

Jenks West Intermediate Media Center Annual Report 2012-2013 School Year

Overview

During the 2012-2013 school year, one certified school librarian and one media aide managed the Jenks West Intermediate media center. Staffing changes in the media aide position proved challenging this year. The school year began with 24 orientation sessions to familiarize individual classes with the organization, procedures, and resources of the library and ended with 25 classes learning about summer literacy opportunities and each student creating a shopping list of books that he would like to read over the summer. This annual report provides an overview of the circulation and collection development, collaborative projects, and literacy opportunities offered by the JWJ Media Center during the 2012-2013 school year.

	2012-2013	2011-2012	2010-2011
Number of items in media collection	14,256	13,827	14,296
Number of items per student	22 (641 students)	23 (595 students)	25 (583 Students)
Top Five Most Checked-out Books	<ul style="list-style-type: none"> • The Hunger Games (Collins) • Catching Fire (Collins) • Mockingjay (Collins) • Found (Haddix) • Hoot (Hiaasen) 	<ul style="list-style-type: none"> • Found (Haddix) • The Popularity Papers (Ignatow) • The Hunger Games (Collins) • Diary of a Wimpy Kid: The Ugly Truth (Kinney) • Life as we Knew it (Pfeffer) 	<ul style="list-style-type: none"> • Found (Haddix) • Lightning Thief (Riordan) • Eleven (Myracle) • Sent (Haddix) • Bone: Eye of the Storm (Smith)

Schedule

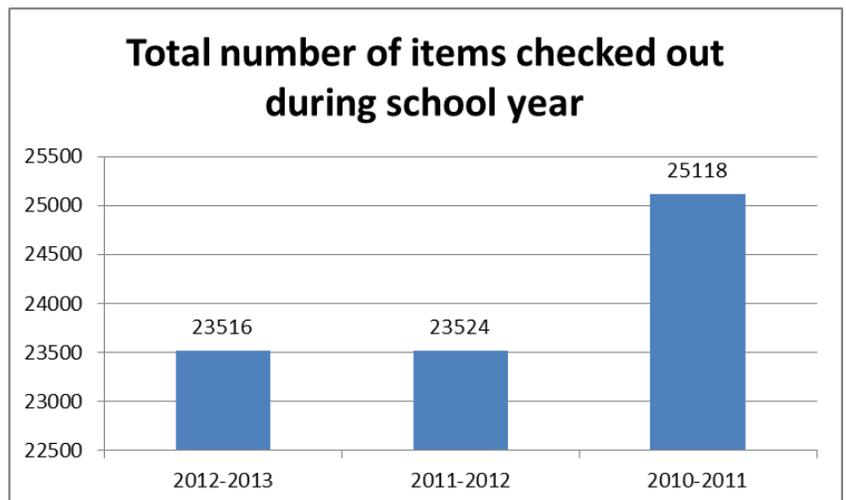
The library operated on a flexible schedule to ensure timely access to media resources and to enable the school librarian to collaborate with teachers on a regular basis. Each morning, the library opened at 7:30 and students were encouraged to visit the library with a pass from the gym supervisor. 2,114 items were checked out between 7:30 and 8:00am this school year.

Additionally, four parent volunteers were trained to manage the circulation desk in order to keep the library open all day most Mondays and Wednesdays. The parent volunteers used an online form to sign up to work in the library during the times that the media aide was occupied with lunch/recesses duties and the media specialist was teaching classes or at lunch.

Circulation

Overall, circulation during the 2012-2013 school year was comparable to circulation during the previous school year, though it did not increase in response to the growing school population. The school population grew by 7%, but circulation remained static. Hold requests were down 18%.

