Five Year

STRATEGIC PLAN

2018-2023

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Acknowledgements:

The librarians would like to thank all of the faculty, students and parents who responded to our survey. We are grateful to our community committee for their time and assistance in identifying priorities for the district school libraries.

Committee Members:
- Christy Arnold,
- Matthew Brenneman
- Teresa Carney
- Karen Cunningham
- Logan Gozzi
- Winnie Greene
- Sandy Lemon
- Michele Marotta
- Christina Maryland
- Julie McDonough
- Holly McKeen
- Anna Nolin
- Smitha Radhakrishnan
- Diya Sebastian
- Tracy Sockalosky
- Charlotte Sweet

Library Media Paraprofessionals
- Irene Carrick - Natick High school
- Connie Caulkin - Kennedy Middle School
- Judy Dixon - Memorial School
- Winnie Greene - Johnson School
- Jeanne Holihan - Wilson Middle School
- LeighAnn Langan - Ben-Hem School
- Barbara Makransky - Brown School
- Becky Moss - Lilja School
- Trish Williams - Natick High School

Approved by: __________________________________________________________
Dr. Anna Nolin, Interim Superintendent of Schools, Natick MA
September 2018
Community Profile:

- **Student Demographics:** 5,507 students
- **9 Schools Pre School - Grade 12**
- **Our Staff:** 404 teachers
- **District Information**
- **Special populations:**
  
  Taken from DESE website

### Student Race and Ethnicity

- African American: 2.7%
- Asian: 9.2%
- Hispanic: 4.8%
- Native American: 0.1%
- White: 78.3%
- Native Hawaiian, Pacific Islander: 0.1%
- Multi-Race, Non-Hispanic: 4.3%

### Selected Populations

- First Language not English: 9%
- English Language Learner: 2%
- Students With Disabilities: 14.7%
- High Needs: 23.7%
- Economically Disadvantaged: 9.4%

<table>
<thead>
<tr>
<th>Title</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language not English</td>
<td>10.1</td>
<td>20.9</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>3.1</td>
<td>10.2</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>14.2</td>
<td>17.7</td>
</tr>
<tr>
<td>High Needs</td>
<td>23.5</td>
<td>46.6</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>9.4</td>
<td>32.0</td>
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</tbody>
</table>
Our Mission:

The mission of the Natick Public Schools Library Media Program is to create a welcoming, inclusive learning environment through rich, diverse literature and a curriculum that reflects our students and global community. We are committed to ensuring that students and staff are effective users of ideas and information. As School Library Media personnel, it is our job to empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

Our Vision:

The students and staff in the Natick Public School Library system will feel welcome, be curious, and will be equipped and empowered for lifelong learning, through access to information, competence with information literacy skills and commitment to understanding and creating solutions to the problems and challenges ahead.
**Snapshot of Library services for 2017-2018 school year:**

- 8 libraries:
- 5 Elementary Libraries staffed with Paraprofessionals
- 2 Middle Schools, each staffed with 1 Certified librarian and a paraprofessional assistant
- 1 High school staffed with 1 Certified librarian and 2 paraprofessional assistants

<table>
<thead>
<tr>
<th>School</th>
<th>Student Pop.</th>
<th># of items in the collection FIC/NF</th>
<th>Average age of books</th>
<th>Budget</th>
<th># of books Circulated</th>
<th># of classes taught/ week</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS</td>
<td>1595</td>
<td>12,610</td>
<td>1993</td>
<td>40,000</td>
<td>3,153</td>
<td>8 fixed preschool high school flex</td>
</tr>
<tr>
<td>Kennedy</td>
<td>641</td>
<td>12,765/2,779</td>
<td>2003</td>
<td>5,000</td>
<td>10,785</td>
<td>Flexible schedule Average 18/week</td>
</tr>
<tr>
<td>Wilson</td>
<td>948</td>
<td>15,487</td>
<td>2006</td>
<td>10,500</td>
<td>11,189</td>
<td>Flexible schedule Average 20/week</td>
</tr>
<tr>
<td>Ben-Hem</td>
<td>595</td>
<td>13,665</td>
<td>1997</td>
<td>$7,000 - one time infusion No consistent budget</td>
<td>14,233</td>
<td>30</td>
</tr>
<tr>
<td>Brown</td>
<td>524 (includes Lit Center)</td>
<td>28,244</td>
<td>1999</td>
<td>$10,000 One time infusion No consistent budget</td>
<td>14,369 (includes Lit Center)</td>
<td>17 (K-2) Varied (3-4)</td>
</tr>
<tr>
<td>Johnson</td>
<td>232</td>
<td>8,189</td>
<td>2000</td>
<td>$7,000 - one time infusion No consistent budget</td>
<td>12,621 (inc. Lit Center)</td>
<td>22 (4 days)</td>
</tr>
<tr>
<td>Lilja</td>
<td>434</td>
<td>11,447</td>
<td>1994</td>
<td>$10,000 one time infusion No consistent budget</td>
<td>11,618</td>
<td>26</td>
</tr>
<tr>
<td>Memorial</td>
<td>414</td>
<td>9705</td>
<td>1999</td>
<td>1,700 No consistent budget</td>
<td>17,530</td>
<td>25</td>
</tr>
<tr>
<td>Pre-School</td>
<td>170</td>
<td>1,120</td>
<td>2010</td>
<td>Integrated within high school</td>
<td>3,153 (part of high school circ stats)</td>
<td>8</td>
</tr>
</tbody>
</table>
Assessment of User Needs - Executive Summary

