Millis Middle/High School Library

Long Range Plan:

2015-2020

October 1, 2014
Millis Middle/High School Library  
Long Range Plan  
2015-2020

I. Introduction

The Millis Middle/High School Library chose to prepare its revised long-range plan in order to promote the visibility of the library as an essential part of the school and community. The Millis Middle/High School Library vision of students as “information-literate lifelong learners” is being realized through the collaborative efforts of the Millis Middle/High School Library department, Millis Middle/High School teachers, and the Millis Public Library.

As in the past, the Millis Middle/High School Library Long-Range Plan serves to focus on the goals for growth in both programming and resources that best address the ever-expanding needs of our students. However, this current plan represents the population of the Millis Middle/High School, since there is no longer a certified school librarian at the elementary level. For the Millis Middle/High School Library, this includes a collection represented in a variety of formats, accessibility to materials that are relevant and reliable, support for diversified learners, and maintaining awareness of the ever-changing requirements for our global learning environment.

This five-year plan will serve as the basis for annual review and evaluation of the Millis Middle/High School Library program. The three goals were comprised to address the most immediate visible needs of the Millis Middle/High School students.

The following members of the Millis School Library Advisory Committee assisted in the creation of this long-range plan:

Staff:
Patricia Divver, School Librarian (Millis Middle/High School)  
Katharine Boissy, Library Aide (MS/HS)  
Maria Neville, Library Aide (MS/HS) and Millis Public Library Trustee  
Mark Caulfield, English teacher, Millis High School  
Molly Saccardo, English teacher, Millis Middle School  
Patrick Neville, SPED/Resource teacher, Millis High School  
Yvonne Fitzgerald, Spanish teacher, Millis High School  
Maryann Ziemba, Social Studies teacher, Millis High School  
Mara Robinson, Skills teacher, Millis Middle School  
Maureen Knowlton, Special Education teacher, Millis Middle School
Marianne Lejsek, Library Aide, Clyde F. Brown Elementary School

Administration:
Robert Mullaney, Millis High School Principal
Andrew Zitoli, Millis Middle School Principal
Nancy Gustafson, Superintendent, Millis Public Schools
Kay Tessier, Director of Technology, Millis Public Schools

School Committee Representative:
Steve Catalano

Parent Representatives:
Christine McAuliffe, Millis High School
Wendi Cantoreggi, Millis Middle School (Parent and MS English Teacher)

Millis Public Library:
Tricia Perry, Director, Millis Public Library
Rachel Silverman, Youth Services Librarian, Millis Public Library
II. Plan Development and Methodology

The following is a planning document for the Millis Middle/High School Library. It utilized the previous Long Range Plan, which was district-based. For the FY2015-2020 plan, meetings were held with the School Library Advisory Committee, a group comprised of the school library staff, administrators, school committee members, parents, volunteers, teachers, and public librarians. The review process began in the fall of 2013, and an Action Plan for 2013-2014 was created.

During 2013-14, meetings were conducted with Mrs. Divver, the Middle School/High School librarian, and representation from the School Library Advisory Committee. The focus of these meetings was to discuss and brainstorm for the new plan, while reviewing the goals of the FY2008-13 Long Range plan and its outcomes.

As the position of the elementary school librarian was eliminated in 2011, it was determined that the plan will focus mainly on the needs of the Millis Middle/High School Library and the students and staff it serves.

The primary reasons for creating a school library long-range plan in the Millis Middle/High School Library are as follows:

- to articulate the goals and vision for of the 21st century learner
- to establish equitable services and expectations for all students in Millis
- to support the Millis Middle/High School curriculum
- to address the needs of the Millis Middle/High School students and staff

With an ever-increasing need for students to be information-literate, the long-range plan will provide guidance for the library to grow and expand its programs. The approved plan would give us the opportunity to apply for Library Services and Technology Act (LSTA) grant round choices and thus improve the avenues for student learning and achievement. A valid School Library Long Range Plan will be a useful tool for the Millis Middle/School Library in maintaining current, accurate standards, as suggested by NEASC.
III. Millis Community Profile

The following narrative is based on information provided by the Massachusetts Historical Commission:

“The Town of Millis is a suburban industrial town in the Charles River Valley, incorporated in 1885. First settled in 1658, the first mill was built in town in 1662 on Boggastowe Pond. The town's early economy was based largely on agriculture and grazing. King Philip's war destroyed every building in town except the fortified stone house built for protection. There were taverns, grist and sawmills serving the farming population in town after 1710, and the community remained a prosperous agricultural town throughout the century.

