

INCLUDE

Collection

1. Establishes and maintains a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs for range of learners and their communities.

Our collection is added to weekly. We take very seriously the requests of our student and teacher patrons. This year, our print collection goals have been first to meet the needs of the student requests on the “What Should Mr. Greco Buy Next” display. We then are adding titles to support all the curriculum areas especially English/Language Arts and the Social Studies department. We are adding to the graphic novel collection as well as the series fiction collection. We are just beginning an adapted print collection for our non-reading exceptional students that include books that are very short with PECS symbol type icons. We had been checking out non-fiction books and magazines to this group of students but this will allow us to target their abilities more directly. We have also added to our virtual electronic library by adding WorldBook online encyclopedia, MackinVIA eBooks and digital resources, and Learning Ally for our students that need audio support with audio books. We also did a public library card drive and have had the public librarians come to our school to discuss the electronic resources available to our students through the public library collection. They have many of the Gale Databases we are unable to afford. We have been collecting articles from NewsELA and binding print copies for our WEB leadership topics.

Artifact:



2. Facilitates opportunities to experience diverse ideas by promoting the use of high-quality and high-interest literature in formats that reflect diverse developmental, cultural, social, and linguistic needs of all learners and their communities.

Our library facilitates opportunities to experience diverse ideas by promoting the use of high-quality and high-interest literature in formats that reflect diverse developmental, cultural, social, and linguistic needs of all learners and their communities. We have been expanding our collection of books and prominent displays of titles written by African-American and Hispanic-American authors to meet the needs of those two large parts of our student population. We have noticed that books with illustrations or photographs of people of color on the covers draw our students to select them. We are not making our purchasing decisions solely on covers, but we are cognizant that the covers have been a huge draw for our students of color and take that seriously under consideration. We have also used Junior Library Guild this year to expand our high interest/lower reading level books as well as expanding our graphic novel selections.

Artifact:

Opportunities

3. Provides challenging and authentic opportunities to address the needs of the broad range of learners.

This year we have targeted two populations that we feel have been somewhat neglected by both the school and the library program. In the past year we have been using non-fiction ebooks to use with our non-reading or limited reading ESE students. This has been a success and has been a way for us to target questioning and building background knowledge for those students. Additionally, it has been a big success in building vocabulary and working on speech sounds. Since it has worked so well we have also discovered a free tool for Title One schools. We just recently in December started to use getepic.com eBooks for our ESE unit students. We have also recently discovered a collection of PECS (Picture Exchange Communication System) books of popular middle school titles for our totally non reading students which uses symbols. Through a grant in Rhode Island, we have printed out those books and are now making them available for checkout so they can take them home. The opposite end of the spectrum has been our Gifted and Talented students who are scheduled in the library each Monday

with the district gifted teacher. She and I have been planning many different activities weekly for those students. It has been an opportunity for them to showcase some of their unique talents. We have a boy who has been learning songs from World War 2 in Russian, German and Polish. The collaboration has been a great success and we have also done Mystery Skype with those students. The students have also created Jeopardy questions for games to compete with one another. We purchased a Who's First system and set up a stage area like the TV program. It builds a lot of excitement. The ELL district teacher also works in the library once a week and we have been building a larger collection since the majority of our ELL students are Spanish speaking.

Artifact:

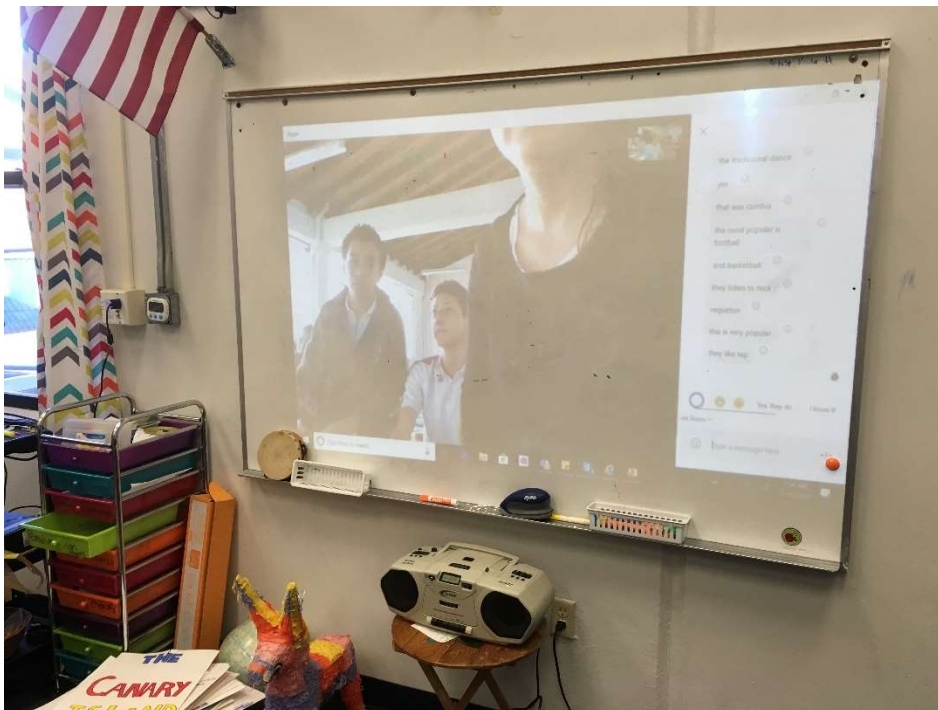


4. Facilitates opportunities to experience diverse ideas and

viewpoints by implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services

We employ some virtual techniques. We have been participating with a Skype Collaboration project with a school in Columbia, South America with our advanced Spanish students. Our students present information using Powerpoint describing our community in Florida using Spanish to communicate and the Columbian students use English to share their projects describing their country and community. We also have completed multiple Mystery Skype sessions to improve understanding of communities different than ours (Washington State, Virginia, Colorado, etc.) and increasing the research and geography skills using print and electronic resources to discover the other schools location and name. We also do at least one in person author visit a year and this year we will have Canadian author Eric Walters the last week of January. We have been trying for several years to bring intergenerational connection to our school. We were just able to establish a connection with a relatively new assisted living center where the residents will be reading the same book as our students and will book share face to face, via Skype, and they will come to see the author in January.

Artifact:



5. **Crafts opportunities for learners, educators, and community members to fully participate in one-on-one, small group, and large group learning activities, enrichment programs, and other opportunities.**

Due to the large size and multiple use areas we are able to craft opportunities for learners, educators, and community members to fully participate in one-on-one, small group, and large group learning activities, enrichment programs, and other opportunities. Each user that comes to the library is provided the opportunity to use the facility in any way they wish.

Artifact:



Analysis

6. **Ensures equity in the school library by engaging in an ongoing reflective analysis of collection, programs, services, and communication.**

We use the Follett Titlewave analysis to ensures equity in the school library by engaging in an ongoing reflective analysis of collection, programs, services, and communication. However, our two library advisory boards are our main way to ensure we are meeting the needs of our entire school community. Our adult library advisory board is reflective of all our adult users including teachers, administrators, and parents. Our student library advisory board includes students from all grade levels and ability groups. Those advisory boards review our collection, programs, services and help with communication. We do most of our communication via the library webpage, morning announcements, RTV school news program student produced in the library, and via the school and PTO social media portals.

Artifact:

Student Library Advisory Board, Micah Hernandez 6th grade, Jesse Thomas 7th grade, Jake Zhao 7th grade, Sidney Grossman 8th grade, Ja'Kirah S 7th grade, Adult Library Advisory Board, Kendall Higgins (Literacy Coach), Julie Penn (8th grade ELA teacher), Karen Shank (ESE teachers) Morgane VanWeyenberg (7th grade ELA teacher, Alexandra Phillips (public librarian), Sandra Lepore (parent)

7. Uses ongoing reflection data to strengthen resources, improve instruction, and meet the diverse needs of the school community

We meet monthly with our ELA professional learning communities to use ongoing reflection data to strengthen resources, improve instruction, and meet the diverse needs of the school community. Our school is a national PLC (Professional Learning Community) model school. The library is a part of the 6th grade English/Language Arts PLC. Our goal each month is to look at all the ELA data for that month and determine who needs additional support and what that support should include. The library is always a part of the solution for at least some of the student needs in 6th grade. Additionally and not as frequently we meet with all English/Language Arts vertically in 6,7 & 8. It was in the vertical meetings where we developed a research plan for all three grade levels and identified the projects each grade level would focus on. We also meet frequently with the ESE self-contained teachers and our gifted and talented district itinerate teacher.

