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Separate attachments:

80 item sample (easys, 300s, 500s, 900s)

Five year collection plan

## **1. Demographic Analysis**

### **A. Local Community Description: Huntersville, NC**

Huntersville Elementary School is located on one of the main streets in the older section of the historic town of Huntersville, a growing suburb located in northern Mecklenburg County near Lake Norman. According to census data, the town's population in 2015 was 52,704 people. Between April 2010 and July 2015, the town experienced a 12.7 percent growth rate, which is clearly evident in the increased amount of traffic, and continual construction of more residential neighborhoods and businesses. The School is located a quarter mile down the road from the town hall and the Huntersville Discovery Center for kids.

Demographically, the town is primarily Caucasian (82.8 percent). There's also a growing Latino population (7.4 percent) and an existing black (9.4 percent), Asian (2.7 percent), and Indian (.3 percent) population (U.S. Census 2010). This growing town diversity is also evident in the range of languages spoken. Between 2010 and 2014, census data also indicates that 7.4 percent of Huntersville residents ages five and older spoke a language other than English at home.

Overall, Huntersville is a very affluent, well-educated town. Census data indicates the median value of owner-occupied housing units between 2010 and 2014 averages \$246,900 (U.S. Census 2010). The median household income (2010-2014) is \$85,258. This could be a reflection of high levels of education. According to the census, 95 percent of adults ages 25 and older living in Huntersville between 2010 and 2014 had at least a high school diploma. And an impressive 53.7 percent of adults ages 25 and older have a bachelor's degree or higher. Not surprisingly, then, the poverty level is relatively low, at only 5.7 percent.

### **B. Mission statements**

According to the school's website, Huntersville Elementary School's mission is to: "motivate all students to excel academically and become productive 21st century citizens." The school improvement plan for 2015-2016, as posted on the school's website, includes a more elaborate mission and vision statement as follows:

Vision statement - "We, at Huntersville Elementary will collectively, as a school, develop ways to motivate our students to learn. We will model respect and courtesy at all times and monitor the behavior of students to ensure an optimal climate for learning. We will improve daily/weekly planning and work as teams at each grade level to better facilitate instruction. We will provide a caring and nurturing environment to ensure students reach their full potential."

Mission statement - "Huntersville Elementary is a learning place of high expectations where students, staff, parents and the community work toward the common goals of academic excellence, positive self-esteem, personal responsibility and respect for self and others. We will challenge the individual to reach his/her full potential within a safe and supportive environment."

The mission statement for the school library, as posted on the school library's website, is as follows: "To provide an inviting and friendly environment where all students and staff are effective users of ideas and information."

### **C. School description: Huntersville Elementary School**

Huntersville Elementary School has a student population comprised of 750 students in grades K through 5. According to the school report card, it's a very racially diverse school, with 69.5 percent Caucasian, 11.3 percent Black, and a growing Hispanic population comprising 18.8 percent of the student body. There's also a 3.1 percent Asian population and 3.6 percent comprising other various races. In regards to students with unique learning challenges, the school's Exceptional Children's Programs include 57 students identified as educationally disabled, excluding speech impaired; the school also serves approximately 65 LEP students (School Improvement plan 2015-2016).

At 750 students, the school is above the state (490) and district (706) average for the number of students it serves. However, the student population at Huntersville Elementary has actually decreased, most recently due to the construction of Grand Oak Elementary School (School report card). Despite the large student body, class sizes primarily hover around the district and state average for each grade level of 20-25 students.

Crime rate rests at an impressive 0 percent with only 1.89 short term suspensions (school report card). School attendance rates are also extremely high at 99.5 percent (school report card).

According to the 2015-2016 school improvement plan, Huntersville Elementary has 55 certified, degreed positions on staff, including 2 administrators, 1 licensed counselor and 1.5 speech pathologists. Twenty percent of staff (11) hold National Board Certification, which is above the state average (school report card). And 40 percent have advanced degrees (Masters or higher), also slightly above the state and district average. Not surprisingly, the teacher turnover rate is well below average at 8.7 percent.

Huntersville Elementary has a strong academic record and is a school of high academic distinction. In 2014-2015, they received an A+ (85) on their school's performance evaluation, making it one of only ten schools in the Charlotte Mecklenburg School system to earn this designation (school report card and Huntersville Elementary website). That year the school saw an 81.1 percent growth rate on EOG reading (85) and math (87) scores (school report card). Proficiency scores were also very high: reading EOG (85), math EOG (87), and science EOG (83) (school report card).

Additionally, Huntersville Elementary has been recognized as a National Blue Ribbon School, based upon student performance, growth, and teacher certification criteria. Their website goes on to state that "As a school in the North Learning Community, HES consistently outperforms other elementary schools in the area. HES scores in the top percentile in math, reading, and science."

Finally, the school had 95 percent of its students promoted to grade 4 in accordance with the Read to Achieve program. According to school improvement plan, the Read to Achieve

program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Only 83.3 percent of students in the district and 86.4 percent of students statewide have students promoted to grade four through this program.

Parent and teacher involvement have much to do with the high achievement rates of Huntersville Elementary School students. According to the school improvement plan, students are flexibly grouped for math and reading, allowing targeted skills to be addressed at individual student's performance level. The school also follows the CMS Balanced Literacy model for all grades. Finally, a major strength at Huntersville is the high level of parental involvement, which is coordinated through the PTA and SLT, several of whom volunteer in the library and contribute to the media center's collection budget.

#### **D. School library profile**

*The following information is based off my in-person interview with School librarian Cindy Callahan on September 16, 2016.*

Cindy Callahan has been the school librarian for 14.5 year and prior to that, taught second grade at the school for 3.5 years. She said she had always been an avid reader and was interested in children's literature, so she decided to pursue her masters in library science to become the school librarian. Currently, she only has one assistant teacher to help her check in and out books each morning between 7:15 and 7:45 a.m. On average she has four parent volunteers a week, recruited and trained by a lead PTA volunteer coordinator. These volunteers do clerical tasks, such as shelving, shelf reading, labeling and processing books and other basic tasks.

The school operates on a fixed schedule, and she sees each class once a week for 55 minutes; she usually does 25 minutes of instruction and leaves 20 minutes for checking out books. The media center is open every day from 7:15 a.m. to 2:45 p.m. with open check out between 7:15 and 7:45 a.m. Kindergarteners and first graders can check out one book at a time, 2nd graders can check out two, and third through fifth graders can check out three books.

She has no time to co-teach with other teachers or attend their planning sessions. However, she does collaborate with them frequently by chatting with the grade level chair and asking them what units or lessons they're planning for the upcoming month. She then looks up teaching objectives and enhances and enriches the classroom lessons through curriculum standards. For example, she once collaborated with the fifth grade classroom teachers and school technology facilitator to help students video live news broadcasts of different natural disasters; she guided the students in the research process while the technology facilitator helped with the technology component.

The northern learning zone, which includes five other elementary schools in Huntersville, meets monthly to discuss new ideas for their media centers. This year, these school librarians will be leading Battle of the Books for their students.

According to the School Improvement Plan, two of Huntersville Elementary's SMART goals for 2015-2016 were to "Increase students at or above the grade level in reading for 2nd through 5th grade" and to "Increase proficiency in reading for all students in our lowest performing subgroups." Callahan says, to help the students achieve these goals, she tries to keep an up to date collection and promote a high circulation of books. However, she has a very limited budget, receiving \$1,300 from the county and that same amount from her PTA to purchase books and new materials each year. While her collection tries to cover a wide range of reading levels from preschool to 8th grade, she most recently has started putting more money toward purchasing Spanish and bilingual materials to reflect the diversity in the school's student body.

She says the Charlotte Mecklenburg School district also purchases core books to fill gaps in her collection based on survey data results; however, she says a lot of those books kids don't tend to check out as the district is not basing their purchases on past circulation history statistics. Her goal is to purchase more recent titles and continue weeding older materials.

Additionally, she says she always likes to be proactive in promoting reading in any way she can and prides herself on high circulation rates. She was recently featured on the front of the *Lake Norman Citizen* while teaching a class. She holds leadership roles, such as being in charge of the school's rotary club. She also promotes One Access, a partnership with Charlotte Mecklenburg Public Library where students can check out books at public libraries just by using their student ID numbers.