“In the next century, the town's character changed with the two cotton mills established in 1805. One of these mills is reputed to have installed the first lace loom in America in 1818. Brickyards, organ and organ pipe factories, along with a paper mill and canning factory, in operation in 1837, joined the textile operations as significant town industries. In modern times, however, all that remained of early industrial operations were Herman Shoes, Safe Pack Mills and the Cliquot Club ginger ale plant. Millis retains a significant number of bungalow-style houses as well as some Greek Revival and Italianate buildings.”

From the Millis Town Report for FY 2013, the town’s population is now at 8,527, with the population of school-age children (ages 6-18) at 1,369. The Town’s Administrator is Charles Aspinwall, and the governing board is one of three Selectmen. The Millis Public Library Director is Tricia Perry, the Youth Services Librarian is Rachel Silverman, and the staff includes five additional staff members as well as two pages.

The Millis Middle/High School Library and the Millis Public Library have a noteworthy relationship. Collaboration has been in place for the past twelve years with the Middle School book groups, and for about twenty years with the Summer Reading program. In 2013, the Millis Public Library’s new facility opened its doors and subsequently increased this already-positive collaboration. Expanded avenues included a Community (One Book) Read, High School (evening) book group meetings, Middle School visits with the teachers and the school librarian, and presentations by Millis High School seniors for their “Senior Project”. The interlibrary loan availed additional resources to the Millis Middle/High School Library for both book groups as well as research projects. In 2014-15, the Millis Middle/High School Library extended its hours of operation beyond the school day to accommodate students from 7:30 AM until 3:30 PM on most days. In addition, students are able to continue accessing library resources, as well as hold “study sessions”, through the expanded hours at the Millis Public Library.
IV. The School Library’s Mission and Vision

The Vision of Millis Public School Libraries is to create an environment that supports, encourages and develops students as information-literate, lifelong learners. This is best achieved through collaborative programs with teachers, a well-developed collection, and integration of library and information literacy skills into the curriculum.

The Mission of the Millis Public School libraries is as follows:

- to support the Millis Public Schools curriculum for all grade levels in diversified means of learning
- to promote a love of reading and literature
- to provide equitable access to current and age-appropriate educational materials in print, non-print and electronic format
V. Profile of the Millis Public Schools’ Libraries

In the school year 2013-14, the total enrollment of students in the Millis Public Schools was 1,425. This figure represents three schools, covering grades preschool through high school. Per pupil expenditures for regular education in 2012 was $10,638.

For the 2014-15 school year, Superintendent of Schools is Nancy Gustafson, High School Principal is Robert Mullaney, Middle School Principal is Andrew Zitoli, and Patricia Divver is the school librarian at the Middle/High School Library, with one full-time library aide, Katharine Boissy, and one part-time library aide, Maria Neville. The Clyde Brown Elementary school has one full-time library aide, Marianne Lejsek.

The Millis Public Schools have two school libraries for three schools, with three varying programs. The Clyde Brown School library is housed with the elementary grades, Pre-K through Grade 4.

The Middle and High School are separate schools in the same building, utilizing common areas. This includes the Middle/High School Library, the cafeteria, the gymnasium, the auditorium, art rooms, music rooms, and computer labs. The Middle/High School Library operates differently in each school, although the facility remains available to the majority of the school population throughout the day. Extended hours facilitate before- and after-school access.

