Program Evaluation:
Library Media Services

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Leadership

- **How is our mission determined?**
- **What is our purpose?**

Mission

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 mission is determined based on the district's CSIP plan and the literacy and information needs of our students and staff.

- Applicable 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.

Purpose

Our purpose 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

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Customer Focus

- **Who are our customers relative to this program?**
- **How do we determine the needs of the customer?**
- **What are the needs of the customer?**

Our Customers and Customer 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 and tools, card catalog, online requests for materials forms, virtual library spaces)
- A support for providing resources for goal setting
- Diverse collections reflective of the range of learners served
- Safe and caring environments to learn and feel a sense of belonging and engagement
- Meaningful and relevant support for instructional planning and implementation of curriculum objectives and instructional strategies

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Workforce Focus

- **How do we determine 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.

The library staff members are utilizing the district professional learning days to focus on five school library relevant topics that will enhance their knowledge and skill sets for supporting their building staff to achieve their goals.

Process

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

Process/Improvement Actions:

The improvement actions we focused on this past year included:

Keeping current on trends and best practices in school librarianship;

 Advocating for school libraries by learning how to communicate the impact of the library

Reviewing library curriculum from other districts in our state and resources/materials from our state organization MASL to continue working on a PCR3 K-12 Library Curriculum at the elementary level.

Measurement/Analysis/Knowledge

- **What are the results of our SWOT analysis for this year?**
- **What are our measures to determine progress/success?**

SWOT ANALYSIS	
Strengths	**Weaknesses**
- Lead librarian, Valorie Stokes, submitted applications to three 2023 competitive national teacher summer institutes and was selected for and participated in all three: a National Endowment for the Humanities Landmarks Institute: Selma, Bloody Sunday and the Long Civil Rights Movement; The Poetry Foundation's Summer Poetry Teachers' Institute; and the George Washington Leadership and Legacy Summer Teachers' Institute at Mount Vernon. - 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 and purchasing resources and materials. - The Lead Librarian for the district and the AST Director of Secondary Education and College and Career Services who oversees the district's 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. - Library aides now have days at the front end	- In some of the libraries, space/design and/or encroachment on initially-designated library spaces creates limitations on storage and, consequently, inhibits some innovative programming. - Currently there is no 'succession plan' in place for filling the District Library Department Chair/Lead Librarian position when it becomes vacant within the next few years. - The removal of full time library aids–in order to use those personnel in other positions within the buildings–at the three south campus libraries (Pathfinder, Barry and PPMS) limits the capacity of those school librarians to develop and implement innovative programming and effectively serve their student and staff clientele. It also fosters a sense of inequity.

of the year to work and adequately prepare for school opening day.

Opportunities	Threats
• New Missouri LMC standards can help our district's librarians develop and write curriculum for us that aligns with those new standards; a challenge inherent in that opportunity though is having sufficient time to work on curriculum together. • Both DESE and our NEE tool have a school librarian evaluation instrument that is better suited to the professional work and goals of a school librarian. Using NEE's version of library evaluation *could* be useful if utilized appropriately and would make sense to use with the school librarians. • 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. Perhaps the district's libraries could set up a rotation schedule to work towards applying for the DESE Exemplary Library designation. • 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. • More collaboration between the district's libraries and other entities will help emphasize reading and multiple literacies as an important aspect of lifelong learning. • The rise of AI presents opportunities to educate students, staff and possibly community members on both its potential benefits and drawbacks and how it can effectively be utilized at the various K-12 educational levels .	• 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 or librarians. A specific example that applies here is administrators and counselors may not recognize the types of administrative tasks librarians need to accomplish in limited amounts of time in addition to teaching students so when they are working at their computer they are doing so to complete orders, perform collection analyses, running weeding reports etc. • Having library personnel undertake Chromebook management and troubleshooting issues with Chromebooks is increasingly encroaching on librarian and library aide time and work. These tasks are also not a part of library personnel job descriptions but fall under the purview of the Tech Department.

Results

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

Current Circulation Data		
School Site	**Total Circulations (8/15/2022 - 10/15/2023)**	**Total Circulations (8/15/2023 - 10/15/2024)**
Barry Elementary*	3723*	16349
Compass Elementary	31, 643	25,732
Patfinder Elementary	28,972	23,515
Siegrist Elementary	29,953	29523
Platte City Middle School	19,663	15,910
Platte Purchase Middle School*	9157*	7210
Platte County High School	6894	6182

*These schools' statistics reflect solely this current year's circulations (8/15/23 - 10/15/23) because Barry was converted to an elementary system from a middle school one so it is essentially a new library and Platte Purchase just opened at the beginning of school year 2023.