In regards to technology, the media center owns 30 Chromebooks, which the students can access in the library. Callahan also has students read Tumblebooks online. While she does have an eBook collection, she feels students aren't very interested in reading them. The 3rd through 5th graders all have one-to-one Chromebook devices they can use in the classroom and the kindergarten through 2nd graders have iPads, but aren't yet one to one.

The school report card also indicates other accolades of the school pertaining to the media center, technology, and the collection. The number of books per student is 13, slightly below the district (15) and state (18) average. The average age of the media center's collection is year 2001, slightly above the district and state average (year 1997). However, based upon my observations, the media specialist does an exceptional job weeding torn, tattered, and outdated nonfiction books and materials.

The school does have a full time technology facilitator. The number of students per instructional digital learning device is well above average at 2.6 students versus the district (2.15) and state (1.79) average. The number of students per internet connected digital learning device is also above average at 1.62 versus the district (1.18) and state (1.2) average. Overall, Huntersville Elementary's media center and school librarian seem to be very in tune to the needs and demands of the student body by contributing to student academic achievement and personal growth.

## II. Data Collection

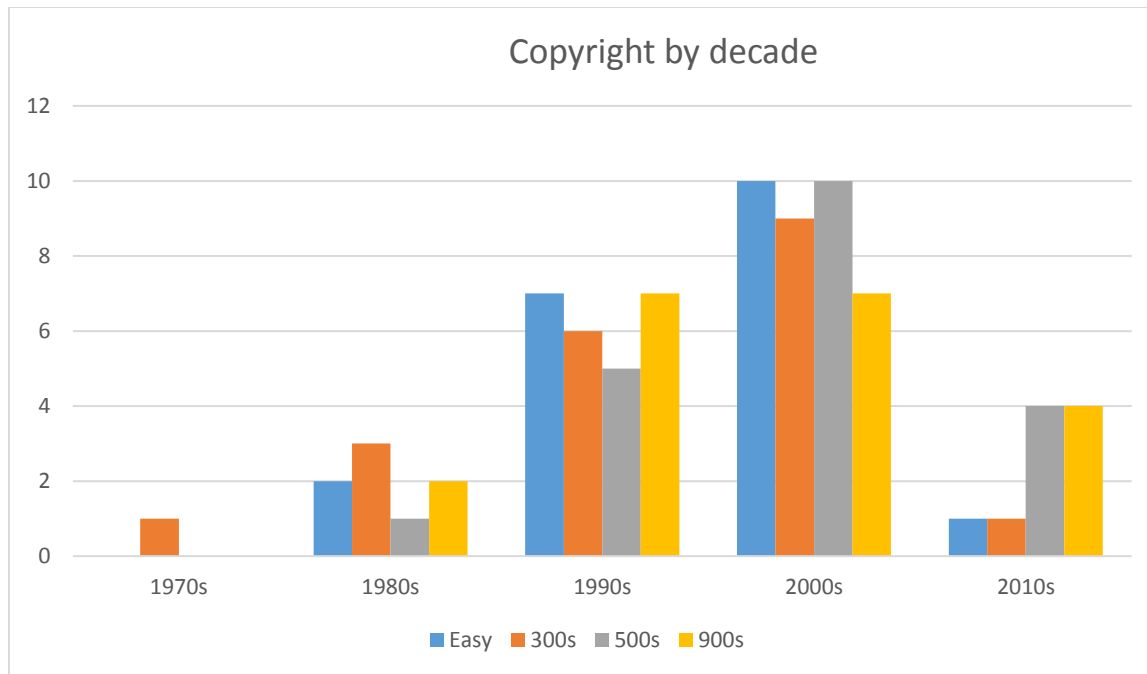
### A. Collection sampling

For the nonfiction collection, my method for gathering my random sample involved using the subject headings the school librarian had posted on the shelves. I walked to the shelf and would pull more books from those sections that had more books on the shelf. For instance, in the 300s, an entire bookcase was devoted to the “folktales” section. So of the 20 books I pulled, 7 of them came from this section, three came from “celebrations” and “transportation” (the next two biggest sections), and one or two books came from the smallest sections like “US military” or “Money.” In this way, I was able to keep my random sampling proportional to size of each subject section within each hundreds section.

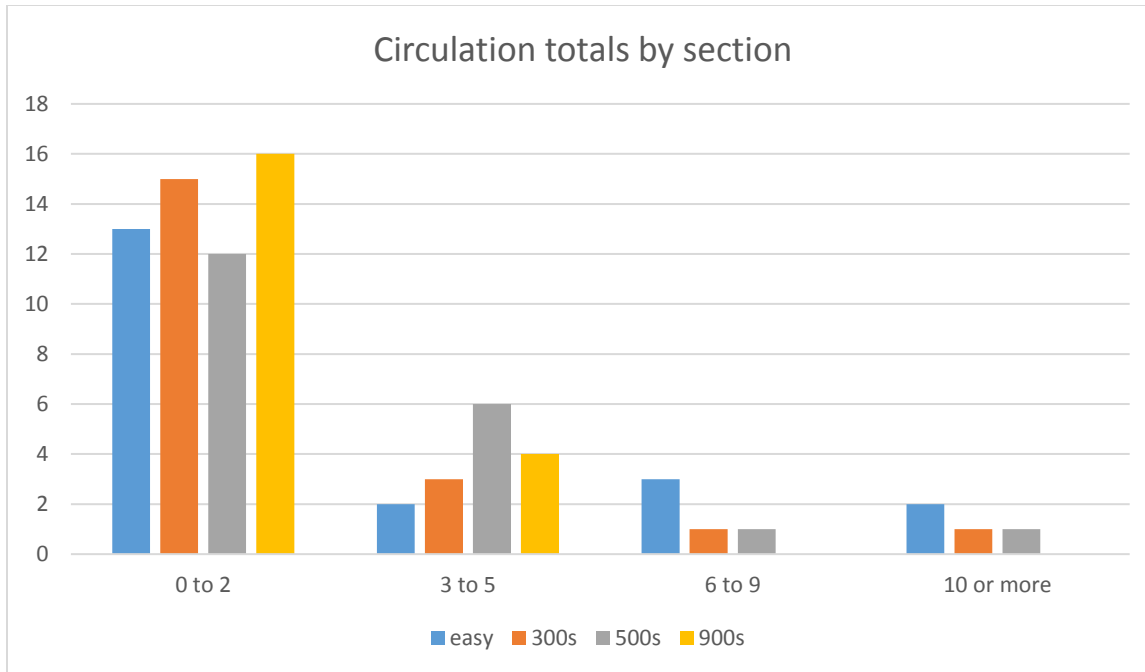
For the easy book collection, I used the same method, this time using the letters “A” through “Z” of the author’s last name as my section headings. For those letters that had more books shelved, such as “A” and “B,” I pulled two books, while other letters that had only a few books shelved, such as “I,” “N,” “Q,” “X,” I didn’t pull any.

The only thing I could not analyze was the year the books were acquired in the collection. Charlotte Mecklenburg School system just converted their library cataloging system to Follett two years ago. Because of this, all of the year acquired dates only show the dates of the one or two days that the book was reentered into the new system; these dates don’t accurately reflect the actual date that the book came into the system and the school librarian did not know from where I could acquire this information.

*(See separate attachment for the physical sample collection.)*



This chart clearly show that the average age of this part of the collection is primarily from the 2000s, with the 1990s being a close runner up. The one 1970 outlier is a folktale book from the 300s section; because folktales are considered timeless, I would consider this acceptable unless the book was in poor physical condition. There were no more than 3 books from the 1980s from any collection, which is acceptable really only for the easy books and folktales, since the other nonfiction titles most likely contain inaccurate information. It would have been nice to see a few less books from the 1990s and a few more books from the 2010s, especially easy and the 300s; however, given her budget is so small each year, I can understand how she may be reluctant to weed more of the 1990s titles if she knows she won't have newer books to replace them.