The library supports school programs and the curriculum. Collection development as well as acquisition of online resources focus on the 21st Century student learning needs. Teacher input, along with the state-mandated testing needs, assists in choosing materials for the library. With its online access of both its collection and resources, the Middle/High School offers 24/7 availability to all students.

The intent of the collection is to enhance students’ reading for both research and recreational reading. With the span of students for grades 5 through 12, book choices focus on the varying age and reading levels for appropriate content. The library supports programs established by the schools to promote skills needed in such testing as MCAS, AP, SAT and ACT. Diversified learning materials for Special Education students and English Language Learners are reviewed regularly through interaction of the SPED and ELL teachers and the school librarian.
VI. Description of School Library Programs

A. Clyde F. Brown Elementary School

The Clyde Brown Elementary School serves approximately 577 students in grades PreK-4. In 2011, the Clyde Brown elementary school lost its school teacher librarian position. Although there is a Technology Integration Specialist, there is no librarian, and the elementary school library is supervised by one full-time aide, Marianne Lejsek. Volunteers from the community assist with circulation, shelving and other clerical duties.

The elementary school library program is on a fixed schedule, operating around teacher prep periods, for kindergarten through grade 2, with the Library Aide. The students in grades K-2 come in, listen to books, and check out books. There is no fixed library period for grades 3 and 4. The library aide coordinates “book selection” visits with those grade level teachers.

With the elimination of the school librarian position, the elementary school library has been affected mostly in maintaining a current collection and developing library skills. Collection development has been limited, as the library aide relies on teacher book recommendations, annual award winners, and book review sources (Book Links, Book List, Follett) to add new books. Weeding is done by the volunteers under the library aide’s supervision. The Middle/High school librarian connects with the library aide for professional input on a limited, as-needed basis.

B. Millis Middle School

The population of the Millis Middle school is 458 students, grades 5 through 8. Classes are 49 minutes long, on a trimester basis. There is one fixed library class for fifth grade students. All other grades, 6-8, integrate library skills into the curriculum and come to the library as needed for projects, reading events, and resource needs.

The fifth grade library class is part of the Unified Arts (UA) group. These classes (Library, Art, Music, TV Production, Physical Education, Technology) share trimester scheduling. Students should all receive one trimester of each UA class within the school year. The fifth grade library program introduces library skills to the class, including how to access the online collection, use the library databases, and implement both print and non-print materials. Lessons are basic research skills that incorporate the focus of the fifth grade curriculum. The school librarian meets with the fifth grade team to discuss plans for the class throughout the school year. Class size varies from about 12 students to nearly 30.
With grades 6 through 8, the school librarian works with the teachers to collaborate on projects and provide in-class and in-library research review. The English Language Arts team visits the library on a regular basis to select independent reading for student projects. As the middle school students are able to utilize iPad carts, the librarian assists them in learning how to utilize the online collection as well as the databases, encyclopedias and ebooks.

Reading programs and events are scheduled throughout the school year at grade levels and school-wide. This includes book talks, seasonal reading events, book fairs, and author/illustrator visits. Two book groups, one for grades 5 and 6 and another for grades 7 and 8, have been successful after-school programs and collaborate with the Millis Public Library and staff for meetings and book selections. The Grade 5 “Wax Museum” is an event that was initiated with an LSTA grant as a biography-based library program and has become a favorite annual project. Additional teacher projects include library research and are displayed in the library, as well. Recent examples are the “Caveman” and the “National Parks” projects.

Middle school students can access the library throughout the day with a pass from their teacher. Books are checked out for two weeks, with a limit of two books per student unless there is a project or book group participation. Fines are not collected but students must replace lost or damaged books. Students are also permitted to use the library’s Nooks, with the same guidelines. Currently there are fourteen Nooks with approximately forty book titles on each. Additional eBooks are available through the library’s online collection, and are also available for students to use.