Usage Data Snapshot for Subscription Services				
Vendor	**Subscription Cost**	**Sites Licensed for Use**	**Usage Statistics 2022-2023**	**Usage Statistics 2023-2024**
World Book Online	No Cost MCPL Partnership	Elementary Schools	Content Views (Oct. 2022-Oct. 2023) 36, 904	Content Views (Oct. 2023-Oct. 2024) 40,010
Pebble Go & Pebble Go Next	$7596.00	BE, CE, PE, SE,	Article Views (July 2022-July 2023) BE = NONE* CE =26,228 & 2531 SE =39,886 & 2355 PF = 17,227 & 1282	Article Views (July 2022-July 2023) BE = 8,201 & 659 CE =36,327 & 1983 SE = 46,430 & 2433 PF =27,066 & 1220
Libguides - Springshare	$702.00	PCHS	(Aug. 1, 2022 to Aug. 1 2023) Homepage Views = 793 Research Resources Guide Views = 7693	(Aug. 1, 2023 to Aug. 1 2024) Homepage Views = 484 Research Resources Guide Views = 4894

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 2023-24 Media Services Accounts are displayed in the chart below.

2024-25 Library Media Services Budget	
Accounts	**2024-25 Budget**
Library Books	Established by Prioritized Needs
Library Resource Materials	
Library Research & Other Purchases Services	
Library Improvement	
Library Regular Equipment	
Library Other Purchased Services	

Strategic Planning

- **How are goals developed?**
- **What are our long-term goals?**
- **What are our short-term goals?**

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

Our district library department's long range strategic plan goal, through 2025 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

Long Term Strategic Plan Goals
Our long-term strategic plan goals are to:

- Maintain highly qualified/certified full-time librarian and library aide positions in all district libraries based on the staffing recommendations in the DESE Exemplary Library application.
- Move toward ensuring *all* the district's librarians attend the sole state organization-sponsored professional development conference together annually.

- Align our district library curriculum with the state's standards for school libraries.

Short Term Strategic Plan Goals
- Encourage and provide a range of opportunities for all learners to improve their reading habits and skills.
- 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.
- 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 trauma-informed resources.

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

Visual Documentation:
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.
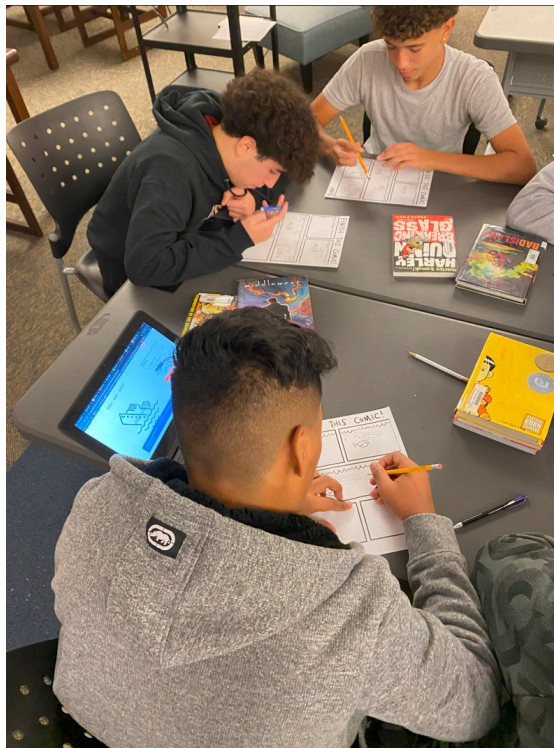