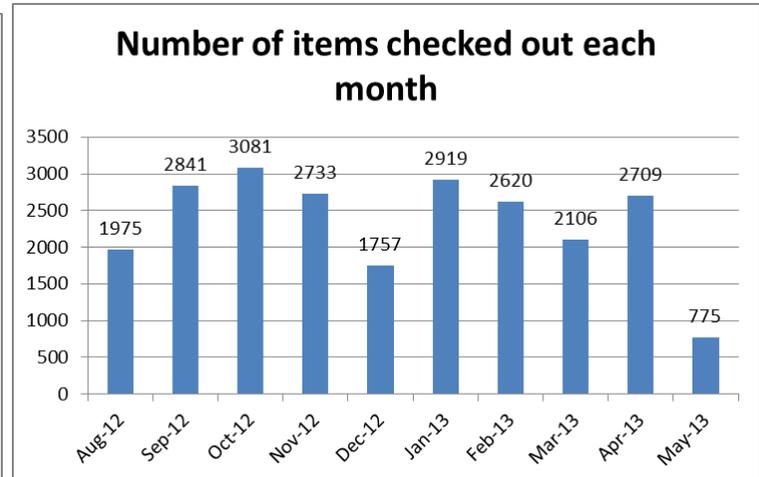
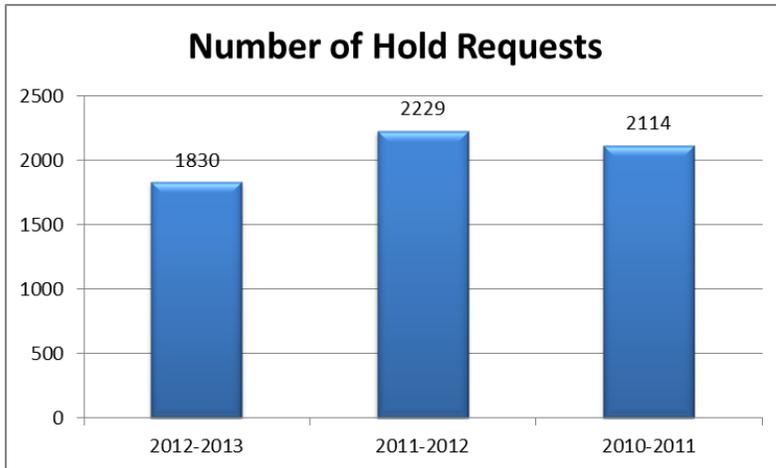
We attribute the lack of circulation growth and decreased holds primarily to two factors: challenges related to changing and training new library staff and the closure or reduced hours of the library during 11 days of state testing. Circulation for the



month of April (the month testing occurred) was down 8% from the previous April with an average daily circulation drop of 71% on days library hours were reduced because of testing.

Mondays and Wednesdays were the busiest days for circulation, with 24% of the week's circulation occurring each day. Thursdays were the least busy days with 16% of the week's circulation.

October was the busiest month and 10:00-11:00 and 1:00-2:00 were typically the busiest time ranges.

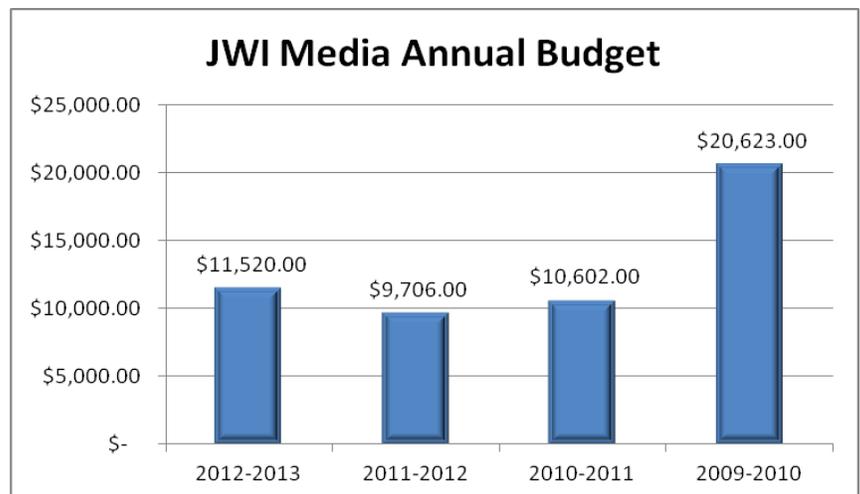


Budget/ Collection Development

The 2012-2013 JWI Media budget increased by 19% from the previous year, though it was still 44% less than the 2009-2010 school year.

Main Collection Development Focus for 2012-2013:

- Identify collection needs based on new Social Studies standards- A significant portion of the library's budget this year was devoted to building a collection of print resources related to geography, countries in the Western Hemisphere, immigration, etc. There is need for additional growth in this area.
- Locate and purchase professional books related to Common Core State Standards- In response to the new CCSS, we purchased numerous professional books and videos to support the argumentative writing, critical thinking, and close reading prescribed by the standards in both Math and Language Arts.
- Continue purchasing newest books in popular series and new releases- Identified popular series/authors and added the newest releases. Will continue in 2013-2014 school year.
- Solicit input from teachers and students- All teacher and student requests were carefully considered and purchased when possible, in light of the JPS Selection Policy and JWI media budgetary constraints. Students wrote requests on a request clipboard in the library and teachers e-mailed or verbally made their requests.



Future Collection Development Needs:

All staff were invited to complete an online survey in April 2013 to help inform future collection development plans. 20 staff members participated and their feedback was used to help determine the following priorities.

- Continue to locate and add materials to support the new 6th grade Social Studies standards.
- Examine collection through lens of new science standards (scheduled for release late 2013) to determine purchasing needs for both student and professional resources.

