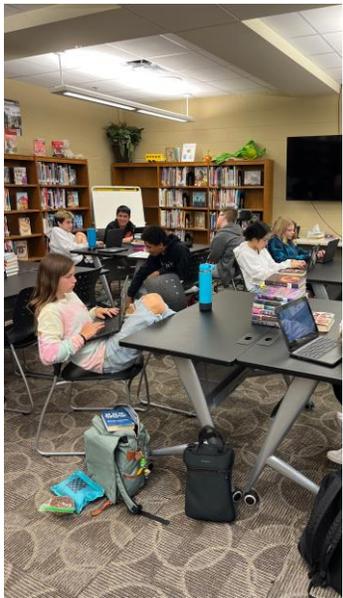


Pathfinder Literary Pumpkin Contest Winners and Library Leaders helping prepare for the book fair.





Barry School students spending time studying and reading in the library; and Librarian Nicole Stephenson's initial attempt at implementing "dynamic shelving" in the Barry Library.



PCMS students and staff utilizing their library space for leisure reading and learning:



PCHS Students and Staff: Learning in and beyond the library all the time:





Go to the PCHS Library Website to check out the PCHS Virtual School Library and the Special Events page.

[PCHS Library Homepage](#)

[PCHS Library Special Events Page](#)

Example Lesson Plans:

Photoj/Journalism 1 - Media Literacy Overview - October 2022

LEARNING INTENTION

What are you learning?

Today you will be learning a clear definition of what Media Literacy is, its 5 Core Concepts and 5 Key Questions and how to use them to analyze various types of media.

Why are you learning it?

You are learning this information and these skills so you can practice critically thinking about the media and media messages that surround you on a daily basis and be a more vigilant and diligent consumer as well as producer of media and media messages.

How will you know you've learned it?

You'll know you have it when you can utilize the language of and apply the 5 key questions of media literacy to various media messages.

Materials/Resources to be used and/or referenced during this visit:

Computer and Projector

[Media Literacy](#) Google Slides Presentation

[I Saw/Noticed, I Think, I Wonder](#) handout

[Example advertisements](#) & [Five Key Questions](#) activity for small groups to work with.

[Padlet online](#) to post small group work results

[Exit Ticket](#)

LESSON PROGRESSION:

Prompt for students to respond to as they come in to start class:

What is one of your favorite advertisements you can remember from any media: TV, social media platforms, radio, billboards, magazines etc. and what made it so memorable for you?

Do a Pair-Share with a shoulder partner and then take a couple of answers from the group as an introduction into the topic of Media Literacy.

Share Media Literacy presentation with the students, pausing to point out and emphasize key information for them to make note of and reference on one side of their I Saw/Noticed, I Think, I Wonder handout.

The slide presentation will identify the 5 Key Questions of Media Literacy with an example that illustrates each one. Then the class as a whole will look at an ad together at the end of the presentation and answer the 5 Key Questions of Media Literacy together.

Then the class will divide into smaller groups and have a series of ads to work through the 5 Key Questions on it together. They will use the back side of the I Saw/Noticed, I Think, I Wonder sheet to process their group's series of ads on their own prior to then talking about them together and answering the 5 Key Questions on the class Padlet as a small group.

If time allows, we will come back together as a whole class and go through some of the small groups' work

Students will have an Exit Ticket to complete about the lesson's content before they leave class.

Future Ready Library Framework Element:

CURRICULUM, INSTRUCTION, AND ASSESSMENT: Builds Instructional Partnerships Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology

AASL Standards - Domains: Inquire, Collaborate, Engage

Inquire

Learners display curiosity and initiative by:

2. Recalling prior and background knowledge as context for new meaning.

Learners engage with new knowledge by following a process that includes:

1. Using evidence to investigate questions
 3. Generating products that illustrate learning.
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Collaborate

Learners adjust their awareness of the global learning community by:

2. Evaluating a variety of perspectives during learning activities.

Learners exhibit empathy with and tolerance for diverse ideas by:

2. Contributing to discussions in which multiple viewpoints on a topic are expressed.
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Engage

Learners identify collaborative opportunities by:

2. Developing new understandings through engagement in a learning group.

Learners actively participate with others in learning situations by:

1. Actively contributing to group discussions

LEARNING INTENTION

What are you learning?

Today you will be hearing about, exploring and working with the elements of graphic novels to familiarize yourselves with that kind of text/story format.

Why are you learning it?

So you understand how visual and textual elements work together to convey meaning and tell a story in this type of book format and how graphic novels share similarities with but also have differences from comic books/strips. You are also learning it so you can try your hand at putting a story together using such elements.

How will you know you've learned it?

You'll know you have it when you can create/contribute to the creation of a story told in a graphic novel format—a "mini" graphic novel that you can share with others.

Materials/Resources to be used and/or referenced during this visit:

Tables with graphic novels
Computer and Projector
Link to Exit Survey

LESSON PROGRESSION:

Share [What is a Graphic Novel](#) presentation with the students, pausing to point out and emphasize key information for them to make note of and reference on their complementary handout.

Students will have some time to look at a variety of graphic novel examples to find/recognize the elements covered in the presentation and make observations of their own about the texts.

Students will be shown examples of pairs of traditional literary texts and their graphic novel counterparts to see how the same story differs in each format.

Students will work through some or all of the following activities that will help them become more familiar and comfortable with the elements of graphic novels:

- In pairs or small groups, students will be given a set of frames and be challenged to use the information given in them to sequence the panels. They will have to use the context of the language and the pictures to find the correct order for the panels.

- Either individually or in pairs, students will be given copies of a page from a graphic novel that has the dialogue of the speech bubbles whited out. The students will then write dialogue that fills each of the speech bubbles and is appropriate for the illustrations that are provided on the page. If time permits, they can be shown the original page of dialogue and compare what the author wrote with what they wrote.
- Students will be given a page of panels with a couple of the beginning ones that have visuals already started (a comic story starter prompt). They will then be asked to finish the story.
- Go on a scavenger hunt inside a graphic novel to find and identify each of the 9 elements of visual literacy that will be shared with them prior to their search.

Students will complete **an exit ticket/survey** as a formative assessment to inform the next steps of their work with the graphic novel format—working individually or as part of a group to create a mini graphic novel.

Potential Resources to use for further classwork related to graphic novels:

[Jarrett Lerner website](#)

[Comic Master](#)

[Storyboard That](#)

[Create Comic Strips with Canva](#)

[Pixton Educator](#)

Future Ready Library Framework Element:

Inspires and supports the reading lives of both students and teachers.

Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

AASL Standards - Domains: Inquire, Explore, Engage

Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.
2. Recalling prior and background knowledge as context for new meaning.

Learners engage with new knowledge by following a process that includes:

3. Generating products that illustrate learning.