The number ranges on the X axis are the number of times the books have been circulated since they were acquired in the collection. The numbers on the Y axis are the number of books for each section that have circulated within that range of times. Clearly, the majority of the books were only circulated 0 to 2 times. This is a rather low circulation rate, but it is impossible to truly assess how bad this circulation rate is without knowing when the books were acquired into the system (see explanation above). The slightly higher circulation rates for the 500s (3 to 5 times) might largely be due to the popularity of these topics among kids (dinosaurs, animals, etc.) However, it is disheartening to see that no 900s circulated more than 5 times and all circulation rates for the 300s, 500s and even easys were relatively low. This suggests the librarian is not doing enough collaborative projects with teachers tied to the curriculum where kids need to be using nonfiction titles to complete assignments. However, these low circulation stats are puzzling since Callahan prided herself on increasing circulation rates.





Overall, it is very impressive that the majority of the books were ranked as in excellent condition, with very good condition coming in second and only five books in poor or fair condition. This might suggest that the books have been taken very good care of; however, a lot of the books I examined were Permabond or library bound, so they would tend to hold up longer. Another factor for such quality condition could be that the circulation rates for most of these books were relatively low, averaging around 0-2 checkouts. However, once again, if we knew how long these books had been in the collection, we would have a better idea of whether such an excellent condition rate is good or not. If the books had been in the collection for only a short period of time, an excellent condition should be expected. But if the book had been in the collection for years, an excellent condition with a low circulation rate is not ideal.

The key identifiers I used for classifying books as poor, fair, very good, or excellent are as follows:

Poor – badly ripped, torn, or scribbled/stained pages; spine, edges, and/or corners severely damaged

Fair – partially ripped, torn, or scribbled/stained pages; spine, edges, and/or corners moderately damaged; book jacket torn

Very good – only slightly rips or tears; spine, edges, or corners slightly frayed; some dog-eared pages

Excellent – virtually nothing wrong with the book; no wear and tear on the pages or the exterior of the book; usually Permabound or library bound binding

## B. General collection data

Using the Titlewave Collection Development tool, Huntersville Elementary School's library has 10,283 items in its collection with an average age of 2001 for the overall collection as of December 8, 2015. There are approximately 13.7 library materials available per student, which is well above the Charlotte Mecklenburg School minimum of eight items per student. This number of items per student falls between the minimum (10 books per student) and developing (15 books per student) guidelines as stated in the Impact: Guidelines for Media and Technology Programs guideline.

### 1. Collection size and formats

Of the 10,283 items in the collection, nonfiction comprises the biggest majority of the collection at 41.4 percent (4,259 items) followed next by easy books (picture books and easy readers) at 28.7 percent (2,951 items). Fiction, which includes all juvenile fiction titles as well as popular titles (ie. *American Girls*, *My Weird School*, *Junie B. Jones* etc.) comes in third place at 19 percent of the collection (1,949 items).

Other formats found within the collection are significantly smaller and include, from greatest to least in size: biographies at 6.4 percent (659 items); reference materials, primarily encyclopedias, dictionaries, atlases and some special subject titles, at 2.8 percent (283 items); eBooks, including both fiction and nonfiction, at 1.1 percent (116 titles); short story anthologies at .3 percent (26 books); and professional materials for teacher use only at .1 percent (10 items). It is important to note that Spanish materials are intermixed within these totals; as I could not find a way to search for only Spanish language materials, my initial count of Spanish materials on the shelf at the time of my visit totaled 31 items, including fiction and nonfiction titles. (*See appendix A for a visual representation of this collection format percentage breakdown*).

In regards to collection type in comparison to size, overall, 69 percent of the collection is classified as nonfiction compared to the remaining 31 percent being classified as fiction. Of the 4,259 items classified as nonfiction, the 500s (science) represent the majority of the titles with 1,447 items, followed by the 300s (social sciences) with 717 items, and the 900s (history and geography) with 602 items. The first five Dewey hundreds sections, with the exception of the social sciences (300s) each have significantly fewer than 100 books per section. (*See appendix B for a detailed breakdown of the nonfiction by the hundreds in terms of size.*)

Within the largest Dewey hundreds section (the 500s), a decade analysis reveals that the 590s (animals/zoology) comprises the largest number of items at 751, far surpassing the next two runner-ups, which are the 550s (earth sciences and geology) with 170 items and the 570s (life sciences/biology) at 118 items. The 540s (chemistry) by far has the smallest decade collection with a mere six items. (*See appendix C for a detailed breakdown of the 500s by the decade.*)

Within the second largest Dewey hundred section (the 300s), a decade analysis reveals that the 390s (customs, etiquette, and folklore) stand out superiorly as having the greatest number of items (425) compared to any other decade with the social sciences. On the other end of the spectrum, there are no items catalogued under the 310s (statistics) and only seven items included

in the 340s (law); all the other decades have well below 100 items as well. (*See appendix D for a detailed breakdown of the 300s by the decade.*)

Finally, within the third largest Dewey hundred section (the 900s), a decade analysis reveals that the 970s (history of North America) stands out as having the greatest number of items (363) compared to any other decade within the history and geography Dewey classification. The 900s (history) and 990s (history of other areas) sections have the smallest decades of five and nine items respectively while all other decades have significantly less than 100 items as well. (*See appendix E for a detailed breakdown of the 900s by decade.*)

Additionally, the library subscribes to the *Charlotte Observer* for library use only as well as eleven non-circulating, non-catalogued magazines, including: *American Girl*, *Ask*, *Catster*, *Discovery Girls*, *Dogster*, *National Geographic Kids*, *Owl*, *Ranger Rick*, *Sports Illustrated*, *Zoobooks*, and *Zootles*. Using their student ID login, students also have access to NC WiseOwl databases, including: Britannica school, Citation maker, Copyright for students, eBook K-8 collection, Explora, Kids InfoBits, Learning zone (Britannica), Newspaper source plus, NC resources, novelist K-8 Plus, PBS Video, and Primary search. The school also subscribes to Peeble Go, which is a Capstone science based database, but only the animal portion, which includes hundreds of articles about animal classification, behavior, and habitat. No videos, DVDs, or audio visual materials are available for checkout and aside from the very small professional collection for teachers, there are not audiovisual materials available at all other than resources and links found through the NC WiseOwl databases and free links online.

Charlotte Mecklenburg Schools are fortunate in that they have formed a partnership with Charlotte Mecklenburg Public Libraries called One Access, which greatly enhances collection choices for students. Effective in September 2015, all CMS students can use their school ID number as a public library card through which they are allowed to check out up to 10 book or audiobook materials from any of the 20 CML branches. Books and audio books do not incur late fees and the student is only charged if the material is lost. However, because the program is so new, it is hard to track how many students from each school actually take advantage of this new program and checkout materials, specifically to supplement school related projects or to enhance their own personal reading.

## 2. Collection Age

As mentioned the average age of the entire collection as of December 8, 2015 is the year 2001 or 15 years old. This collection age barely meets the minimum age standard of 16 years from the current calendar date as set by the IMPACT guidelines.

For the nonfiction collection, all of the Dewey hundreds sections have an average age of 2000 or above except for the 200s (religion) with an average age of 1998. Five of the hundreds sections average around either the year 2000 or 2001. The newest average age of a collection is the 000s (computer science, information and general works) averaging at the year 2005, which is the only hundreds section that meets the developing collection IMPACT standards of an average year of 2012. All of these other averages are still below or barely meeting the minimum IMPACT collection standards. *See Appendix B.*

A decade by decade breakdown of the 300s, 500s, and 900s, reveals a similar pattern. Within the social sciences (300s), the decade with the largest collection size, the 390s, also has the oldest collection age averaging at the year 1999. This is largely a reflection of some outlying older books from the 1960s, 70s, and 80s, which are most likely from the folklore/fairy tale collection, which is often considered not time sensitive. However, the 350s (public administration and military science) is considered the newest decade averaging around the year 2006. Within the sciences (500s), the decade with the oldest collection age is the 580s (plants/botany) averaging around the year 1999 and with the newest collection age is the 560s (fossils and prehistoric life) averaging around the year 2005. And within history and geography (the 900s), geography and travel (910s) is the decade with the oldest collection age (1998) while biography and genealogy (the 920s) is the decade with the newest collection age (2006). Therefore even the “newest” collection decade in each of these Dewey hundreds categories is barely meeting the developing collection standards of 12 years or newer as determined by the IMPACT guidelines.