- Locate and purchase a moderate number of curriculum-specific ebooks and monitor staff/student usage to determine need for additional titles. According to the April 2013 survey of JWI staff, 30% of staff felt that purchasing ebooks should be a high priority. 35% felt that it should not be a priority at all, and 35% were indifferent.
- Add new books to the novel set area. Specific requests include additional science fiction, letters and diaries, and higher-level books.
- Weed the animal books (Dewey section 590) and replenish with new, high quality books. Currently, the average copyright date of books in this section is 1992.
- Continue weeding nonfiction to eliminate dated, erroneous, and damaged books.
- Replenish weeded sections of the library with current, high quality materials.

Organization

In response to feedback from an October 2012 survey about novel set organization in the library, the media center staff began the process of making the following changes in the organization/arrangement of the novel set area of the library. The changes will be implemented in the 2013-2014 school year.

- Barcode/label all novel set books (about 3,000 books) to make them searchable in the online library catalog, enable reports to be run, and to allow copies to be checked out to specific students rather than signed out by the teacher. According to the October 2012 survey, 81% of teachers prefer this over the previous method of signing books out.
- Reorganize novel set area by Fountas and Pinnell reading level rather than title. 73% of teachers prefer this method of organization.

Collaboration

The school librarian taught /planned with 91% of Jenks West Intermediate core classroom teachers during the 2012-2013 school year.

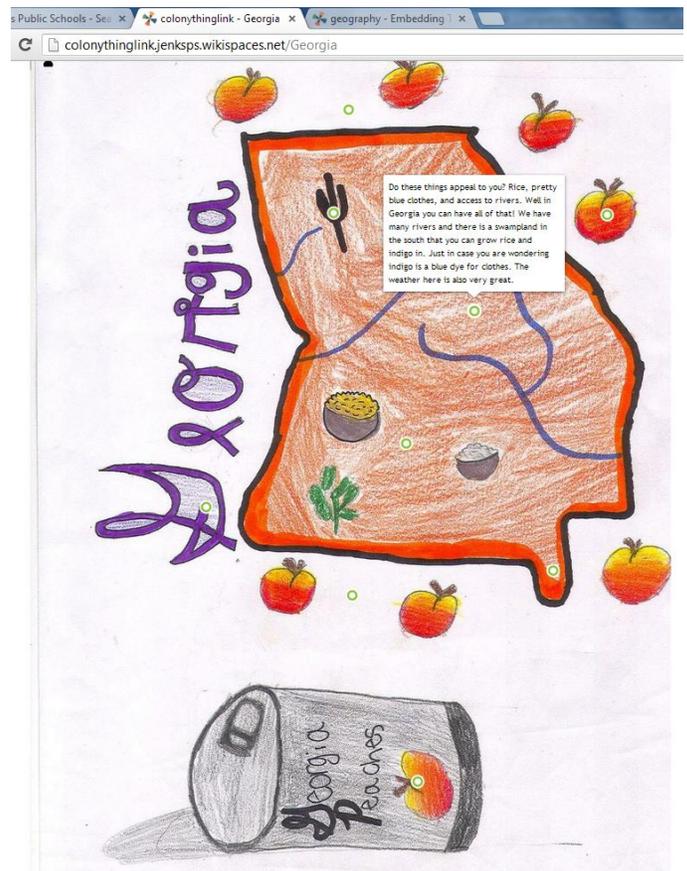
Samples of Collaborative Projects/Lessons

- **Science at Sea**
Taught 14 lessons related to experiences as a NOAA Teacher at Sea (Summer 2012), including a multi-day data analysis lesson where students studied actual scientific data from a sea scallop survey, looked for patterns, developed a hypothesis, and created a visual way to prove their hypothesis, based on the provided data. Also taught lessons related to ecosystems/habitats/questioning and qualities of an effective scientist. More than 200 students had the opportunity to Skype with a Polar scientist, Dr. Cory Williams (*see picture at right*).
- **Visual Literacy**
Pushed WI's previous work with nonfiction text features to the next level, examining numerous ways authors show information visually and challenging students to incorporate similar visual elements in their own work across the curriculum. Multi-part lesson with five classes, based on Steve Moline's work in the book *I see what you mean*.
- **Questioning/Inquiry**
Taught 12 lessons related to developing open-ended questions for research. Planned with and supported various teachers in their efforts to create more inquiry-based classrooms. Worked with 5th grade teachers at WI to implement individual student inquiry projects related to outer space by teaching questioning lessons, gathering resources, and teaching research-related lessons.



- **Transitioning from words to images and back again (Thinglink)**

Students researched a topic (a particular colony or country) and took notes, then created an image that demonstrated their new learning. They wrote “tags” for each part of the image. The image and tags were uploaded to a website called “Thinglink”. When the mouse hovers over an area of the image where a tag has been placed, the information appears (*see picture on right*). Thinglinks were placed on a class wiki to allow students to view and comment on each other’s work. Research supports the method of transferring learning from words into an image, then back into words, to enable students to synthesize the meaning and essence of their new learning.



