**LIS 653 – The School Library**

***Budget Request***

**School Library Budget Request**

**2016-2017**

|  |  |  |
| --- | --- | --- |
| **Library Materials** | | |
| **Quantity** | **Description** | **Total** |
| 50  @ $20 each | Year 1 of Collection Development Plan:  Science materials to meet curriculum standards   * “School Library Media Center Resources need to be assessed in order to determine how closely the resources align with the state adopted curriculum for the various grade levels in the individual schools and/or district. Resources that are too old, worn, or inappropriate to provide curriculum support should be removed and replaced with attractive, current materials that are closely aligned with the state’s curriculum.” (Lowe, 2004, 13 in *IMPACT: Guidelines for North Carolina Media and Technology Programs*). * Standards for the 21st Century Learner specify that school librarians should be focused on getting students to “inquire, think critically and gain knowledge” and to “draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.” (American Association of School Libraries, 2007). Developing a well selected collection that supports curriculum connections is a primary way for the school librarian to work toward achieving these goals. (Bishop, chapter 1, 3). | $ 1000. |
| 150  @ $20 each | New current print books (fiction and nonfiction) to meet budget formula of one new book per student per year  • Students who have access to a library with a robust, current collection of books have higher scores on both the PSSA Reading Test and the PSSA writing test (“Creating 21st Century Learners: A Report on Pennsylvania’s Public School Libraries,” 5)  A credentialed school librarian, collaboration and co-teaching, technology access, and adequate collection size to fit the school population all elevate student learning (*School Libraries Work*, 2016, 1).  Nearly 2/3 of children (65%) – up from 2012 (60%) – agree that they’ll always want to read books in print even though there are ebooks available (*Scholastic Kids and Family Reading Report 5th edition,* 2015, 7).  More than half of children (54%) – especially those ages 9-11 – say the books they read as part of schoolwork are an equal mix of fiction and nonfiction (*Scholastic Kids and Family Reading Report*, 5th edition, 2015, 46) | $ 3000. |
| 25  @ $25 each | E-Books and audiobooks   * Students who have access to digital resources, including ebooks, show dramatically higher academic achievement. (“Creating 21st century Learners: A Report on Pennsylvania’s Public School Libraries,” 6). * E-books enable students to access materials while outside the library (at home) or when all of the physical copies are checked out. The digital format also makes it easier for students to conduct efficient keyword searches, especially in nonfiction books, when conducting research. (Leverkus, “Updates on EBooks: Challenges and Changes,” 51). * Students with special needs, including students with cognitive disabilities, autism, visual impairments, struggling/reluctant readers and other learning challenges, will greatly benefit from the inclusion of audiobooks in the collection to enhance learning opportunities and outcomes for this portion of the student demographic (Bishop, In Chapter 15, “Special Groups of Students,” 191-192) * The percentage of kids (ages 6-17) who have read an eBook has increased from 25 percent in 2010 to 61 percent in 2014 and the percentage of kids who have read an ebook has increased across all age groups. Specifically, the percentage of kids who have read an eBook at school has increased from 12 percent in 2012 to 21 percent in 2014 (*Scholastic Kids and Family Reading Report,* 5th edition, 2015, 64) | $ 625. |
|  | **Subtotal** | $ 4625. |
| **Subscriptions** | | |
| 5  One-year subscription | Print magazines for students   * The mere presence of a large collection of books, magazines, and newspapers in the school library was not enough to generate high levels of academic achievement by students. These collections only made a positive difference when they were part of school-wide initiatives to integrate information literacy into the school’s approach to standards and curricula. *(School Libraries Work,* 2016, 23) * Magazines foster both curriculum development as well as a love of recreational reading in students. Overall, 67 percent of 6-17 year olds read for fun from libraries. Children from lower income families are more likely than children from higher income families to read for fun in school and far less likely to read outside of school. A lot of libraries tend to subscribe to print magazines to add to recreational reading choices, whereas digital magazines through NCLive tend to be more focused on nonfiction (*School Libraries Work*, 2016, 12). | $ 200. |
| 2  One-year subscription | Professional journals for library staff  • School librarians rely heavily on “reviews in professional periodicals to select books that are currently in print and materials that are appropriate for the collections,” including *Booklist, School Library Journal, Voices of Youth Advocates (VOYA), Choice, Library Media Connection, and Teacher Librarian* (Howard, “Basic Selection Tools: 21st Century Style,” 10).  Professional library journals help librarians keeping abreast of current trends in libraries, such as makerspaces, as well as cutting edge technology, and offer professional development and collaboration with other professionals in the field | $ 180. |
| 2  One-year subscription | E-resources accessible through library website   * Students with access to licensed electronic databases that provide periodical articles, encyclopedia, maps, photos, primary sources and other reference materials scored “Advanced” on the PSSA writing test compared to students without access. Likewise, for minorities, more than three times as many Hispanics and blacks with access to electronic databases scored “Advanced on PSSA writing test. As students move from elementary to high school, test scores get increasingly higher with access to digital resources. (“Creating 21st century Learners: A Report on Pennsylvania’s Public School Libraries,” 6). * New Mexico middle schools with the highest New Mexico Achievement Assessment Program (NMAAP) language arts scores were twice as likely as the lowest-scoring schools to provide access to licensed databases via a school library network (School Libraries Work, 2016, 22). * In Washington state, students who attend schools with certified teaching librarians staffing their school libraries have greater access to databases and resources for longer times during the school day. Often these resources are accessible outside the school as well (*School Libraries Work,* 2016, 25). | $ 300. |
|  | **Subtotal** | $ 680. |
| **Equipment** | | |
| 1 | SmartBoard 480iv | $ 2000. |
|  | **Subtotal** | $ 2000. |
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|  | **Total Budget Request** | $ 7305. |