The rest of the collection has an even older average age. The easy books and reference materials both have an average collection age of the year 1999, receiving a below minimum age classification according to IMPACT guidelines. The IMPACT document even states that reference books in particular should have even more recent average copyright dates than those indicated in IMPACT guidelines. Fiction titles are not much better with an average age of the year 2000, also well below standards. Most shocking is the professional collection, which averages a copyright year of 1997 and also contains a measly 10 items for teachers to choose from. The eBook collection skews the average age of the entire collection as the average eBook copyright date is 2013, which falls within outstanding collection guidelines according to IMPACT standards. (*See Appendix F*).

Much like the breakdown when examining the random collection sample age in part A, the majority (47.2 percent or 4,850) of the items from this entire collection are dated to the 2000s while the next largest group of items (29 percent or 2,981) date to the 1990s. Only 1,491 items or 14.5 percent of the collection is from 2010 or newer.

According to the Titlewave analysis software, there are 4,131 aged titles in the collection with an average age of the year 1993; that’s about 40.2 percent of the collection. The graph in *Appendix G* shows 10 specific areas within the nonfiction area that have a significant number of aged titles, that is, the majority of the titles within these Dewey ranges are below the IMPACT standards for the average age of this part of the collection.

The aged nonfiction collection is particularly troubling. The computer science data (000s) should be weeded every five years (IMPACT), but the average collection age for the (003-007s) is 2007 (Titlewave), which is particularly troubling, since this is a tech focused school, according to the school librarian. It’s also particularly inadequate that large chunks of the collection within the 300s, 500s, and 900s is so dated. For the 300s section, materials older than 10 years old should be discarded (IMPACT); with the exception of the 390s (folklore) nearly all of her 300s section has an average collection age of 2001, which is about five years older than the recommended guideline. The science books are supposed to be even timelier, with a shelf life of

only five years (IMPACT); however, the average collection age there is also 2001, nearly ten years outdated. And finally, 38 of the 48 items housed within the 900s geography, maps and atlases section (910s-919) are dated, with this part of the collection averaging around 1998; this is woefully inadequate for IMPACT standards, which suggest a shelf life of only 10 years old.

Finally, when spot checking different areas of the collection against the suggested K-5<sup>th</sup> grade titles within the Wilson Catalog, it became clear that the library's collection only represented a fraction of the number of books available on different topics. Many of the newest picture books listed in the catalog were not included in the collection, showing the collection's age and many of the nonfiction sections I spot checked did not seem to be reflective of a diverse collection of materials, especially the graphic novels.

### 3. Curriculum area

The school librarian collaborated with a teacher and technology instructor to lead 5<sup>th</sup> graders in a severe weather news broadcast project. Students had to conduct research using both print and online resources to describe their type of severe weather and explain the causes and effects of their weather type and how to prepare for it. They then drafted their research into a news broadcast which they videoed live in front of a green screen.

This particular science project fulfilled the following NC essential standard for fifth grade science with the three accompanying objectives:

5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time.

5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.

5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements.

5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

Each child had access to a chrome book and was able to research through one of nine predetermined science websites preselected by the librarian as being content and age appropriate. These websites included [discoveryed.com](http://discoveryed.com), [weatherwizkids.com](http://weatherwizkids.com), [sciencespot.net](http://sciencespot.net), [kidinfo.com](http://kidinfo.com), [skydiary.com](http://skydiary.com), [theweatherchannelkids.com](http://theweatherchannelkids.com), [aoml.noaa.gov](http://aoml.noaa.gov), and others.

The kids then had to choose from the available weather books located in the 551.5-551.6 section. There were a total of 75 books available in this section. Four of those books had duplicate copies (included in the 75 total). The age of the collection was primarily between the copyright year of 2000 and 2004 (26 of the 75 books) or about 1/3 of the collection. The next largest percentage of books had a copyright date between 1995 and 1999 (17 books) and the third largest grouping had a copyright date between 2005 and 2009. Only six books were newer than 2010. (*See appendix H*).

Comparing the holdings of the library with recommended titles from the Wilson Core Collection for children, there are 162 nonfiction titles that fall within the Dewey Decimal range of 551.5-551.69 (materials pertaining to weather) specifically for 3<sup>rd</sup> through 5<sup>th</sup> grade level published between 1975 and 2016 within the Wilson catalog. Of these 162 titles, Huntersville Elementary Library only owned 15 of these.

There was no specified number of sources each student or group had to consult for their research as long as the questions/criteria posed above were answered. The research was done in the library for each class, so the books did not check out. However, each 5<sup>th</sup> grade class was expected to complete the project. The librarian stated that there were no eBooks available that related to weather or this project. I did notice two science encyclopedias in the reference section that could have potentially been consulted.

Then the school librarian did a social studies project with 4<sup>th</sup> graders where they were divided into teams and each team had to research how a different political party (loyalists, patriots, neutrals) would have felt about the causes and effects of the Revolutionary War.

The North Carolina Essential standards covered during this project were:

4.H.1 Analyze the chronology of key historical events in North Carolina history.

4.SI.1.1 Use various types of resources to gather information (including print and online media).

Again, the students had to consult both print and online resources, although no specific number of each source was required for this project. Each child had their own chrome book to examine up to seven different websites preselected by the librarian for age appropriate content. These sites included: learnnc.org, historyforkids.org, kidinfo.com, and others.

There were only 22 books available in the collection that pertained to the Revolutionary War in some way (Dewey 973.3) and there were no duplicate copies of any title; however, it is unclear whether many of these books were actually consulted as some may have been too loosely connected to the assignment to have been of much use. Of these 22, half of the titles were from a copyright year between 2000-2004; only two books were from the year 2010-2014. (*See Appendix I*).

Likewise, when comparing the holdings of the library with recommended titles from the Wilson Core Collection for children, there are 80 nonfiction titles that are catalogued as Dewey Decimal 973.3 (Revolutionary War) specifically for 3<sup>rd</sup> through 5<sup>th</sup> grade level published between 1975 and 2016 within the Wilson catalog. Of these 80 titles, Huntersville Elementary Library only owns 6 of these.

There are five fifth grade and five fourth grade classes, each with a total of 125 students who had to complete these projects. While the 75 weather books and 22 Revolutionary War books would be significantly too few for all five classes, the librarian required that all research for these projects be done within the library. Because these books were not being checked out, a fifth grade class size of 25 students (NC Report Card) would have just enough weather books for

each student to consult three and not quite enough Revolutionary War books for each student to consult one. While the size of the collection for these collection areas was minimally sufficient for in-house research, it's a shame that the physical collection is not large enough to allow all 125 fifth or fourth graders to check out multiple books on the topic, which would also increase circulation rates. Given the limited collection, the librarian did an excellent job supplementing the physical collection with preselected online resources. What is most troubling, however, is the age of these sub collections, which primarily spanned between the year 2000 and 2004; a nonfiction collection that averages 10-15 years old is below minimum IMPACT standards and prone to containing inaccurate, dated information (IMPACT). And finally, few of the titles were found within the Wilson Catalog, which suggests the collection is underutilizing the most current, recommended titles available.

### **III. Collection Analysis**

#### **A. Discussion**

Based upon the IMPACT standards, Titlewave analysis and the Wilson Core Catalog, the collection age is too old and the size is too small given the student body size. As mentioned the average age of the entire collection as of December 8, 2015 is the year 2001 or 15 years old. This collection age barely meets the minimum age standard of 16 years from the current calendar date as set by the IMPACT guidelines. Having 4,131 aged items in the collection is almost half of the collection and frankly appalling, especially for the nonfiction section, which I previously thoroughly compared as falling far short of IMPACT suggested guidelines. Likewise, the easy collection and reference collection has an average age of 1999, well below minimum IMPACT standards. Overall, the majority (47.2 percent or 4,850) of the items from this entire collection are dated to the 2000s, suggesting a serious need for a budget increase to be able to purchase new books and skew the collection to a younger age.