C. Millis High School

The population of Millis High School is 390 for grades 9 through 12. Millis High School students may access the library before or after school, through directed studies, for online courses through Virtual High School or TEC, with reserved class research time, for tutoring, and for “service learning”. Throughout the day, students may also come with a pass to get a book, use a computer, or print. The classes are approximately 45 minutes long, with one extended “double” period midday. Teachers sign up to bring classes to the library in advance.

Students from the high school may also come to the library from another class with a pass, providing there is available space. Priority is given to those students scheduled for VHS and TEC programs (about 5-15 students per period), study halls (about 15 students per period), and service learners (about 5-10 per period.) If a class is scheduled for library use, then that class has priority above all. In addition, all students can come to the library before school, during lunch and after school. In 2014-2015, the library’s hours were expanded to be available before and after the school day. This allowed the Millis Middle/High School Library to be open a
half-hour before school and an hour after school, with the revised times being 7:30 a.m. until 3:30 p.m. (Mondays through Thursdays) and on Fridays until 2:30 p.m.

The school librarian collaborates with the high school teachers to incorporate instruction and assistance for research. A number of interdisciplinary projects, such as the Freshman and Sophomore Research projects and the Senior project, include a library research component as a method of evaluation. The librarian works with the ELA teachers involved to arrange for in-library or in-class instruction via the iPads or SmartBoard. Using the statewide databases, online encyclopedias, and the online collection provides students with 24/7 access to information.

A “blended learning” platform, ITS Learning, is utilized throughout the High School as well as in the majority of Middle School classrooms. There is a Library Research component within each class’s ITS Learning page that provides information for students regarding the use of resources as well as direct links.

Teachers may request to use the library for researching class projects, and connect with the school librarian through email to arrange a time to bring their class. The librarian will assist students in finding books, reference materials, online resources and access to databases for these projects.

Additional library activities for the High School level include the “Book Group”, which is open to all students in grades 9 through 12 and meets on a monthly basis to discuss group-selected books. Meetings are held at the school library with a few special evening meetings at the Millis Public Library. The school librarian, the school library aides, and the Millis Public Library’s Youth Services Librarian collectively lead this group.

Several special library events encourage participation by high school classes. “Scary Story Day” involves the High School Creative Writing students creating stories that the Speech students read to Middle School classes. A “Dr. Seuss Birthday Challenge” for Read Across America offers staff and students the opportunity to read “Fox in Socks” without a mistake. Students are encouraged to use the library to display their artwork, host their Senior project activity (such as a Poetry Coffeehouse or Literary reading), and meet with study groups. The High School Newspaper also meets regularly in the library, and the school librarian is a co-advisor for this club.

In addition, staff meetings are held in the library. Teachers are encouraged to browse the most recent additions of books, DVDs, and CDs. The SmartBoard is continually used for presentations, as well.
Email is the preferred method of communications for the library with the staff. The school librarian emails teachers, group lists, and common staff areas for upcoming projects, events, and library activities. The library aide will update teachers on overdue lists or student issues, and also maintains an online list of study hall students.

The library's webpage, www.millisps.org/programs/library/middlehigh, is maintained by the school librarian and provides information to the public. Information regarding book groups, the newspaper, online access, author visits, book fairs and library highlights are available on this site.
VII. The School Library: Facility and Accessibility

A. Clyde Brown Elementary School Library

The Clyde F. Brown Elementary School library is open during the school’s hours, from 8:30 a.m. to 2:45 p.m., Monday through Friday. It is staffed by the Library Aide for a fixed, limited program. The physical library space at the elementary school has been altered to accommodate the needs of special education as well as reading teachers, math teachers, and individual one-on-one aides. All three library offices have been reassigned to other teachers and departments.

The library is currently not automated and thus the exact number of books is not available. An approximate number is 10,000 items including books, references materials, periodicals and videos. There are six computers available for student use as well as a nearby computer lab where students receive instruction from the Technology teacher.

B. The Millis Middle/High School Library

The library facility at the Millis Middle/High School is one area, serving both schools. There are twelve desktop computers, ten iBook laptops, two OPAC stations, and fourteen Nooks. The wireless network allows students to use personal computers and devices throughout the library and the school.