- **Electronic Student Portfolios**

Continued to support classes and teachers as they created and maintained individual online student portfolios, using a free website called Weebly. Students used portfolios to facilitate conferences with their parents. Taught lessons related to copyright, how to use Weebly, and other mini-lessons as needed.

- **Literacy and Technology in Math**

Worked with two teachers to create wikis for their classes to discuss their math problem of the week online and taught students how to use Wikispaces. Created comprehensive spreadsheet of picture books related to mathematical concepts available in the library and shared it with teachers to encourage literacy across the curriculum. Modeled using picture books in mathematics instruction for four classes.

- **Online Book Clubs**

Worked with three teachers to create wikis for online book clubs and taught students how to use the online forum for book club discussions.

- **Publishing student writing and voice online (Voki avatars)**

Worked with classes to create talking avatars that read student work in the students’ voices, using a free web-based tool called Voki. Vokis were added to a wiki to enable students to view/listen to each other and to leave constructive comments. The Vokis were used by a special education teacher and two 5th grade teachers in science and writing (*see image at right*).

- **Various Digital and Information Literacy Lessons**

Taught more than a dozen classes on copyright, effective online search techniques, evaluating websites, using online databases, commenting appropriately online, locating images online that can be used legally, etc. at the point of need.

- **Student Newspaper**

Supported special education teacher as she guided students through the process of creating 3 issues of a student newspaper. Taught lessons related to copyright and using Microsoft Publisher.

Screaming My Brother

By Garrett Maner

My brother and I were at home on a Sunday afternoon. I was sitting on the couch watching Sponge Bob Square Pants on TV.

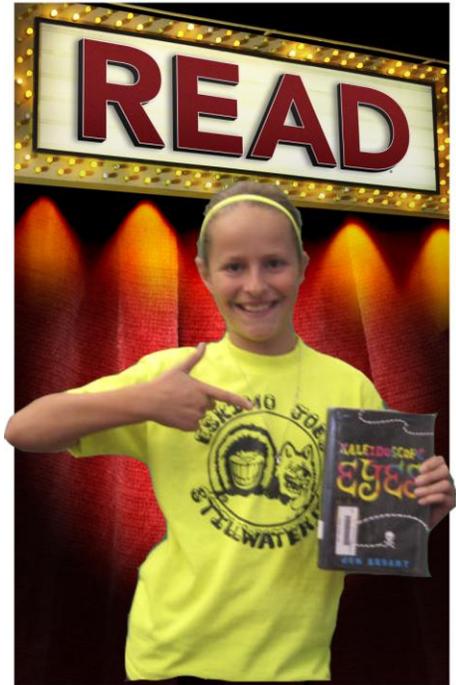
My brother, CJ, came into the room and began sneaking up behind the couch. CJ jumped up and screamed, ahhhhh, in my ear. It scared me so bad I felt like my heart stopped and I died. I jumped, screamed, and fell on the floor. I got off the floor and wanted to scare him back. I wanted revenge! I was waiting for him to come down the hallway. I was crouched down on the floor breathing quietly. I hear my brother’s footsteps. He came around the corner and I popped out. I yelled, “Ahhhh.” My brother punched me in the stomach and I fell backwards into the Christmas tree that we never put away.

My mom walked into the house. She saw me laying in the Christmas tree. She yelled, “You’ve both grounded!” I walked away from my brother. My hands were in a fist, I was breathing hard, and it took me an hour’s to thicken straight because I was so mad.



Sample Reading Promotions

- Continued the “First Read Club” when new book shipments arrived to encourage reading and the addition of student reviews to the library catalog
- Organized opportunities for students to “shop for books” to add to a “To Read” list and “book passes” to enable students to select books for book clubs, based on choices discreetly grouped by reading level
- Introduced students and teachers to Biblionasium, a protected social network for creating virtual bookshelves of books read, books desired to read, and to share book suggestions with friends.
- Created “Read” posters of students holding their favorite book and displayed them on a “Read This” bulletin board in the library. A student committee selected the student book models from applications and changed the display bulletin board every couple of months.



Final Thoughts

In spite of staffing challenges, the JWI Media center had a successful year and played a vital role in helping students and staff develop as effective users of information. Collaboration opportunities continue to grow and the future is bright as JWI Media center strives to fulfill its mission:

Jenks West Intermediate School Media Center provides services, instruction, and materials that support the district curriculum, while preparing all learners to effectively and ethically use ideas and information, develop the technology and literacy skills necessary for success in an ever-changing world, and begin a journey of life-long learning.