Additionally, the size of the collection overall is not bad, but could definitely be improved, especially in key curriculum areas. Based on the collection size of 10,283 items, there are about 13.71 books per kid with a school population size of 750 students. This number falls between the minimum guidelines (10 books per student) and developing guidelines (15 books per student) in the IMPACT document. There are several areas, in particular, however, that need to see a significant increase in the number of materials in that area. Given that the school has a growing Hispanic population of 18.8 percent (about 141 students See School Improvement Plan), the Spanish collection, which currently only contains about 31 items (including fiction and nonfiction titles) should be drastically increased; if there were, at minimum, 10 Spanish books per 141 Spanish speaking students, the collection should include at least 1,410 titles to serve this significant student population. In particular, the 65 identified limited education proficiency students (School Improvement Plan) might very well benefit from Spanish materials, especially bilingual materials, especially if their parents are not strong English speakers who could help them at home. Likewise, the school has no audio visual materials (audio books, dvds, books with an accompanying CD) available for circulation, which greatly discriminates against the 57 exceptional children, who might learn best when hearing a story read aloud rather than reading it in print.

Other areas where the collection size could be increased include fiction reading materials for the lowest and highest performing students. Two of the goals in the School Improvement Plan for 2015-2016 were to “Increase students at or above the grade level in reading for 2<sup>nd</sup> through 5<sup>th</sup> grade” and to “Increase proficiently in reading for all students in our lowest performing subgroups.” Nowhere in her collection did she have easy phonics readers (like BOB books); her easy readers were inter-shelved with the regular picture books, which spans a wide range of reading levels; fortunately, she has labeled her fiction (easy and juvenile fiction) collection with Fountas and Pinnell reading levels, so it’s easy for students to locate their “just right book,” if required to by a teacher.

One of the strengths of her collection is the easy book section, which is 28.7 percent (2,951 titles) of her collection, significantly above the IMPACT recommendation of 14-25 percent of the collection; although some of these titles are dated, the age of picture books is not as important as it is for the time sensitive nonfiction collection and most of these titles are in excellent condition. The juvenile fiction, however, is slightly below the recommended 20-23 percent of the collection, at 19 percent (1,949 items); in particular, having slightly higher level books to challenge those 4<sup>th</sup> and 5<sup>th</sup> grade students who are already performing above grade level would be very beneficial to help the school achieve their goal of helping more 2<sup>nd</sup> to 5<sup>th</sup> graders read at or above grade level. It was effective how she separated out the most popular juvenile series with special labels of separate shelves for easy access.

It was also disheartening to see such poor circulation rates; my 80 sample analysis of easys, 300s, 500s, and 900s revealed, the majority of these 80 books circulated between 0 to 2 times. Considering the library operates on a fixed schedule where every class gets to visit the library once a week and the fact that there is open circulation for all grades before and after school each day, it’s unfortunate that the circulation rates aren’t much higher for the entire collection. I do remember her stating increasing circulation was one of her goals, and perhaps a larger sample size is needed, particularly in the easy and juvenile fiction area to see if low circulation levels are as wide spread throughout the collection as they seem. I saw very little in the way of book displays, so this might have something to do with it. Also, it sounds like the librarian very seldom, if ever, collaborates with classroom teachers to do projects.

And when the kids are working on projects, she says she usually requires the kids don’t check out the books because the collection is not large enough for every kid in one grade working on the same research project to have enough books to go around. This is especially evident with the two curriculum projects I analyzed. The size of the weather and Revolutionary War collections need to be significantly increased to allow each child in fifth grade to be able to check out even one book from each of these sub collections at a time. And as previously mentioned, the age of the collection is far too dated for the information contained within these nonfiction titles to be guaranteed to be accurate.

The eBooks are another collection that I feel is extremely underutilized. There are 113 titles loaded onto the library and school computers that contain a mix of both fiction and nonfiction; the titles were all purchased in 2013. The librarian says kids never ask for them because they would much rather have a physical copy, and as such, she plans to no longer



purchase eBooks for her collection. On the other hand, I feel like she does not do much in the way of promoting this collection. Unfortunately, I was unable to obtain data indicating the number of times an eBook has been “checked out” or accessed. Another reason for poor usability is accessibility outside of the school. Even though all 3<sup>rd</sup> through 5<sup>th</sup> graders have one-to-one access to Chromebooks and all kindergarten through 2<sup>nd</sup> graders have access to iPads, perhaps many of these students don’t have access to these types of devices at home. Additionally, from what I understand, these particular eBooks are loaded only on school computers and could not be accessed on an outside device from home anyway.

A couple strengths of the collection include excellence in physical condition and excellent organizational arrangement. The majority of the books examined through my 80 book sample were in excellent condition, with “very good” condition being a close second ranking. While the students may be taking excellent condition of their materials, the majority of the books I sampled were either library Bound to Stay Bound or Permabound, helping the books’ outside withstand rough treatment. I did notice she had a “book hospital” where volunteers would help repair damaged books as best they could, but since her budget is so minimal, she said she’s reluctant to weed until the book’s condition becomes really poor.

I was also impressed by the way she organized and labeled her collection. Nearly every shelf in the nonfiction section had bold labels with pictures indicating the subject area found on that shelf and the Dewey Decimal range those particular books fell within. For instance, the 900s were very clearly divided up with dividers and separate labels on the shelves for maps, US history, North Carolina history, biographies and other areas. North Carolina books and biography books had their own separate stickers on the spine to indicate they were part of a certain sub collection. While I was not impressed that the easy readers and easy picture books were mixed in on the shelf, I did think placing the popular juvenile series on separate shelves with clear labels is a smart move for the elementary age.

Overall, based on this data analysis examined in conjunction with the school demographic report, the focus of the five year plan described below will be two-fold: 1) to weed outdated materials throughout all of the nonfiction collection and add new titles to specific Dewey decades where the collection size is lacking and 2) to add new materials to the collection that will specifically target underserved student groups attending Huntersville Elementary, including Spanish ESL students, students with disabilities and learning disabilities, and the highest and the lowest level readers.

## **B. Determining a Budget**

To determine the budget needed to meet minimum standards, this report will use the guidelines stated in Formula 2 in the IMPACT guidelines which involves calculating the minimum amount needed to add one book per child during the five year plan period. If the average cost of a print resource is \$25, then a school of 750 students would need \$18,750 budget for a five year plan or \$3750 each year. This estimate might be a little high as another resource, “SLJ’s Average Book Prices for 2015” estimates that, at most, a child’s hardcover title for a

school library in 2014 was \$19. At this rate the five year budget plan would be \$14,250 to add one book for every child, while \$2850 is needed each year.

The librarian's current budget is \$1,300, which is then doubled by the PTA to become \$2,600 each year. To plan for the most robust collection possible, I will use the average \$25 per book estimate to set her hypothetical budget at **\$3,750 per year or \$18,750 for the five year plan** as described below. That equates to roughly \$1150 budget increase from her typical \$2,600 budget.

#### **IV. Collection Development Five Year Plan**

*(See separate attachment for the Five Year Plan worksheet to follow along with the narrative below).*

During the first year, collection focus will be on the nonfiction 900s and Spanish materials. Based on the Titlewave age analysis, much of the geography materials (especially atlases) are severely outdated; providing incorrect or outdated information can often be worse than providing no information at all. In talking with the school librarian, there has been an increase among 4<sup>th</sup> and 5<sup>th</sup> grade teachers in research projects focusing on North Carolina history and North American history, tied to grade level social studies curriculum; so increasing these parts of the collection will assist with research needs tied to North Carolina Essential Standards. The Titlewave analysis also revealed a deficit of books focusing on history of all areas other than North American or North Carolina, including the ancient world, Asia, Africa, South America and elsewhere, so some money will be devoted to filling these nonfiction holes (930s-990s, with the exception of 970s). A total of 120 nonfiction books from the 900s will be purchased.

The student demographic analysis revealed a rapidly growing Hispanic population of 18.8 percent of the school; however the Titlewave analysis revealed very few Spanish titles in fiction or nonfiction. As noted in the article "Special Groups of Students," when developing a school library collection, "If there are large numbers of non-English-speaking students in the school population, the library needs to have materials available in languages other than English" (Bishop, 196). Because of this, much money should go toward greatly enhancing that collection for those users. In response, a total of 75 fiction and 35 nonfiction titles will be purchased. In accordance with Bishop's guidelines, when selecting these books, the materials should be as culturally accurate and authentic as possible, avoiding cultural stereotypes at all cost (Bishop, 196). Each year, there will also be some money left over for students and teachers to suggest materials they'd like the librarian to purchase.