Over a dozen tables allow for easy seating of fifty students, and access is available daily, from 7:30 a.m. until 3:30 p.m., Monday through Thursday, and until 2:30 p.m. on Friday. Students may come with a pass throughout the day, to do research, use the computer, or get a book, provided there is space available.

Teachers may come for their personal use throughout the day and by reservations on the library calendar for entire class use. Both students and teachers can request interlibrary loans on outside materials through the Minuteman Library Network. Connection to the network’s databases and online encyclopedias increases the students’ accessibility to resources, both in the library and at home.

The current library collection consists of approximately 16,500 volumes. In 2013, the library upgraded to Follett Destiny, and the entire middle/high school collection is now online and accessible to the public 24/7. The eBook platform, Follettshef, also allows patrons to access and read eBooks at their convenience. Whenever possible and for appropriate titles, eBooks are purchased with “unlimited” access. The collection includes non-fiction and fiction books of
interest and reading level for grades 5-12, DVDs for teachers on curriculum-relevant topics, CD and digital classroom reading books, and Nooks with books for book group, extended classroom, and recreational reading. There are two OPAC station computers and two printers for student/staff use. However, students may access the collection via the Millis School Library's web page on any computer.

The library shelf tops and bulletin boards/windows highlight popular fiction, topical material, events and programs. Students are encouraged to assist in the arrangement and production of this décor. Student artwork and class projects are displayed throughout the library.

As a central highlight of the school, the Middle/High School Library is also the site for book groups, staff meetings, school committee meetings, storytelling events, student information sessions, parent gatherings and other meetings with an academic-based focus that can showcase the area.
VIII. School Library Budget

The library funds at the Millis Public Schools have relied on several sources: the school budget, town warrant items, and fundraising, such as events through the Home and School Association (HSA, our parent/teacher organization), book fairs, or author events.

Although there is no definite amount set for budgets at any of the schools, the amounts have been fairly consistent over the years.

Funds for the Clyde Brown elementary school library are made available through the Home and School Association (our Parent/Teacher Organization). During the 2013-14 school year, this amount was approximately $2,000. Such funds were used by the library aide to purchase the new award-winning titles and books suggested by reading teachers.

At the middle and high school, the library budget is itemized as a line item, with a minimum of $1,000 set per year. The budget fluctuates in funding depending on the priorities of the school. Over the recent years, monies were generously given towards the library’s collection development. Special grants allowed the purchase and installation of a SmartBoard and projector, new tables, upgrading the media collection from VHS to DVD, and adding a number of print and electronic materials.

In addition, the middle and high school participates in Book Drives and Book Fairs. These events add to the library’s funds, although they reflect the economic trends. Scholastic Book fairs, held in the Spring and, in 2014, at Middle School Open House, usually net about $2000 in Scholastic-based resources for the library. The Barnes and Noble Book Fair, author events (with pre-order sales of books) and a Summer Reading book sale all assist with funds in a lesser degree, adding a total of about $700 towards the collection.

In all school libraries, the cost of computers, printers, software, programs and other technical needs are budgeted through the Technology Department.
IX. Needs Assessment

The Millis Public School Libraries are working to meet the best practices guidelines set by the Massachusetts School Library Association (MSLA) as well as the American Association of School Librarians (AASL) “Standards for the 21st Century Learner.” These guidelines, as well as surveys in the school and community, are the basis for our goals and planning.

Teacher input through emails, surveys, and discussions indicate that print and multimedia resources are needed in many curriculum areas. In addition, students require equitable access to library resource materials, as well as the skill to become information-literate lifelong learners.

With the need for all students to be lifelong learners, the connection to reading is an avenue to increase independence for students in their education. Not only does reading connect to better vocabulary and comprehension skills, but, in our global society, it offers the ability for students to be aware of the diversity of our world. The 21st Century Student, as noted in the AASL standards, should be able to “draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.”