PCHS Life Skills class listens to a read aloud about music during their library time. ELL students work on composing their own graphic tales by taking inspiration from graphic novels in the library's collection.
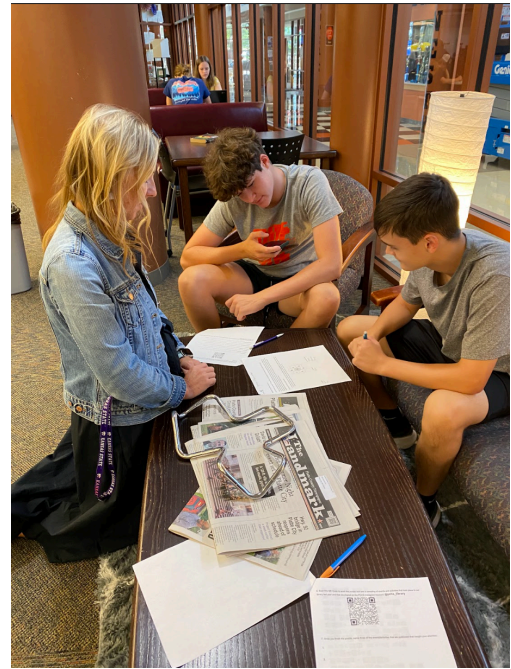
Students in the voting booths cast their ballots in the library's mock election. Mrs. Handke works with students who are solving puzzles using critical thinking skills during a library orientation session.
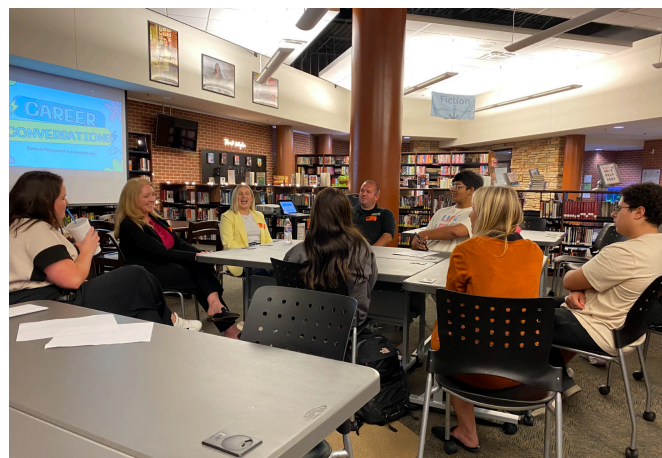
Students design and create a tile coaster utilizing cover art of a book that has been banned from a school library collection somewhere in the U.S. during the past year as part of Banned Books Week. The library, in collaboration with Mrs. Murphy, is hosting a new monthly Career Conversations series during PLT so students can hear from people in the actual career fields that interest them.
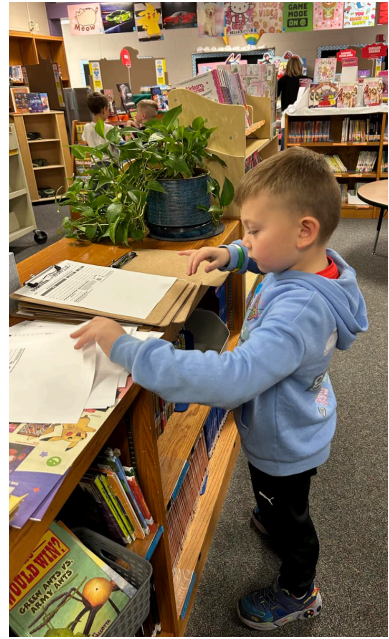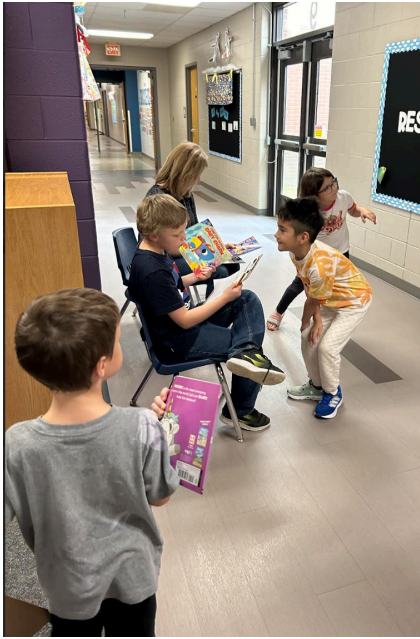
Sixth grade students at **PCMS** enjoy some sustained silent reading time in the library. Mrs. Keighley's science students try to build the tallest structure they can using maker materials from the library.

Students at **PPMS** enjoy a variety of maker space activities.

Siegrist library leaders helping younger students fill out their book fair wish lists and working together during library time.