During the second year, I'll focus on beefing up the nonfiction 500s and adding more fiction titles for 4<sup>th</sup> and 5<sup>th</sup> grade reading level (and above). Based on the Titlewave age analysis and sample collection, much of the social sciences materials are outdated; looking at the decade by decade analysis, many of the Dewey decades are also lacking in materials, particularly the math, astronomy, chemistry and physics sections. Although the animal collection has the most

books of the 500s, there's always justification in purchasing more animal books because they tie well into curriculum projects and they have higher circulation rates. However, this could be an area of minimal concern since the Peeble Go database was purchased to specifically supplement the physical collection with ebooks and other kid-friendly, digital resources about animals. So there will be 130 nonfiction titles purchased from the 500s.

There also needs to be an increase in fiction titles for higher reading levels (4<sup>th</sup> and 5<sup>th</sup> grade as well as some middle school chapter books) to challenge these upper level readers and to meet one of the school's Improvement Plan goals of ensuring all 2<sup>nd</sup> through 5<sup>th</sup> graders are reading at or above grade level. In response, 100 new juvenile fiction titles will be purchased. These titles should reflect the special reading interests of these gifted or talented students. For instance, according to the "Special Groups of Students" article, "Research has shown that gifted students have particular preference for certain genres: fantasy, science fiction, humor and series, such as *The Chronicles of Narnia*" (Bishop, 195). They also need titles where they can "see themselves in books" so they can gain "self-understanding and social understanding" (Bishop, 195). As such, the librarian's choices for these books should reflect these genre types and needs, but should also be determined by asking these gifted students what they want to read and perhaps organizing a book club around this. As always, teachers and students can suggest purchases for the remaining funds.

During the third year, the emphasis will be on improving the 300s social science collection and creating/enhancing the beginner reader collection. The Titlewave analysis and the physical sample analysis reveals much of the 300s collection is also outdated and there are many holes in the collection to fill, including statistics, law, and education titles. Although the custom and folklore titles (390s) comprises the largest percentage of this collection, it wouldn't hurt to invest in a few more of those titles as well. So a total of 130 nonfiction titles from the social sciences will be purchased. The collection has virtually no beginning reader collection. Even though the school has high reading test scores, having materials, such as phonics readers and beginning easy readers, are crucial to helping kindergarten, first and second graders begin to read on their own independently. A total of 100 easy readers and phonics readers, such as BOB books, will be purchased. The "Special Groups of Readers" article suggests specific criteria to look for when purchasing books for low level readers, such as attractive covers, appealing formats (graphic novel style), emphasis on dialogue, repetition of main points, illustrations to explain the text, humor, and clear writing style (Bishop, 198). As always, teachers and students can suggest purchases for the remaining funds.

During the fourth year, the emphasis will be on replacing outdated nonfiction titles identified on the Titlewave "aged" list with newer titles and adding an audio book collection and bilingual collection. In addition to the 300s, 500s, and 900s, the Titlewave "aged" analysis list targeted a few other specific nonfiction areas that are extremely outdated including computer science and information (003-007s), medical sciences (610-629) and engineering (620-629). While these topics might not check out much, it would be remiss of the librarian to leave them in her collection if they contain highly outdated information. So 75 nonfiction titles will be added to these areas and the Dewey 00s and 600s overall.

The Huntersville Elementary School demographics revealed there are 57 students revealed as educationally disabled and 65 students with a Limited English Proficiency level. The addition of 50 audio books or picture books that come with a cd might assist these English language learners and students with learning disabilities and being able to listen to a book being read aloud or to follow along with the text while listening. The “Special Groups of Students” article highly recommends purchasing audiobooks and graphic novels to assist with these learning groups (Bishop, 192). Finally, there also isn’t any kind of bilingual collection and the growing Hispanic population at 18.8 percent would surely benefit from a collection of books that bilingual students and their Hispanic speaking parents could read at home together. So 100 bilingual books, particularly fiction titles, will be purchased. As always, teachers and students can suggest purchases for the remaining funds.

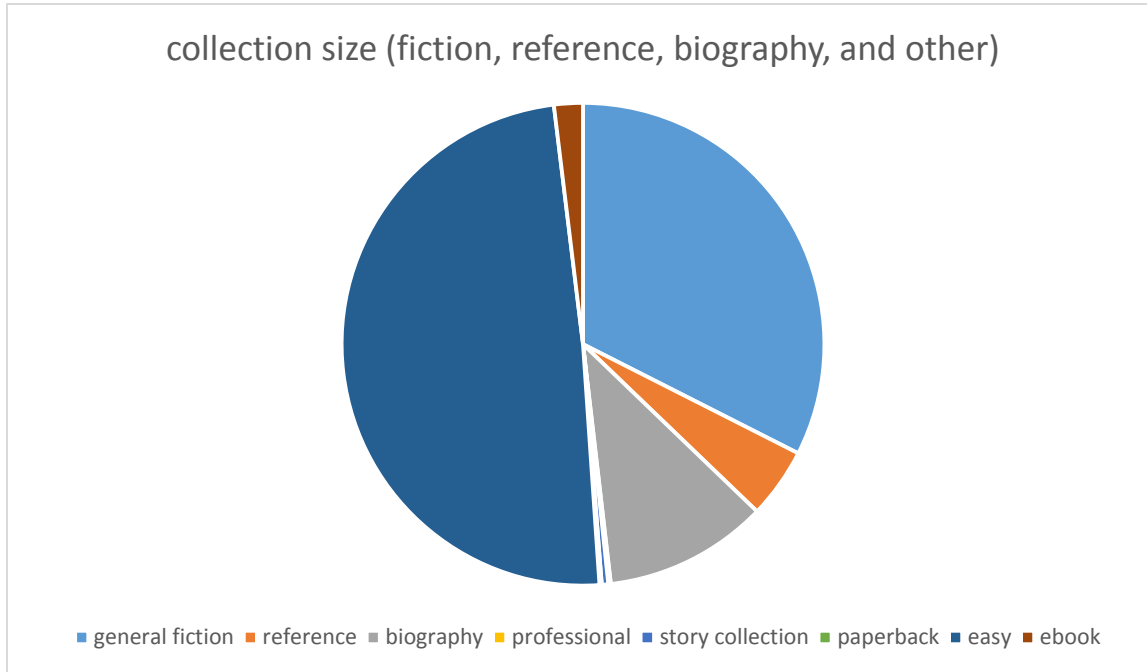
Finally, during the fifth year, there will be an emphasis on beefing up existing collections, including Religion (200s), Language (400s), arts and recreation (700s), and easy picture books. Titlewave analysis shows that these areas are pretty sufficiently stocked; however, bringing in some newer titles to decrease the age of the collection wouldn’t hurt. Nonfiction titles in these areas would be determined by looking at the circulation rates and might include books about different religions from the 200s, language materials for assisting native born Americans in learning Spanish, and specific popular areas within the 700s, such as drawing (400s), music (780s), and, especially for the boys, sports (790s). A total of 100 of these nonfiction titles will be purchased. Additionally, because picture books already make up the second largest part of the collection with high circulation rates, it’s important for librarians to purchase the newest picture book titles to keep the collection relevant and to keep the kids interested in reading. As such, 150 easy picture books will be purchased. As always, teachers and students can suggest purchases for the remaining funds.