Through reading, both required by projects and encouraged for recreation, students may expand their knowledge base and draw conclusions that will assist in their education. From the School Library Media Research journal, in an article by Bernice E. Cullinan on Independent Reading and School Achievement, “The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information … Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not…” (November 2000.) Our initial library goal, formed with input from the ELA teachers, will be to encourage students to read “for pleasure.”

The second library goal addresses the needs of students with specific learning requirements, such as those students in special education classes as well as English Language Learners. The library collection, although it includes materials in both online and audio format, is limited in its specialized items for these students. With the increased awareness of including all students in educational pursuits, the library will be creating a part of the collection that directly supports these needs.

Professional development is encouraged and supported in the Millis Public Schools. Additional requests from the school faculty have focused on professional materials to support classroom needs as well as enhance teacher educational status. The middle and high school professional collection was developed in 2003, but with various changes in the teaching staff, course
selection, and Massachusetts frameworks, this is also in need of updating. Teacher evaluation and statewide requirements support the need for this library goal.

According to the MSLA “Standards for the 21st Century Learning,” Teacher Resources should include “one full-time Massachusetts DESE licensed teacher librarian supported by one full-time qualified library support staff person for approximately every five hundred (500) students with additional staffing for extended hours.” Information Resources should meet this criteria: the library collection should provide at least 20 titles per student, with seventy percent (70%) of the entire collection published within the last ten years, and a minimum print collection size of 6000 volumes.

The Millis Middle/High School Library reviews its collection via Follett’s Titlewise Collection Analyses and consistently upgrades its resources. In addition, with its full time certified school librarian, the Millis Middle/High School Library utilizes the numerous online databases and the online encyclopedias offered through the Massachusetts Library System collection.

Variation in scheduling permits the integration of library skills throughout the school. The middle/high schools primarily have a flexible schedule which permits the school librarian the opportunity to connect with classes. Both in-library and in-classroom collaboration assists with students accessing the resources.

However, the 2008-13 LRP’s goal of a K-12 integrated library curriculum for the Millis School district was never established. As noted in a 2012 research report conducted by the Library Research Service (from the Colorado State Library), “...the research on school librarians and their association with students’ test scores is remarkably consistent in its findings: regardless of how rich or poor a community is, students tend to perform better on reading tests where, and when, their library programs are in the hands of endorsed librarians. Furthermore, at schools where library programs gain or maintain an endorsed librarian when school budgets get tight, students tend to excel...”

Thus, it is the final goal of this 2015-2020 to create this curriculum, with the understanding that such requires additional library personnel and thus reliant on funding available for such positions.
X. Five Year Goals and Objectives

The Millis Middle/High School library developed four goals to implement over the next five years. Objectives are noted for all five years’ concentration of this plan.

Goal 1: To promote student reading for pleasure at both the Middle and High School Levels

Objective #1: Assess the availability and variation of print and ebook material in the library collection by January 2016.

Activities:
1.1 Survey students and staff on book choice ideas (Oct. - Dec.)
1.2 Analyze circulation numbers on fiction collection (Oct. - Dec.)
1.3 Connect with the public library on specific age-level suggestions (Oct. - Dec.)
1.4 Review the library collection of eBooks and Nook Books (Oct. - Dec.)

Assessment: Survey and circulation analyses results

Objective #2: Establish various book reading areas and venues by March 2016.

Activities:
2.1 Initiate morning drop-in book discussions (Jan. 2016)
2.2 Expand the High School ELA “Free Reading Friday” materials (Nov. 2015)
2.3 Assist Middle School Students in accessing online library materials as well as creating pleasure Reading Resource Lists (Oct. 2015 - Jan. 2016)
2.4 Enhance after-school and in-school Book Group clubs (Oct. 2015)
2.5 Develop online and print Book Review Recommendations for students and staff (Jan. - Feb. 2016)

Assessment: Attendance, participation and feedback from students

Objective #3: Increase the library collection of books and resources to promote “recreational” reading by June 2016

