

Jenks West Intermediate Media Center Annual Report 2014-2015 School Year

Overview

During the 2014-2015 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 24 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 2014-2015 school year.

| | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|--|---|---|---|--|
| Number of items in media collection | 17,126 | 17,872 | 14,256 | 13,827 |
| Number of items per student | 25 (689 students) | 28 (641 students) | 22 (641 students) | 23 (595 students) |
| Top Five Most Checked-out Books | <ul style="list-style-type: none"> • The Hunger Games (Collins) • Mockingjay (Collins) • Catching Fire (Collins) • Found (Haddix) • Diary of a Wimpy Kid: The Third Wheel (Haddix) | <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) |

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 their teacher. 1,692 items were checked out between 7:30 and 8:00am this school year.

This is a 33% decrease in circulation during the same timeframe last year. This is likely due to a change in student morning procedures. In previous years, students reported to the gym before school started and the gym supervisor distributed library passes to students. This year, one grade level of students each day reported to class and the other grade went outside. To visit the library before school this year, students had to get a library pass from their teacher. Next year, increasing the number of library passes allotted to classroom teachers from 1 to 2 will likely increase circulation during this timeframe.

The library remained open until 2:30 each day, closing for 40-140 minutes midday when both the media specialist and media aide were unavailable due to teaching, other duties, meetings, or lunch.

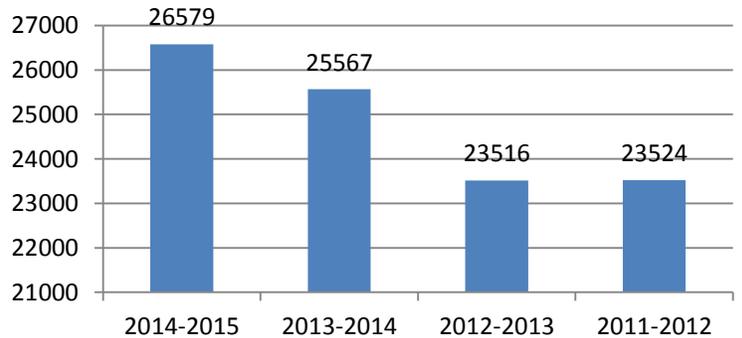
Circulation

Circulation during the 2014-2015 school year was 4% higher than circulation during the previous school year.

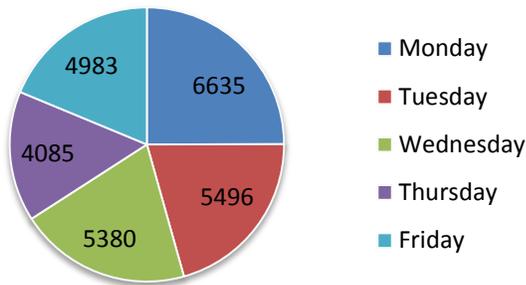
Hold requests increased by 43% from the previous year.

8:00-11:00, and 1:00-2:00 were typically the busiest time ranges. Mondays and Tuesdays were the most popular days to visit the library. September, January, and April were the months with the highest circulation.

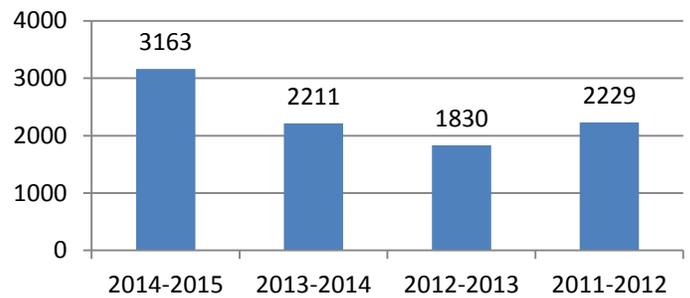
Total Number of Items Checked Out



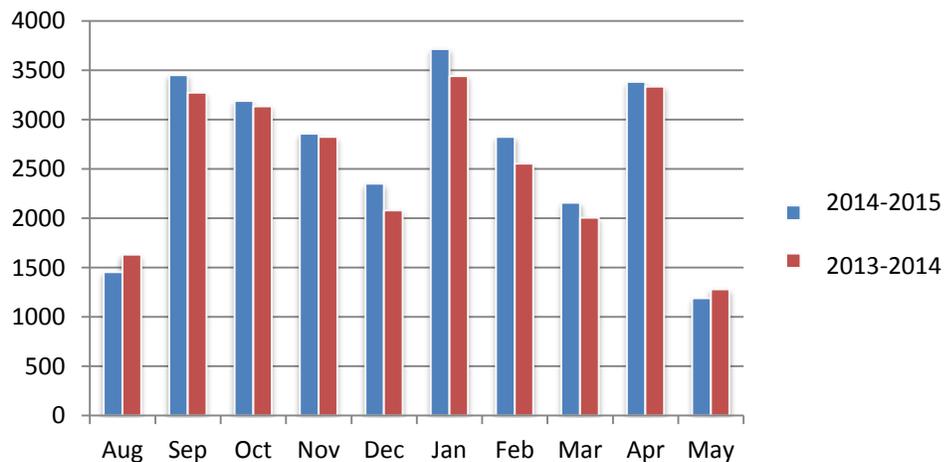
Total Annual Circulation By Day of Week 2014-2015