## Works Cited

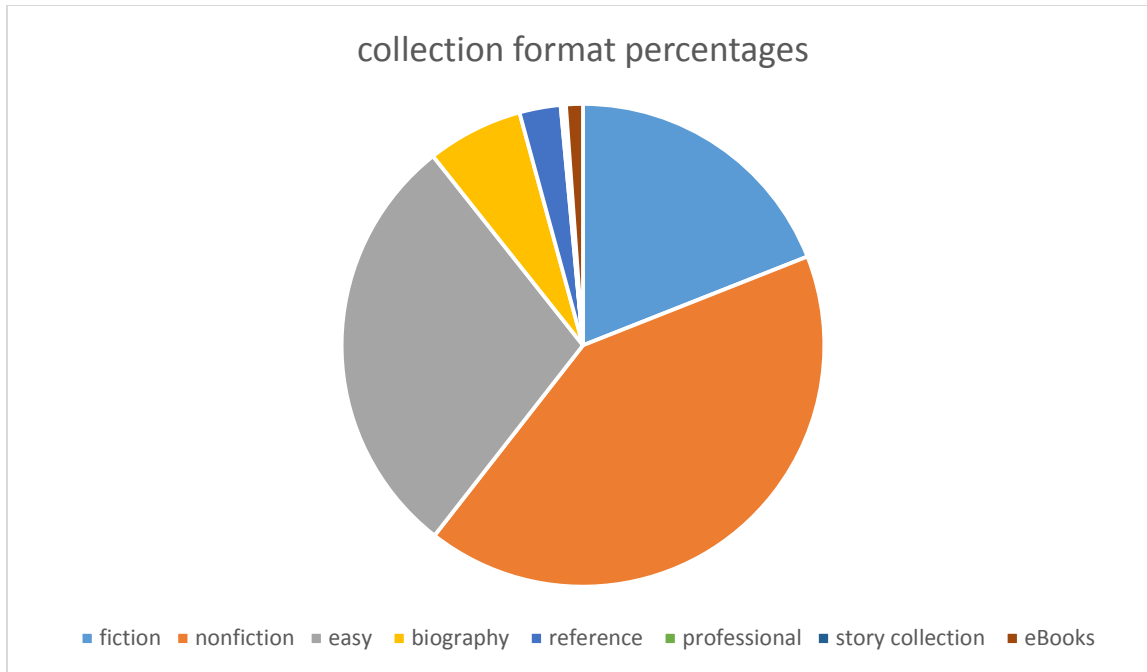
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## Appendices

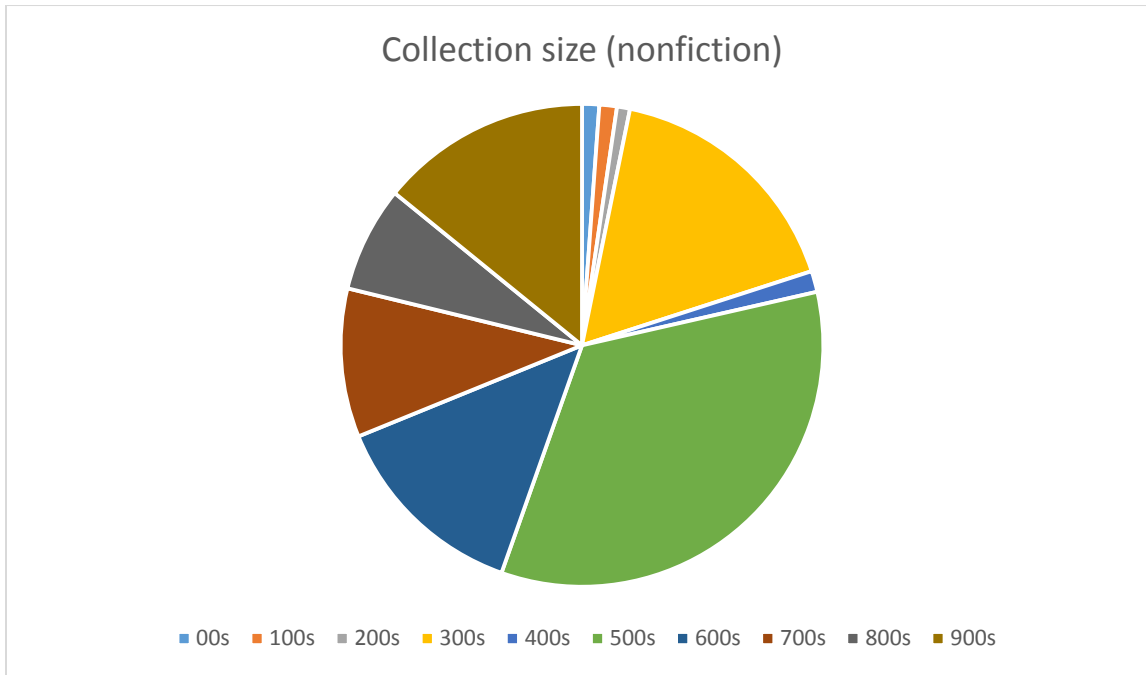
### Appendix A



fiction, reference, biography, and other classifications	Column1	Column2
classification	average age	items
general fiction	2000	1,949
reference	1999	283
biography	2002	659
professional	1997	10
story collection	2002	26
paperback	1990	9
easy	1999	2,951
ebook	2013	116
average/total	2000	6,003



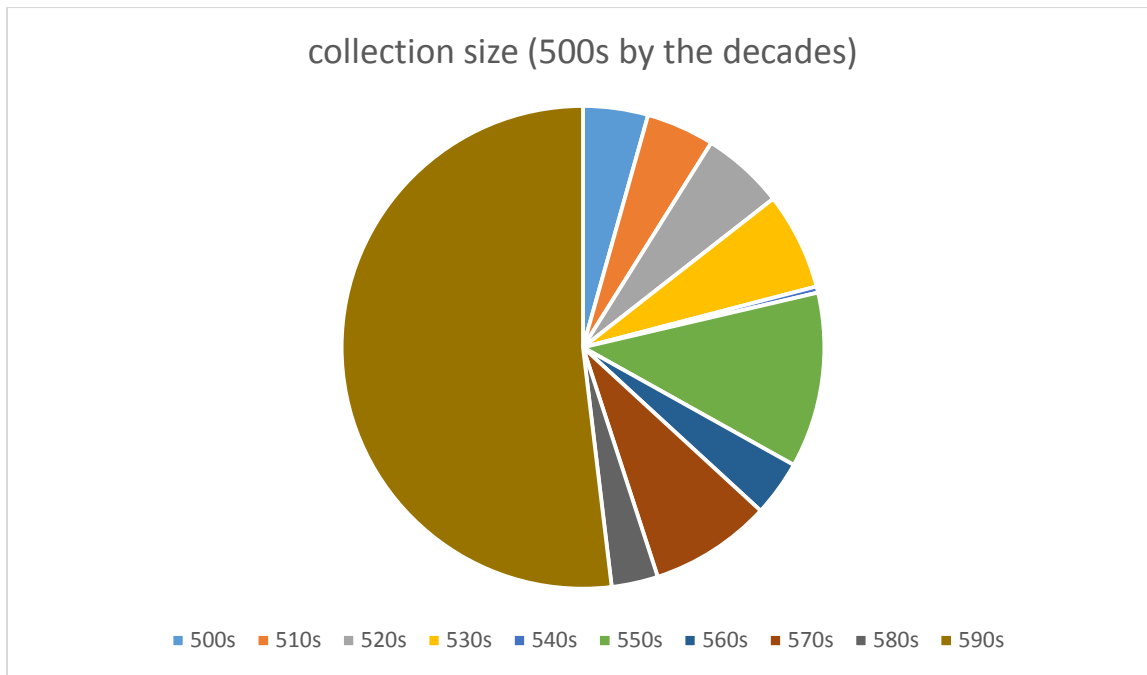
**Appendix B**



collection by Dewey classification	Column1	average age	items
0	computer science, information and general works	2005	49
100	philosophy and psychology	2003	50
200	religion	1998	37
300	social sciences	2000	717
400	language	2003	60
500	science	2001	1,447
600	technology	2001	572
700	arts and recreation	2004	424
800	literature	2001	301
900	history and geography	2000	602
		<b>2001</b>	<b>4,259</b>