Activities:
3.1 Create list for potential areas of collection development (Mar. - Apr. 2016)
3.2 Post student-generated list of “suggested titles” in the library and online (June 2016)
3.3 Purchase appropriate additional materials as required, through budget and grants (June/July 2016)

**Assessment:** Updated collection of reading resources for students’ enjoyment

**Goal 2:** To provide a collection that serves the diverse needs of students with specific library requirements that include special education and English Language Learners

**Objective #1:** Review the various learning situations and requirements of students by January 2017

**Activities:**
1.1 Survey staff for additional resources required to support special learning needs (Oct. - Nov. 2016)
1.2 Meet with teachers and staff providing services to students with IEPs, 504s, ELL, and inclusion (Nov. - Dec. 2016)

**Assessment:** Establish specific needs of specialized learning students

**Objective #2:** Analyze current library resources available for specialized learning by February 2017

**Activities:**
2.1 Run a collection analysis that directly addresses learning support (Jan. 2017)
2.2 Discuss available in-classroom materials with specialized teachers (Jan. 2017)

**Assessment:** Establish existing materials available for diverse learning

**Objective #3** Develop a specific collection list that addresses the needs of specialized learners by May 2017

**Activities:**
3.1 Review suggested materials with all teacher of special needs students (Mar. - May 2017)
3.2 Connect with Middle and High School teachers regarding proposed materials (Mar. - May 2017)
3.3 Review suggested list in relation to the additional available materials through the Millis Public Library (Mar. - May 2017)
3.4 Present and discuss preliminary list of requested materials to Superintendent for consideration in budget (Mar. - May 2017)

Assessment: Create resource list for upgrading specialized materials

Objective #4 Order new materials for the library collection by June 2017

Activities:
4.1 Consolidate list and locate requested materials through vendors (May-June 2017)
4.2 Prepare a purchase order for consideration (May-June 2017)

Assessment: New specific educational materials will be available in the library collection for the FY 2017-18 School year

Goal 3: Provide a Professional Development Collection that fully supports the needs of the Millis Middle/High School teachers and staff

Objective #1: Review current professional sections in the Middle/High School Library for relevancy by February 2018

Activities:
1.1 Conduct collection analyses of the Professional sections in the Middle/High School library, including print materials, ebooks, and media, using the Follett Titlewise system (Dec. 2017)
1.2 Weed materials that do not adhere to the MSLA suggested benchmarks for appropriateness for age, relevance, and condition (Jan. 2018)

Assessment: Visible evidence of shelf improvement and working analysis

Objective #2: Create a guideline to expand current collection by 10% by April 2018

Activities:
2.1: Survey staff regarding needs for professional material, including eBooks, journals and media (Mar. 2018)
2.2: Review other school collections for professional sections (Mar. 2018)
2.3: Review past history of professional material circulations (Mar. 2018)
Assessment: Responses from staff surveys, schools, and circulation reports will be available in-hand.

Objective #3: Prepare a list of proposed upgraded materials by June 2018

Activities:
  3.1: Using Follett’s Titlewave, create a list of items from requested materials to use towards purchase (April 2018)
  3.2: Inquire about available in-school, non-processed professional materials (April 2018)
  3.3: Present and discuss proposed list of upgraded professional materials to Superintendent and Director of Curriculum (April - June 2018)

Assessment: The creation of a purchase order for upcoming school year

Objective #4: Create a new Professional Resources area in the Middle/High School Library by November 2018

Activities:
  4.1: Assess the areas available in the library to house professional materials (June - Sept. 2018)
  4.2: Invite Middle/High School staff to view new Professional Collection (Nov. 2018)

Assessment: Updated Professional Resources are available in the Middle/High School library

Goal 4: To develop a Millis Public Schools Library Curriculum for grades K-12 that integrates the Information Literacy Standards by June 2020

Objective #1: Reinstate certified school librarians at the elementary and include additional certified school librarian in middle school (June 2019)