Number of Hold Requests



Circulation by Month

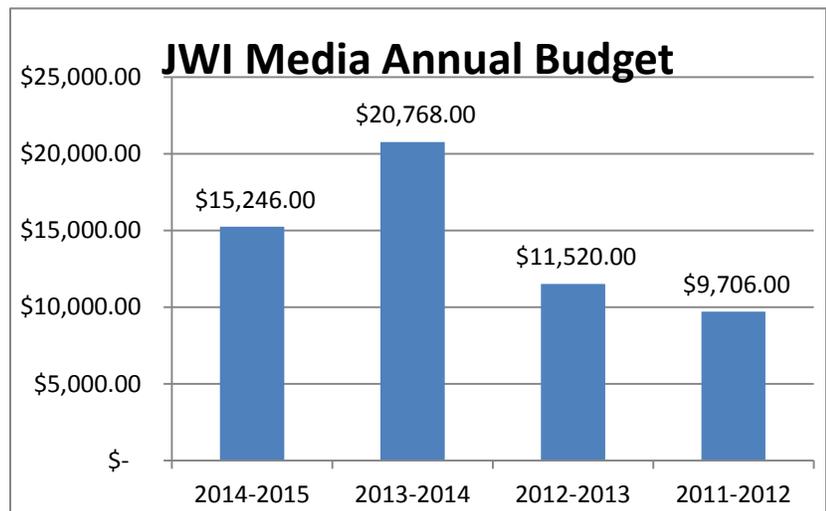


Budget/ Collection Development

The 2014-2015 media budget was 27% less than the 2013-2014 budget.

Main Collection Development Focus for 2014-2015

- Science- Added titles to support new science standards, including more than 25 human-body related titles and three class sets of human body Kids Discover magazines.
- Social Studies- Continued to add titles to support the new 6th grade Social Studies focus on the western hemisphere.
- Animals - Added more than 100 new animal books to replace outdated animal books.
- Sports- Solicited input from students and ordered more than 40 new sports books to update our collection.
- Online Databases- the district added subscriptions to two additional electronic databases for student use: TrueFlix and ScienceFlix. Feedback from students and teachers has been positive.
- Continue purchasing newest books in popular series and new releases- Identified popular series/authors and added the newest releases.
- 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 identify collection needs related to the new science standards. Solicit input from teachers on areas of need as they begin to work with the new curriculum.
- 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. As JWI transitions to 1:1 Chromebooks in the 2015-2016 school year, ebooks are a much more viable research option than they were previously.
- Continue to add new books to the novel set area, specifically higher-level books (Fountas and Pinnell level X,Y,and Z).
- Continue weeding nonfiction to eliminate dated, erroneous, and damaged books.
- Replenish weeded sections of the library with current, high quality materials.

Follow JWI for book suggestions and the latest library news!



@jwimedia

Instagram



@jenkswimedia



@JWI Media

Communication

This year, JWI media utilized social media to communicate with students, parents, and teachers to share information about library events and books. Parents and teachers seemed to like Facebook, while students preferred Instagram. Twitter was not widely used by library patrons.

Professional Development

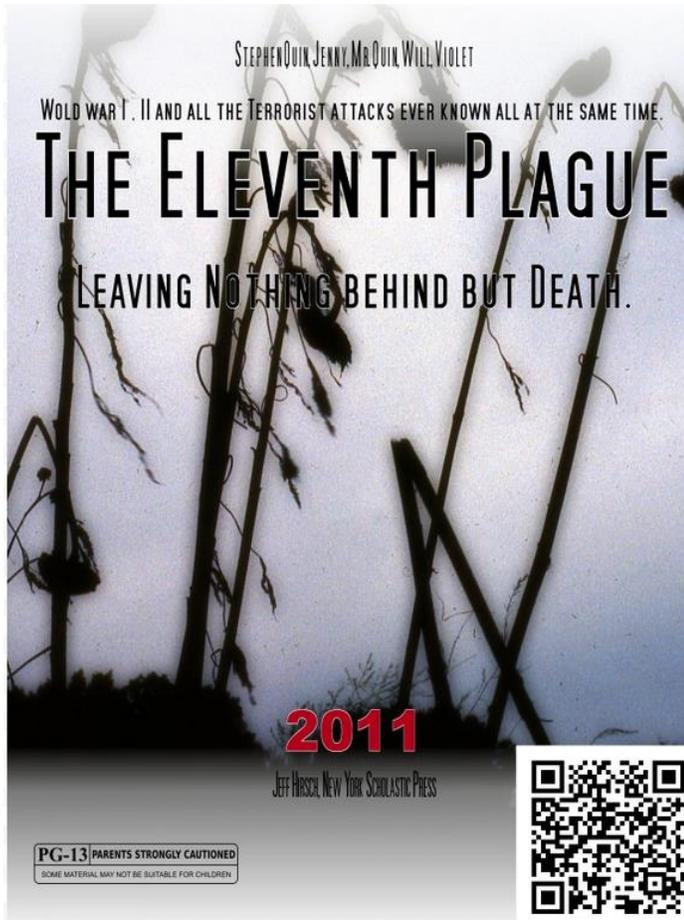
JWI library led numerous professional development sessions for staff during the 2014-2015 school year, revolving mainly around technology integration. Among the sessions offered were:

- Google Drive Workshops
- SMARTboard basics
- Exploring online databases
- Technology show and tell
- Summer Technology workshop

Collaboration

The school librarian taught /planned with 80% of Jenks West Intermediate core classroom teachers during the 2014-2015 school year.

Samples of Collaborative Projects/Lessons



- **Visual Literacy/Infographics-** Partnered with eight classes to explore ways that authors share information visually. Students applied the learning to the creation of infographics to showcase their learning from a research project using an online tool called easel.ly.
- **Book Trailers/Commercials (Video editing and QR codes)-** Worked with eight classes on two different versions of this project. In the final iteration of the project, students created book posters advertising a book that they enjoyed this school year and used a QR code to link it to a video book trailer that they created using WeVideo. Students thought thematically and developed new technology skills during the course of this project. The project ended with students viewing each other's poster and videos and adding to their personal "to-read" lists.
- **Digital Citizenship-** Taught more than 30 hands-on classes at the point of need to help students develop as efficient, ethical users of technology. Among the topics addressed were effective online search strategies, evaluating websites, citing sources, ethical use of online images, appropriate online conversations, etc. Additionally, worked with WE librarian to develop a database of digital citizenships lessons for all district media specialists to utilize and contribute to.
- **Intentional Curiosity/Science-** The librarian shared her science field experience in the Arctic and at sea with fourteen classes through intentional curiosity lessons, math

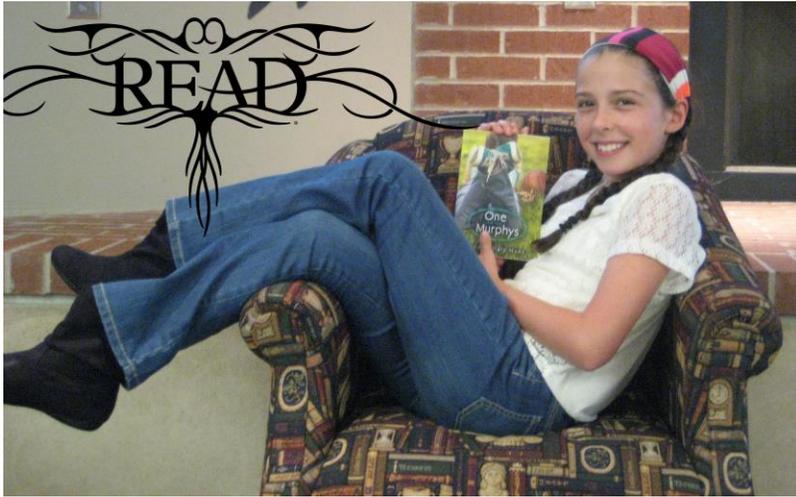
lessons using authentic scientific data, and lessons featuring video of actual scientists designed to challenge students to consider what qualities make an effective scientist.

- **Other lessons-** Other collaborative projects/lessons this school year include genre introductions, book talks, questioning lessons, online portfolio (Weebly) work, book review lessons, and database introductions.

Sample Reading Promotions

- Continued the "First Read Club" when new book shipments arrived. Students were invited to select a new library book to read and to share their opinions about the book by writing a review for the library catalog. Additionally, students added a label to their First Read Club books, proclaiming that they were the first person to read the book.
- Organized JWJ's participation in the "Global Read Aloud" for the second year. Classes across the world read the same book (One for the Murphys) during a six week period and connected with other classes around the world to discuss the book. More than a dozen JWJ classes chose to participate and made global connections via Skype, Edmodo, KidBlog, and more.
- 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.

First Read Club 2015
This book was first read by: 



- Worked with students to create, film, and share book commercials/book trailers with their classes.
- At staff request, the library once again offered a workshop for staff early in the school year called “30 books in 30 minutes”, highlighting new books that students love, but teachers might not know about yet.
- Invited students to pose for a photo with their favorite book and displayed these on the TVs in front of the media center and on the library’s social media accounts. More than 60 students took advantage of this opportunity.

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. The increasingly important role of technology in the classroom paves the way for additional collaboration opportunities between teachers, students, and the library 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.