**Goal 1:** Students will see the value in using the library’s digital resources for both curriculum based research projects and pleasure reading.

**Objective #1:** By the end of the school year, at least 50 percent more students than at the beginning of the year will check out an eBook for pleasure reading or to complete a class assignment.

**Target Group:** Students at Huntersville Elementary School

**Strategies:**

**What?** Show and remind students where all eBooks are located and how they can be accessed

**Where?** In the Library with computers for each student

**When?** Throughout the month of September, 2017

**Who?** School librarian

**How?** Because the librarian operates on a fixed schedule, each class will have a 45-minute demonstration during one of their regular library visits on how to access and check out an eBook. All students will be strongly encouraged to check out an eBook instead of a physical book by the end of that class period.

**Communication tools:**

Posters will be taped throughout the school and in the library showing kids the covers of several of the eBook titles they can check out.

During the class session: Librarian will use the SMARTboard to demonstrate where to access NC Wise Owl and Destiny’s catalog to check out eBooks. Students will then get on their computers to practice searching for eBooks themselves. Librarian will demonstrate how to narrow searches for specific topics and reading levels. Students will be asked to find at least one eBook for pleasure reading and one to assist with classwork.

**Evaluation:** patron usage/circulation statistics of eBooks at the end of last school year will be compared to the end of this school year.

**Objective #2:** By the end of the first semester, at least 50 percent of all 3rd-5th grade students will have accessed at least one digital database through NC Wise Owl to use in a curriculum based class project.

**Target Group:** 3rd through 5th grade students at Huntersville Elementary School

**Strategies:**

 **What?** Train students in where to access and how to use NC Wise Owl databases for specific research assignments

**Where?** In the library with computers for each student

**When?** Throughout the month of September, 2017

**Who?** School librarian

**How?** A 45-minute class period demonstration where the librarian uses the Smartboard to show students how to conduct searches in a variety of different online databases. Students will then practice searching for articles related to their research topics on their own computer. According to School Library Works, 75 percent of students don’t know how to locate articles and resources, both print and digital, they need for research (2).

**Communication tools:**

Email or chat informally with 3rd-5th grade teachers to get a sense of upcoming research topics in their classes

During instruction of students: demonstrate NC Wise Owl databases, guided search using sample topics provided by teachers, handouts to guide students in conducting their own searching in chosen databases

**Evaluation:** Database usage statistics comparing the beginning of the first semester to the end; school librarian will ask teachers to use a checklist to assess the number of times students’ bibliographies cite an NC Wise Owl database at the beginning of the first semester compared to the end of the semester.

**Goal 2:** Administration (the principal) will understand how the school’s librarian directly contribute to student achievement.

 Recent research has shown a strong relationship between test scores and the degree to which the principal values and supports the library media program (Lance 2007 in the School Library Report).

**Objective 1:** The principal will be invited to watch at least three complete lessons per semester taught collaboratively by the school librarian and a teacher.

**Target Groups:** The principal at Huntersville Elementary School

**Strategies:**

**What?** Co-teach three curriculum related lessons with teachers and invite principal to observe each one

 **Where?** School Library

**When?** Three separate 45-minute classes on three separate days in the fall and again in the spring semester

 **Who?** School Librarian

 **How?** Three separate classes will be taught to three different grades on different subjects (ie. A 3rd grade language arts figurative language in poetry, a 5th grade outer space research project, a 1st grade lesson on internet and computer safety)

Communication tools: school librarian will collaborate in advance with three different teachers to develop three detailed lesson plans, including common core and curriculum objectives, for each lesson being taught and will give these lesson plans to the principal in advance for review; school librarian will approach principal in person within the first month of school to arrange for days and times he can observe these classes being co-taught in the library

Evaluation: principal will evaluate school librarian and teachers using a rubric to assess how effectively they conveyed the lesson material to the children; for each lesson, the children will be provided with a different type of evaluation as appropriate (exit ticket, rubric, checklist) to assess their understanding of the lesson; after each lesson, the principal and school librarian will review together the principal’s rubric evaluation of the librarian’s performance and the student’s evaluation pieces of their own comprehension

**Objective 2:** The school librarian will meet privately with the principal at the end of each semester to provide data and concrete examples of how student achievement has been achieved.

**Target Groups:** The principal at Huntersville Elementary School

**Strategies:**

 **What?** Share data and concrete examples of student achievement with principal

 **Where?** Principal’s office or possibly meet with the principal over a leisurely lunch

 **When?** One day in December at the principal’s convenience just prior to the semester’s end

 **Who?** School librarian

 **How?** A 30-45 minute conference with the principal discussing the school librarian’s contributions to student achievement throughout the semester with data to back it up

**Communication Tools:** Provide the principal with a copy of your recent school library newsletter; verbally tell him or her about 3-5 success stories of how teachers and students have developed projects or curricula in collaboration with you and back this up with written testimonies from teachers or students, test results, or even pictures or video; provide data from AASL reports about how school libraries in general have impacted student achievement; Share hard numbers about the number of students you serve in various ways (reader’s advisory, research, technology help) on any given day and how you’ve specifically impacted them; use data to support any changes you feel need to be made with the school library program that are beyond your control (switch from a fixed to a flexible schedule, more money for specific resources, etc.)

**Evaluation:** How the principal evaluates the school librarian at the end of the year will be the ultimate evaluation of how effective the meetings were; however, noticing changes in the principal’s demeanor toward the librarian, approval of the librarian’s ideas the principal was once reticent about embracing or a heightened presence of the principal in the library on a regular basis are all good signs of an effective meeting

Works Cited

Scholastic Library Publishing. (2008). *School Libraries Work!* 2nd ed. Danbury, CT. Retrieved November 19, 2016 from http://www.meles.nl/\_clientfiles/SMD/School-Libraries-Work.pdf