


<p>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</p> <p>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2018-19 School Year</p> <p>Operational Plan 2018-19</p>	
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Decision Input Unit Name:	Library Media Services
Site:	K - 12
DIU Chairperson:	Renee Williams

Name/Title of Committee Members	Name/Title of Committee Members
Katie Cadegari, Student Representative	Julie Masterson-Smith, Manor Library Media Specialist
Alecia DeFranco, Middle School Library Media Spec.	Jen McDougall, Community Member
Cindy Gorley, Director Educational Technology	Tammy Pulver, Lima Primary Library Medial Specialist
Wendy Jarvis, High School Library Media Specialist	Renee Williams, Assistant Superintendent

The DIU/PBAC process is one of continuous improvement. Please developed goals by considering the questions listed in the diagram below. For additional information, see the presentation on *“What is a Strong Goal”* and the *HFL PBAC Guidelines* document.



Goals for 2018 - 2019

Select approximately three goals to prioritize for the 2018-2019 budget year. For each goal, describe how you will know if you accomplish each goal. Please detail the budget impacts and resources you will need to accomplish each goal.

1. Explore the new AASL Standards Framework to enhance our effectiveness as curators and educators in a modern and evolving world. (Individual copied provided by School Library System at BOCES #1).
We are excited to explore the new American Association of School Librarians (AASL) standards. These new standards were launched in November, 2017 at the national conference in Phoenix, AZ. (See standards visual, below.) Dr. Renee Williams was able to take the Honeoye Falls-Lima librarian team using grant funding she obtained. The new standards reflect the ever-changing times in which we live and the need for our education models to shift and adapt with those times.

We would like to continue our work on the forefront, looking beyond the horizon by going to conferences, promoting curriculum-connected makerspaces, helping teachers improve projects, and integrating technology tools effectively.

We believe that it is more important than ever to continue our professional development and education so that we may better anticipate the needs of our students and teachers in an ever-changing environment.

We will use the new AASL Standards Framework for Learners to evaluate our program going forward.



AASL Standards Framework for Learners

SHARED FOUNDATIONS AND KEY COMMITMENTS						
DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
A. THINK	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	Work effectively with others to broaden perspectives and work toward common goals. Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	Discover and innovate in a growth mindset developed through experience and reflection. Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. Learners follow ethical and legal guidelines for gathering and using information by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Designing and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. 3. Representing diverse perspectives during learning activities.	Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

2. Establish the librarians' role in digital citizenship instruction.

The HF-L librarian team will participate as members of the district digital citizenship committee. We will collaboratively write a scaffolded digital citizenship curriculum as well as implement lessons for library instruction. We will communicate the need for digital citizenship instruction as a whole-school responsibility and provide resources for teachers to utilize in their instruction. We will know we have accomplished this goal when we have a curriculum in use.

3. Improve our library collections to reflect a more diverse and inclusive society.

Each librarian will continue to conduct a collection analysis on a regular basis. This will help to determine gaps and needs in the entire collection, but specifically in the areas that address diversity. Using literature evaluation resources such as print- and online journals, collaboration with fellow teachers and librarians, student and family recommendations and in visiting book stores, we will determine the best possible materials to enhance and improve our collections. If necessary, we will adjust the budget for the purchase of materials that reflect a more diverse society. Our collection and circulation statistics will inform our success with this goal.

4. Investigate library role in Makerspace Movement within the school community.

Questions to consider: What resources are needed for the Makerspaces and where will the money come from? (i.e. raw materials, 3D printer, robotic devices, etc.) Who is responsible for buying the materials? Who is

responsible for supervising and organizing the space? What kinds of projects are planned for the space? Do teachers understand how to utilize the space? Are the spaces designed to hold more than one class at a time?

We understand that the answers to these questions may differ at each level. We also understand that these questions cannot be answered without input from all stakeholders including students. It is important that we also research successful Makerspaces in other districts. Obtaining answers to the above questions will drive assessment of this goal.

Goals for the current School Year (2017-2018)

Please list your DIU goals for the current school year. For each goal, please indicate if we are on plan with this goal and what measures you are tracking.

1. Continue to use the AASL Future Ready Pledge as a self-evaluation tool similar to program evaluation.
We feel we have a strong program, meeting or exceeding the AASL (American Association of School Librarians) program standards, 21st century Approach c. 2012. The AASL rubric (see below), shows that most areas of our building library programs are in the mastery or exemplary column for all areas. Members of the NYS School Library Association are participating as reviewers in our program evaluation work to give us additional feedback on our measures.

