

# School District of Darlington Future-Ready Library Plan



**Mission: To provide space and resources to empower students to be critical thinkers, effective and ethical users and producers of ideas and information, and lifelong readers and learners, in order for them to become productive citizens in a diverse global society.**



## Learner Centered Literacy:

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

Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"> <li>■ Purchase diverse (cultures, families, religions, gender diversity, etc.) titles at all levels.</li> <li>■ Provide a variety of reading levels at every school.</li> <li>■ Purchase a variety of professional development titles.</li> <li>■ Provide ebooks and audiobooks at all levels through the <a href="#">WSDL</a> (Wisconsin Schools Digital Library Consortium).</li> <li>■ Curate resources to support remote/blended learning.</li> <li>■ Encourage student and staff input on purchasing.</li> <li>■ Genrefied High School Collection (2020)</li> <li>■ Genrefied DEMS Fiction section (2021)</li> <li>■ Weed from and purchase for collections to keep materials up to date.(yearly)</li> <li>■ Evaluate the collection for diversity and increase diverse materials</li> <li>■ Updated Selection Policy to include language referring to diversifying the collection.</li> <li>■ Select diverse titles/authors for library lessons.</li> <li>■ Wrote an Excellence in Education Grant to purchase more Spanish books for the DHS library.</li> </ul>	<ul style="list-style-type: none"> <li>■ Promote circulation of diverse materials.</li> <li>■ Recommend diverse titles/authors to students and staff.</li> <li>■ Genrefy DEMS Everybody fiction and nonfiction collections (2022-2024)</li> <li>■ Continue to expand the Spanish book selection at DEMS and DHS.</li> </ul>



# USE OF SPACE AND TIME

## Designs Collaborative Spaces:

Provides flexible spaces that promote inquiry, creativity, collaboration, and community.

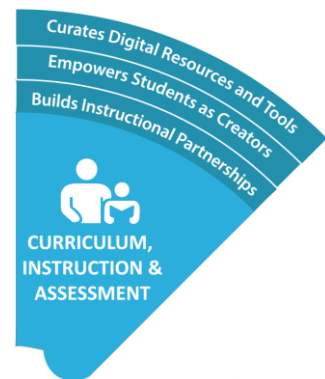
Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"> <li>■ Activities have been created to incorporate creativity and critical thinking.</li> <li>■ Spaces are designed to meet the needs of diverse learners. (quiet spaces, collaborative spaces)</li> <li>■ Rotate displays to promote curiosity and highlight new topics.</li> <li>■ Variety of seating options. (high, low, soft, etc.) Excellence in Education Grant allowed the purchase of 6 vinyl couches for the K-3 section of the DEMS library (2019)</li> <li>■ Schedule allows for the Library/Media Specialist to work with classes at K-6 grade levels and DHS.</li> </ul>	<ul style="list-style-type: none"> <li>■ Increase space options for collaboration, quiet reading and creativity.</li> <li>■ Purchase new furniture for the DEMS library that allows for greater flexibility with grouping at appropriate age levels.</li> <li>■ Continue to build collections and resources for center and maker activities.</li> <li>■ Look for ways to work with 7th/8th grade students.</li> </ul>

## Curriculum, Instruction, and Assessment

**Curates Digital Resources:** Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.

**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.

**Empowers Students as Creators:** Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.



Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"> <li>■ Pull curricular materials for classroom teachers.</li> <li>■ Teach digital citizenship skills (K-6)</li> <li>■ Overdrive collection. Part of WSDLC.</li> <li>■ Subscriptions to a variety of online encyclopedias and databases at all levels. (PebbleGo, BrainPop Suite, ABC the USA, ABC World, Britannica, Badgerlink).</li> <li>■ Update library pages and Virtual Library with new information and resources.</li> <li>■ Get input from teachers about resources needed to support the curriculum.</li> <li>■ Created curriculum in Planbook for grades K-2 (2019-21)</li> <li>■ Collect data annually about circulation and digital resources.</li> <li>■ Keeps abreast of current literature by reading professional journals and other selected resources relevant to school library media and technology.</li> <li>■ Developed flexible circulation, loan, and use policies that ensure equity of access to users.</li> <li>■ Assists all users in identifying, locating, and interpreting information.</li> </ul>	<ul style="list-style-type: none"> <li>■ Team teach lessons incorporating research skills into the curriculum</li> <li>■ Incorporate Maker Spaces and Center activities into our libraries.</li> <li>■ Create and curate an online library of How-To videos of library-related activities.</li> <li>■ Increase tool availability for the creation of artifacts and content. (purchase microphones, tripods, cameras, etc.)</li> </ul>

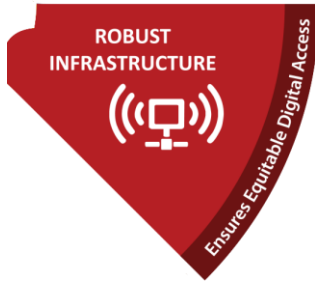
## Personalized Professional Learning

### Facilitates Personalized Professional Learning:

Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).



Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"> <li>■ Led inservices on use of Ozobots and library databases and how they can be used in the classroom.</li> <li>■ Collaborates with teachers to promote reading and provides reading experiences for students in groups and as individuals.</li> </ul>	<ul style="list-style-type: none"> <li>■ Lead more inservices to showcase the digital tools the library has to offer.</li> <li>■ Curate and promote both print and digital PD resources for teachers and continue to look for ways to help teachers using virtual learning.</li> <li>■ Develop and deliver library orientation for new staff. (started 2023-24 school year)</li> </ul>



## Robust Infrastructure

**Ensures Equitable Digital Access:** Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"> <li>■ Provide 1-to-1 devices for students in grades K-12.</li> <li>■ Provide 24/7 access to online databases and resources on our <a href="#">DEMS Library Website</a> and <a href="#">DHS library website</a></li> <li>■ Members of the <a href="#">Wisconsin Schools Digital Library Consortium (WSDLC)</a> to provide 24/7 access to thousands of eBooks and audio books</li> <li>■ Provide Hotspots for students in grades K-12.</li> </ul>	<ul style="list-style-type: none"> <li>■ Continuing in the WSDLC consortium and finding different ways to promote the collection</li> <li>■ Work with administration and community to investigate and research opportunities for equitable Internet access.</li> <li>■ Consider hiring another Library/Media Specialist to focus on grades 7-12 students and staff.</li> </ul>



## Budget and Resources

**Invests Strategically in Digital Resources:** Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.

Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"> <li>■ Maintain accurate records of spending</li> <li>■ Manage Common School Funds to purchase resources across a variety of platforms including digital and print.</li> <li>■ Surveys teachers and students to see which LMC resources are being used and what they would like to see added.</li> <li>■ Attends webinars on the best use of Common School Funds</li> <li>■ Writes grants to obtain more materials for the libraries.</li> </ul>	<ul style="list-style-type: none"> <li>■ Regularly run reports on digital collections, both books and databases to monitor usage.</li> <li>■ Promote resources provided by <a href="#">Badgerlink</a> and <a href="#">WISELearn</a>.</li> <li>■ Investigate whether we need resource management tools through Follett now that we have a new technology inventory system</li> </ul>



## Community Partnerships:

### Cultivates Community Partnerships:

Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.

Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"> <li>■ Communicate with the Johnson Public Library about resources and programming.</li> <li>■ Continues to attend the SWAL Library Conference and be actively involved in the organization.</li> <li>■ Reached out to Community members to donate to the completion of the DHS library renovation.</li> <li>■ Area businesses/organizations have donated to various program prizes.</li> </ul>	<ul style="list-style-type: none"> <li>■ Connect with the Wisconsin Rural Advisory Board.</li> <li>■ Reach out to parents for volunteer help.</li> </ul>



## Data and Privacy

### Advocates for Student Privacy:

Teaches and promotes student data and privacy through his or her instruction and role as an educational leader.

Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"> <li>■ Advocate for student privacy in using web resources. Promote understanding of <a href="#">Family Educational Rights and Privacy Act (FERPA)</a> &amp; <a href="#">Children's Online Privacy Protection Rule (COPPA)</a></li> <li>■ Library staff are knowledgeable of library related policies and procedures</li> <li>■ Teach Digital Citizenship lessons during</li> </ul>	<ul style="list-style-type: none"> <li>■ Increase understanding among staff, students, and parents about the privacy laws.</li> <li>■ Find new ways to reinforce and teach Digital Citizenship skills.</li> </ul>

library lessons. Developed a Digital Citizenship scope and sequence .

## Collaborative Leadership



### Leads Beyond the Library:

Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.

Current and Prior Practices	Possible Areas of Growth
<ul style="list-style-type: none"><li>■ Surveyed staff about ways the library staff can support them in their classrooms</li><li>■ Advocated for purchase of resources to assist with virtual learning (WebCams, Hotspots, etc...)</li><li>■ Led inservices for new teachers as well as flexible inservice hours.</li></ul>	<ul style="list-style-type: none"><li>■ Rejoin the district curriculum committee</li><li>■ Find time to meet with grade level teams to see how I can better assist them in their classroom instruction.</li></ul>