**GOALS:**

This needs assessment was conducted by the Natick District Libraries to provide the district with data needed to make informed decisions about the district library’s future. The assessment was designed to ensure that the library’s services match the needs of the many stakeholders who share the school’s mission. We were guided in our process by the Massachusetts Library System and the Massachusetts Library Board of Commissioners framework for creating a strategic plan. Our final plan will be submitted to them for state approval.

**THE TEAM:**

This needs assessment is a collaborative effort between Natick District Libraries and a 20-member strategic planning steering committee. The committee was formed to guide the needs assessment and strategic planning process and was represented by a broad cross section of Natick’s community including: administrators, teachers and staff, parents, students and local business owners and non-profit organizers.

**METHOD:**

The assessment was based on both quantitative and qualitative data gathered from a range of sources in a variety of methods with a total sample of over 2,300 participants. In accordance with Massachusetts State library guidelines, our committee members met twice, first to participate in a SOAR (Strengths, Opportunities, Aspirations, Results) activity that identified areas of strengths and weaknesses. During the second meeting members prioritized goals for the district libraries. Surveys were made available to all stakeholders. 2300 student, staff, and parent surveys were completed. Data Collection: The team analyzed data from the library’s financial accounts, circulation statistics, collection statistics, teacher collaborations, and classes taught.

**TOPICS:**

Our research covered a wide range of topics related to the library’s impact on student success, with a focus on the following areas:

- Physical and virtual spaces of the library
- Patron access to library resources
- Librarian leadership and collaboration
- Ebooks vs. print books
- Library funding
- Desired future services and resources
- Impact on student learning
- Library for all
Identified User Needs

1. Physical spaces that meet the needs of the 21st century learner, with consistency across all schools
   - Comfortable seating
   - Ease of locating materials in the library independently
   - Flexible learning spaces:
     - Quiet spaces
     - Green screens
     - Learning Zones
     - Technology for teaching classes

Current Status:

There is a wide discrepancy between the five elementary libraries, and the two middle school libraries. Lilja library has had physical updates to the furniture and shelving. Brown is scheduled to be updated summer 2018 with new shelving, furniture and circulation area. Johnson has been rearranged to accommodate some various learning zones but has not been renovated or updated. Ben Hem and Memorial have not been updated within the past 15-20 years.

At the middle school level, Kennedy will be building a new school library within the next three years. Wilson Library is 14 years old, and is starting to show wear. The school has been at or over capacity for the past eight years, which has lead to parts of the library becoming classroom space and storage for the literacy center inventory. The usage of the library has changed to include more classes and small group teaching activities. The furniture is wearing out, and the heavy tables and chairs are not conducive to creating flexible learning spaces.

The new Natick High School has been open for seven years. The library is a large open space, which has its challenges acoustically when multiple groups are using the space. There is limited space for small groups to work quietly. The preschool program is an integral part of the High School library. There is a designated area of the library for preschool reading time. We have developed a preschool collection where the books are used not only for weekly preschool read alouds but also for preschool classroom curriculums and high school classes. The high school library teacher develops a year long calendar of reading for the preschool and meets once a week with each class. The focus is on a love of reading as well as basic library skills.

2. Teaching and learning in the library: information literacy skills
   - Respondents would like to see certified librarians at all grade levels to be able to teach students, build curriculum and work with teachers to reinforce skills that are taught in the classroom, and collaborate with teachers.
   - Interdisciplinary library curriculum that can be embedded into all content curriculum
   - Consistency of resources, including technology across all libraries
**Current Status:**

Currently the Library Media Paras who work in the elementary schools are not certified librarians and therefore cannot write curriculum. They have a fixed schedule of classes that serve as a teacher prep, and implement a library curriculum based on the American Association of School Libraries standards. The curriculum needs to be updated, and paras require more support in terms of training, materials and technology for teaching. The middle and high school librarians embed the information literacy curriculum into collaborations with teachers and direct teaching.