Artifact:

Notes from the 6th grade PLC

Stakeholders

8. **Articulates the school library's impact in a manner that is clearly understood by administrators, faculty, staff, learners, parents, and the community.**

Again, we mainly communicate through our RTV broadcasts and our webpage. However, we also speak each month to the PTO and School Advisory Council both of which hold their meetings in the library and have the opportunity to see what is occurring in there.

Artifact:

<http://www-grms.stjohns.k12.fl.us/newsletter/>

9. **Includes opportunities to showcase programmatic and learner success through regular communication with school and district leadership.**

The library is the true hub of Gamble Rogers Middle School and is the central location the school honors all school community members through displays and resources that celebrate a variety of needs and interests. There is an art gallery wall permanently in the library with rotating projects, Day of the Dead Skeleton art contest each October from the Spanish classes, AVID college and career trifold projects displayed. Student work of all varieties and all students is on display all year. We rotate student work from all content areas through the year. Some student work is scanned and also displayed on the electronic bulletin board at the library entrance. Our district administrators frequently come through the library when they come to our school and often comment on the student work they view there.

Artifact:



Environment

10. Honors all school community members through displays and resources that celebrate a variety of needs and interests.

There is not one group of students that are not represented in our library. Most academic areas and many elective courses display student work and projects throughout the year, Day of the Dead, AVID college displays, art gallery wall, history projects, and ELA projects and writing.

Artifact:



AVID posters and Day of the Dead posters

Our up-to-date print and digital collection reflects the diversity of the larger global community with a huge push the past three years to increase both the print and digital collection. We have added many new titles since I came here three and a half years ago. We also began an ebook collection through MackinVIA populated with the most popular print titles in our collection, non-fiction books that make curriculum content in all three grade levels, and titles that provide research assistance for the main research projects in each grade. Additional Spanish print and digital titles were added to meet the needs of many new Spanish-speaking students that came to our school last year from Guatemala, Venezuela, and Puerto Rico. We have some multi lingual library signs and greetings to welcome students in Spanish, French and American Sign Language. Our “Welcome to the library” video which introduces all print, digital and other resources is in English, American Sign Language and Spanish explaining importance of daily reading and explaining resources available for students and families

The displays and communications in the library are located throughout the library as well as on a large electronic bulletin board near the entrance and our library website focus on resources in multiple formats such as how to login to our audio books through Learning Ally and how to login to our eBooks through MackinVIA and access the entire print collection through Destiny Quest or Destiny Discover. There are also videos on the website for parents to receive instruction on how to access those resources.

We had a partial renovation two years ago to ensure furniture was adjustable and movable to meet the needs of all groups. We visited several schools that had library renovations and hired professional school furniture company draw up a new design incorporating some of our existing furniture and replacing other. We have modular vinyl seating that is very easy to reconfigure for various uses and easily cleaned with a damp cloth. The renovation included painting all the walls with three different colors to compliment our coastal location and accent the unique dramatic architecture of the library , new furniture and signage with Cricut cutouts. Before and after photos and also show that we gained access to electricity by moving furniture and had input on the paint colors and designs from staff.

A review of our library schedule and our RTV school news programs demonstrates the value we hold for all types of students being involved in the library program. The most struggling readers in our school are in the library at least once a week as well as our gifted students who works with the librarian and district gifted teacher for collaborative lessons. We see all the English Language Arts students frequently as well as the WEB leadership students who are doing a Genre BINGO activity for three semesters and most of the elective classes. The self-contained exceptional students also are in the library frequently.