1. Teaching for Learning		LP = Lima Primary MA = Manor School MS = Middle School HS = High School		
Guideline	Foundational	Developing	Mastery	Exemplary
1.1 Building Collaborative Partnerships: <i>Promotes collaboration among members of the learning community and encourages learners to be independent, lifelong users and producers of information.</i>		HS		MS LP MA
1.2 The Role of Reading: <i>Promotes reading as a foundational skill for learning, personal growth, and enjoyment.</i>		HS	MS	LP MA
1.3 Addressing Multiple Literacies: <i>Provides instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy.</i>		HS		MS LP MA
1.4 Effective Practices for Inquiry: <i>Models and inquiry-based approach to learning and the information search process.</i>		HS	MS MA	LP
1.5 Assessment in Teaching for Learning: <i>Assesses student learning regularly to ensure the program is meeting its goals.</i>		HS	LP MA	MS
2. Building the Learning Environment				
Guideline	Foundational	Developing	Mastery	Exemplary
2.1 Planning and Evaluating the School Library Program: <i>Helps to develop a long-term strategic plan that reflects the mission, goals and objectives of the school.</i>			MS MA HS	LP
2.2 Staffing: <i>Is part of a staff that includes a minimum of one full-time certified/licensed librarian supported by qualified staff sufficient for the school's instructional programs, services, facilities, size, and number of teachers and students.</i>			MS LP MA HS	

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2.3 Learning Space: <i>Provides flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners.</i>				MS LP MA HS
2.4 Budget: <i>Manages funding sufficient to support priorities and make steady progress to attain the program's mission, goals, and objectives.</i>			MS	LP MA HS
2.5 Policies <i>Develops and uses policies, procedures, and guidelines that support equitable access to ideas and information throughout the school community.</i>			HS	MS LP MA
2.6 Collection and Information Access: <i>Selects a well-developed collection of books, periodicals, and non-print material in a variety of formats that support curricular topics and are suited to inquiry learning and users' needs and interests.</i>			HS	MS LP MA
2.7 Outreach <i>Implements an advocacy plan that builds support from decision makers who affect the quality of the school library program.</i>			MS MA HS	LP
2.8 Professional Development <i>Engages in and provides professional development to sustain and increase knowledge and skills.</i>				MS LP MA HS
3. Empowering Learning through Leadership				
Guideline	Foundational	Developing	Mastery	Exemplary
3.1 Leadership: <i>Models professionalism, leadership, and best practices for the school community.</i>		HS	MS	LP MA

2. Instructional Technology Support (ITS) must be in place in order to have staff and students better utilize the new infrastructure put in place during the last capital project.

Additional ITS support, in the form of a position that is split between middle and high school, has been beneficial to students in that it strengthens the library programs and provides a richer experience for the entire school community. The librarian team will continue to work with the ITS to promote more collaborative projects in addition to providing more effective and meaningful use of technology.

We continue to struggle to provide assistance with every day, basic technology troubleshooting needs originating from the increased number of devices used by students. With the advent of the one-to one initiative, students continue to require assistance with basic technology management issues such as accessing the correct wireless network, troubleshooting printer problems, and utilizing basic hard drive program features.

There is currently a part-time staff member available to each building to address technology support issues but a full-time staff member at each building would better suit the district's needs. This would alleviate those times when basic computer roadblocks begin to pile up.

Goals for the previous School Year (2016-2017)

Please list your DIU goals for the school year just finished this past June. For each goal, please indicate if we achieved this goal and the measures you tracked.

1. During the 2016-2017 school year, the AASL Future Ready Pledge will be used as a self -evaluation tool, similar to a program evaluation.
We feel we have a strong program, meeting or exceeding the AASL (American Association of School Librarians) program standards, 21st century Approach c. 2012. The AASL rubric (see above), shows that our programs are in the mastery or exemplary column for all areas.
2. ITS support must be in place by December 2016 in order to have staff and students better utilize the new infrastructure put in during the last capital project.
Additional ITS support has been beneficial to the library programs and the entire school community. We will continue to work with ITS to promote collaborative projects and even more effective and meaningful use of technology.