3. **Robust print collection with digital resources to support research**
   - Curation of content: timely, diverse, up to date
   - Print vs Digital especially periodicals
   - Collection that represents our diverse populations so that everyone feels they can see themselves in our libraries and learn about others who are different from them.

**Current Status:**

The average age of the Elementary library collections is 20 - 24 years old. As a PLC (Professional Learning Community) we have been concentrating our efforts for the past 2 years on removing old, worn out, out of date and obsolete materials. Weeding gives the collection more “elbow room” to highlight the more current titles in the collection.

Each principal sets the budget for their library, and historically, there has been little or no money allocated to the elementary libraries. Some PTOs will provide funds. We have done an audit of our collections with an eye towards building a culturally diverse collection. The second half of this equation is the purchase of new materials. Lilja, Johnson, Ben Hem and Brown have been allocated one time monies ($7 - 10K) to purchase current books/ebooks for their respective collections.

There is a lack of parity in the middle school library budgets. This impacts our ability to provide the materials required to meet the needs of the curriculum, and offer the most up to date books and databases for our students.

The High School library has an appropriate budget that serves the needs of the 1600 students and their focus is on providing reliable databases for research.

4. **Prioritize independent reading across the district**
   - Up to date collections
   - Policies that encourage higher book checkouts
   - Funds to replace damaged/lost books
   - Age appropriate titles for independent reading
   - Student input into collection development
Current Status:

At the elementary level, students have library at least once a week, during which time they participate in read alouds, engage in library activities, and choose books for independent reading. Each library has its own policies regarding student checkout limits. The LMPs (Library Media Paraprofessionals) have made decisions based on students’ developmental readiness, and in order to limit the number of books that might get lost or damaged. There is little or no money available to replace any lost/ damaged materials.

At the middle school level, we find that 90% of students in the lower grades consider themselves readers, and have the highest circulation statistics. As students get older, their love of reading decreases, (56% consider themselves readers) This trend continues downward as students go through High School. There are many reasons for this trend, including conflicting demands on time, competing interests (digital) and lack of time to access the library for independent reading.

5. Marketing and promotion of the library and our program

Sharing out to the community (teachers/parents) the important work of the library through:

- Twitter
- Instagram (library accounts)
- Blog posts
- Weekly eblast
- Facebook

Current Status:

The High School library posts to a blog weekly, highlighting happenings in the library and has a Twitter account for daily updates. There is sporadic communication at the Middle/Elementary school level, primarily through the principal and PTO Blasts and a Twitter account.

Goals and Objectives:

1. Provide the most up to date materials to our students, and literature that reflects our students and global community.

Objectives: (2018-2023)

A. Analyze each school's demographics to create a list of materials that ensures the collection adequately reflects each school community
B. Review each school’s curriculum to fill gaps in the collection where up to date materials will instruct and engage learners
C. Utilize tools to analyze each collection to determine materials that are no longer appropriate for our collections.
D. Work with content teachers to develop database of major research projects and assignments where library materials will provide reliable, thoughtful and engaging research
2. Parity in physical spaces: 21st century libraries

Objectives: (2018 -2020)
   A. Evaluate current space and use in each school’s library
   B. Create a comparison profile of each school’s space and use
   C. Develop an action plan for a parity in each school's library including potential funding options
   D. Create a space that fits each school's specific needs while maintaining parity among schools
   E. Apply for grants that will provide resources to update the library spaces

3. Marketing and promotion of the library

Objectives: (2018)
   A. Implement marketing tools for promotion of library at every school level
   B. Create district-wide library report highlighting the accomplishments of the district
   C. Ensure each school has a social presence via website, Twitter, Blog, School Blast etc.

4. Parity and consistently available technology to support our curriculum with PD to support use

Objectives: (2018- 2019)
   A. Evaluate each school’s available technology and create database of current inventory
   B. Create a needs assessment list of technology that supports library and school curriculum
   C. Develop and implement action plan to ensure parity of technology at each school
   D. Train library staff on new technology that supports our curriculum

5. Teaching information literacy skills K-12

Objectives: (2018- 2023)
   A. Continue to refine and develop the K-12 library curriculum to meet the needs and development of Natick students
   B. Collaborate with content classroom teachers to target skills taught inside classroom that can be further developed and reinforced in the library
   C. Create an Interdisciplinary library curriculum that can be embedded onto all content curriculum
   D. Define clear expectations to staff on implementation of library curriculum and teaching information literacy
   E. Create a live curriculum document for constant update and access