

Jenks West Intermediate Media Center Annual Report 2013-2014 School Year

Overview

During the 2013-2014 school year, one certified school librarian and one media aide managed the Jenks West Intermediate media center. The school year began with 27 orientation sessions to familiarize classes with the organization, procedures, and resources of the library and ended with 21 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 JWI Media Center during the 2013-2014 school year.

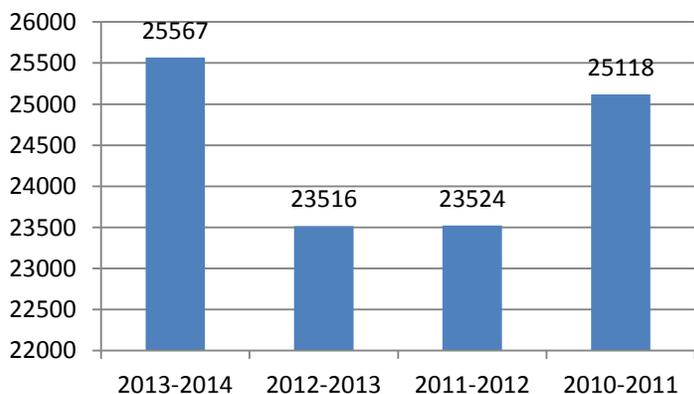
	2013-2014	2012-2013	2011-2012	2010-2011
Number of items in media collection	17,872	14,256	13,827	14,296
Number of items per student	28 (641 students)	22 (641 students)	23 (595 students)	25 (583 Students)
Top Five Most Checked-out Books	<ul style="list-style-type: none"> • The Hunger Games (Collins) • Mockingjay (Collins) • Catching Fire (Collins) • Diary of a Wimpy Kid: The Third Wheel (Kinney) • Found (Haddix) 	<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

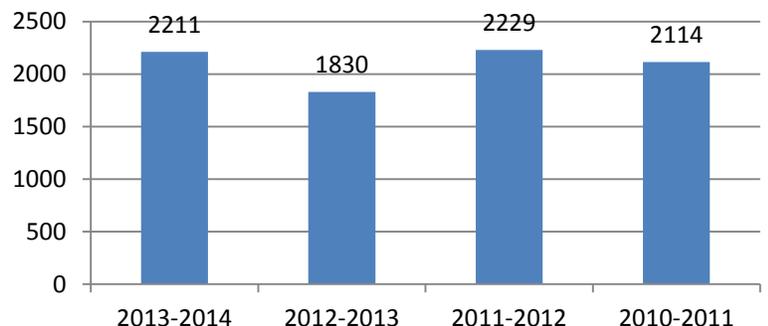
The library operated on a flexible schedule to ensure timely access to media resources and to enable the school librarian to collaborate with teachers on a regular basis. Each morning, the library opened at 7:30 and students were encouraged to visit the library with a pass from the gym supervisor. 2,533 items were checked out between 7:30 and 8:00am this school year.

Circulation

Total Number of Items Checked out During School Year



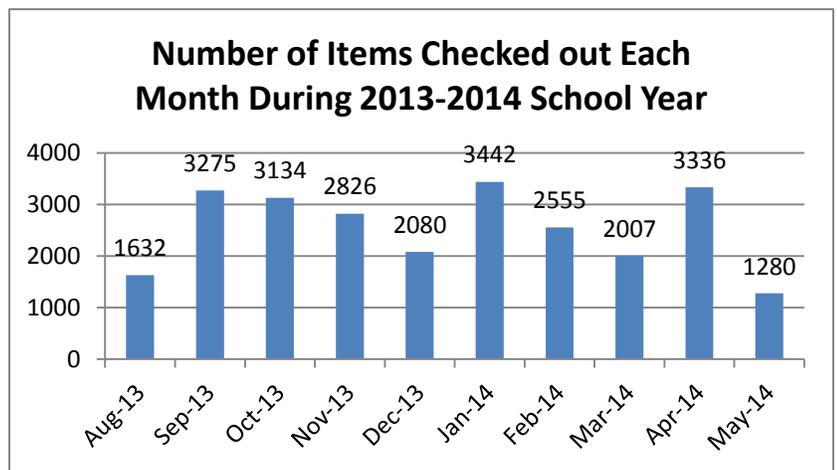
Number of Hold Requests



Circulation during the 2013-2014 school year was 9% higher than circulation during the previous school year. Hold requests increased by 21% from the previous year.

Three main factors contributed to the increased circulation this year:

- The stable staffing of the library, as compared with the staffing challenges of the previous year.
- The addition of book club/novel set books to the library system. These items were previously not counted in circulation numbers, as they were not barcoded.
- The policy change that allowed students to check out an additional item (for a total of 3 items) if a teacher requested they get a book for a book club or for a class project.