Activities:
  1.1: Research the current requirements addressing NEASC and MLS standards for school library management (Oct. - Nov. 2018)
  1.2: Investigate reports addressing improvements in student learning through creditable school library programs (Oct. - Nov. 2018)
1.3 Invite administration to visit area schools with full library staffing (school library programs initiated at all levels) (Dec. 2018- Jan. 2019)

1.4 Confer with Millis Public Schools administration regarding the addition of certified school librarians in both the elementary and middle schools (Jan. 2019)

1.5 Request inclusion of additional school librarian positions in FY20 School Budget (Jan. 2019)

Assessment: There is a certified school librarian at the Clyde Brown Elementary School Library and an additional school librarian at the Millis Middle School

Objective #2: Each school library will provide a working draft of the library curriculum (contingent upon fulfillment of Objective 1) by February 2020

Activities:

2.1 Collect library curricula from other Massachusetts public school systems (Dec. 2019)

2.2 Obtain current Massachusetts Information Literacy Standards from the Department of Education (Dec. 2019)

2.3 Obtain guidelines for school libraries from Massachusetts School Library Association (Dec. 2019)

Assessment: School Library staff will have draft format of library curriculum available

Objective #3: Align the library curriculum draft with the learning expectations of the Millis Public Schools by May 2020

Activities:

3.1 Review curriculum maps for Millis Public Schools (March 2020)

3.2 Align proposed draft to incorporate specific resource needs of Millis teachers (April 2020)

3.3 Meet with Director of Curriculum to review proposed Library curriculum (April 2020)

Assessment: Draft of Library curriculum will be aligned to subjects and reviewed by Director of Curriculum

Objective #4: Adopt proposed Library Curriculum for the Millis Public Schools by June 2020
Activities:

4.1 Submit proposed Library Curriculum draft to Director of Curriculum, Superintendent, and Principals for review (Apr. - May 2020)

4.2 Submit proposed Library Curriculum draft to Millis School Committee for approval (May - June 2020)

Assessment: An integrated K-12 Library Curriculum will be established in the Millis Public Schools curriculum
XI. Approval Process

Millis Public Schools
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[Signature]
Patricia Divver, Long-Range Planning Committee Chairperson
9/30/14 Date

APPROVAL OF GOVERNING AUTHORITY

[Signature]
Nancy Gustafson, Superintendent, Millis Public Schools
9/30/14 Date
X. APPENDIX

The following books and websites were instrumental in the formation and development of Millis Public Schools’ long-range plan for the Millis Middle/High School Library:

Print Resources:

American Association of School Librarians.
   Information Power: Building Partnerships for Learning.

Champlin, Connie, Katherine Lowe and David V. Loertscher, eds.

   Change in School Librarian Staffing Linked with Change in CSAP Reading Performance, 2005 to 2011.

WEBSITES:

Massachusetts Board of Library Commissioners:
   “School Library Media Centers Long-Range Planning Guide Template”
   (http://mble.state.ma.us/grants/lsta/planning/schoolTemplate.php)
   “Library Long Range Planning”
   (http://mble.state.ma.us/grants/lsta/planning/index.php)

Massachusetts Department of Education
   “Millis - Test Results – Massachusetts Directory Profiles”
   (http://profiles.doe.mass.edu/profiles/)

   “Welcome to Millis, MA”
   (http://www.millis.org/pages/index)

Massachusetts School Library Association:
   “Long Range Planning”
   (http://maschoollibraries.org/content/view/156125/)
“Standards for 21st Century Learning”
(http://maschoollibraries.org/content/view/45/64/)
“Recommended Standards for Pre-K - Grade 12 Information Literacy Skills”
(http://maschoollibraries.org/dmdocuments/MSLAStandards2.pdf)

American Library Association:
“Independent Reading and School Achievement”
(http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLMR_IndependentReading_V3.pdf)
“Standards for the 21st Century Learner”
(http://www.ala.org/aasl/standards-guidelines/learning-standards)

Texas State Library and Archives Commission
“The CREW Method…for Collection Evaluation and Weeding…”
(http://www.tsl.state.tx.us/id/pubs/crew/index.html)