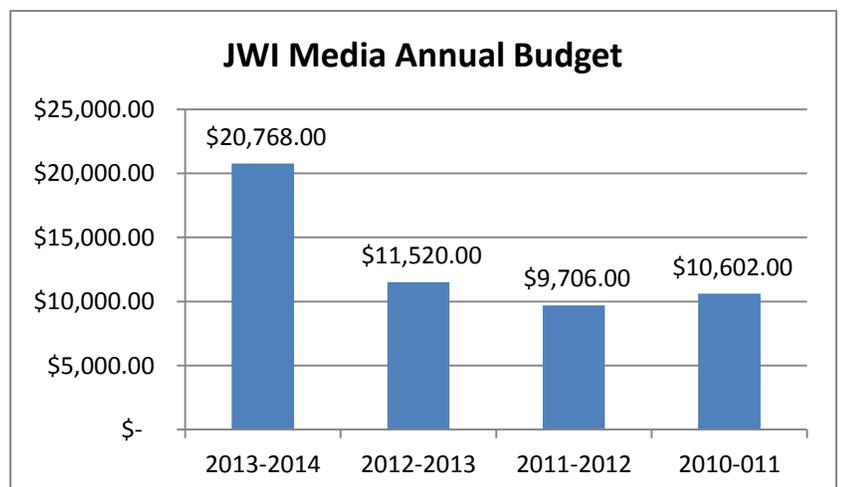
Mondays and Tuesdays were the busiest days for circulation, with 24% of the week’s circulation occurring each day. 8:00-9:00, 10:00-11:00, and 1:00-2:00 were typically the busiest time ranges.

Budget/ Collection Development

The 2013-2014 media budget was 45% higher than the 2012-2013 budget.

Main Collection Development Focus for 2013-2014:

- Social Studies- More than 100 print and video resources related to geography of the Western Hemisphere were added to the media collection this school year.
- Science- In anticipation of the upcoming new science standards, we purchased 25 new professional books to support effective science instruction, particularly related to argumentation and inquiry in science. More than 70 science-related nonfiction titles for student use were also purchased for the media collection.
- Book Club/Novel Set Books- In response to feedback from teachers, we purchased about 15 new titles for our novel/set book club section, including several higher-level (Fountas and Pinnell level X-Z) and science fiction options.
- Continue purchasing newest books in popular series and new releases- Identified popular series/authors and added the newest releases. Will continue in 2014-2015 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:

- Continue to locate and add materials to support the new 6th grade Social Studies standards.
- Continue to identify collection needs related to the upcoming new science standards.
- 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. Alternatively, e-book based subject-specific databases are another avenue to explore.

- Continue to add new books to the novel set area, specifically additional science fiction, letters and diaries, and higher-level books.
- 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 implemented the following changes this year:

- Barcode/label all novel set books (about 2,000 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 100% of Jenks West Intermediate core classroom teachers during the 2013-2014 school year.

Samples of Collaborative Projects/Lessons

- **Support Technology Integration Efforts of Classroom Teachers**

Supported teachers as they worked to implement the district's technology standards by developing a technology planning template for staff use, offering a "Beyond PowerPoint" professional development session early in the year to showcase technology tools, and facilitating a "Technology Speed Dating" session for teachers to share ways they effectively use technology in the classroom. Met with 13 teachers individually or in small groups to discuss/strategize about meaningful technology integration in the classroom.



Teachers sharing technology integration ideas at JWI's "Technology Speed Dating" event

- **Technology Integration Projects**

Assisted teachers and students as they worked to use a variety of technology tools in the classroom. The assistance ranged from tutorials for teachers, to teaching entire classes, to working with individual students.

Among the technology tools students used this year are:

- Edmodo, Wikispaces, and Skype for online communication
- Weebly for educational portfolios
- Google Drive for research needs/note-taking/work production
- Chromebooks
- Thinglink for sharing new learning in a visual way
- SMART Response for assessing student learning
- Movie Maker for showcasing student learning



JWI students experimenting with new technology

- **Primary Sources**

Collaborated with Gifted teacher to develop a strategy to help students analyze primary sources like those they might see on the state Social Studies test. Taught this strategy to eight classes.

- **Close Reading**

Attended district “Literacy Think Tank” and modeled two lessons from the Think Tank for four classes.

- **Arctic Science**

Worked with more than a dozen classes to share my adventures in the Arctic working with scientists. Lessons included a focus on intentional curiosity where students examined Arctic artifacts, asked questions, and made inferences and lessons where students examined and interpreted actual data from the Arctic scientists. Other lessons included analyzing video interviews with scientists for students to determine the qualities and traits of effective scientists and Skyping with Arctic scientists.

- **Visual Literacy**

Worked with six classes to examine numerous ways authors show information visually and challenged 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*.

- **Various Digital and Information Literacy Lessons**

Taught more than 26 classes at the point of need on copyright, effective online search techniques, evaluating websites, using online databases, commenting appropriately online, locating images online that can be used legally, etc. Offered a “Copyright in the Classroom” professional development session for JWI staff.



Students Analyze real data from Arctic scientists

Sample Reading Promotions

- Introduced staff to the “Global Read Aloud”, a program where classes across the world read aloud the same book (Out of My Mind) during a six week period and connect with other classes around the world to discuss the book. About 80% of JWI classes chose to participate and made global connections via Skype, Edmodo, KidBlog, and more.
- Offered a workshop for staff early in the school year called “30 books in 30 minutes”, highlighting new books that are great for class read-alouds.
- Worked with students to create, film, and share book commercials with their classes.
- 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
- Continued to create “Read” posters of students holding new books read in the First Read Club and displayed them on a “Read This” bulletin board in the library.



Locations of classes that JWI classes connected with during the Global Read Aloud 2013

Final Thoughts

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.

Please contact Alicia Gillean, Library Media Specialist, at alicia.gillean@jenksps.org with any questions.