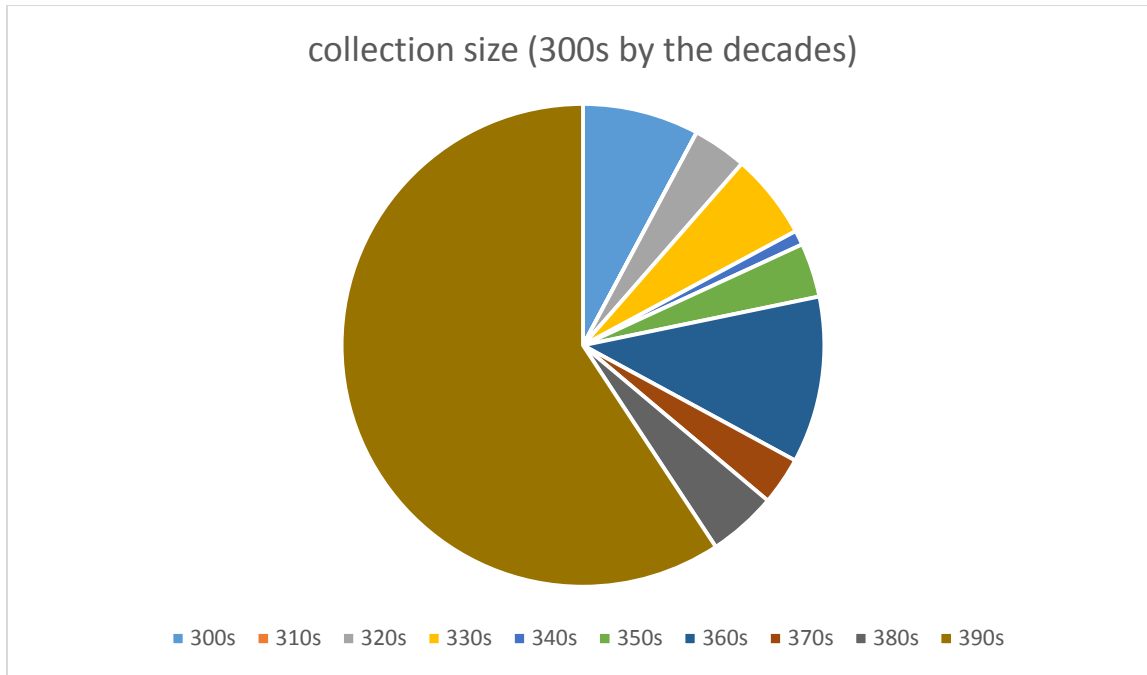


Appendix C



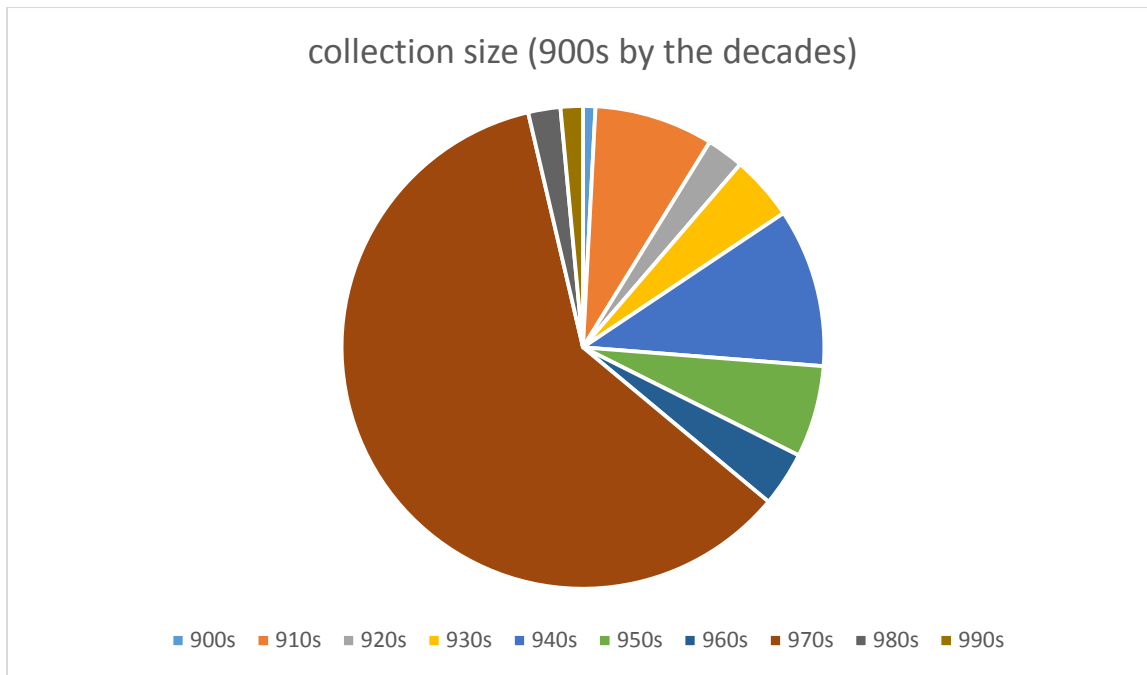
Column1	science	average age	70s	80s	90s	00s	10s	items
500	science	2000		6	30	19	7	63
510	mathematics	2001		3	23	35	5	66
520	astronomy	2001		2	24	48	6	80
530	physics	2002		3	28	55	8	94
540	chemistry	2001		1	2	2	1	6
550	earth sciences and geology	2002	1		57	94	18	170
560	fossils and prehistoric life	2005		1	2	47	4	54
570	life sciences, biology	2001		4	54	49	11	118
580	plants (botany)	1999		2	27	11	3	45
590	animals (zoology)	2001	1	81	165	386	116	751

**Appendix D**



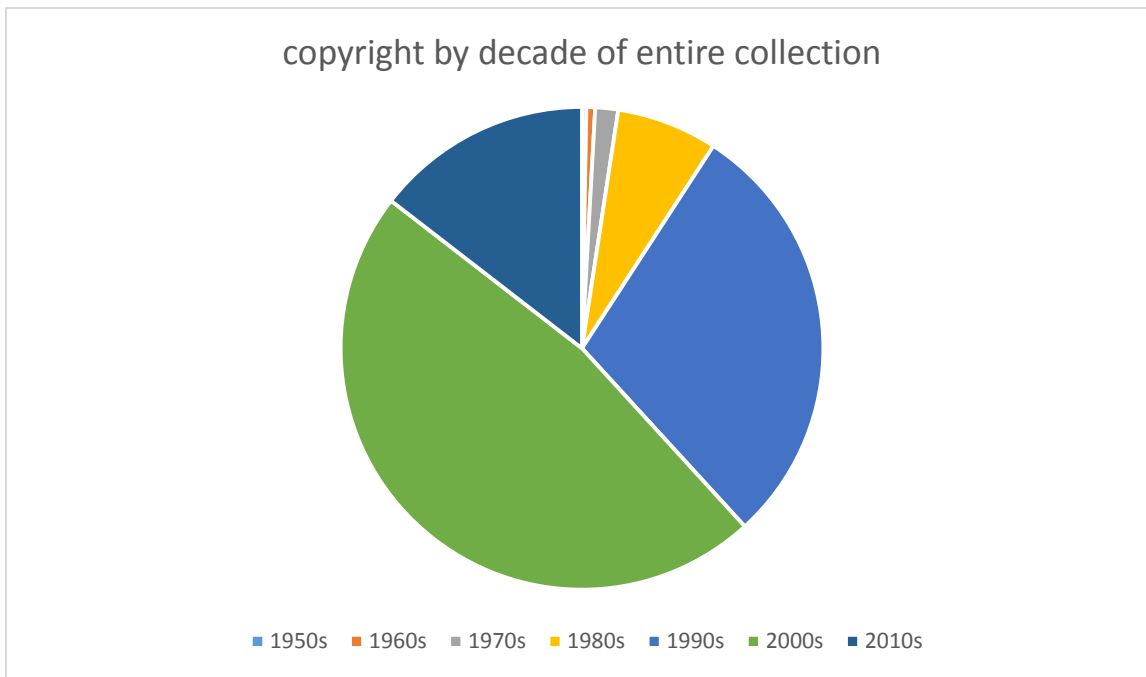
Column1	social sciences	average age	older	60s	70s	80s	90s	00s	10s	total items
300	social sciences, sciences and anthropology	2001					31	18	7	56
310	statistics									
320	political science	2004					6	15	5	26
330	economics	2002					14	20	7	41
340	law	2002					2	4	1	7
350	public administration and military science	2006					6	10	10	26
360	social problems and social services	2001				1	38	24	17	80
370	education	2004					5	12	6	23
380	commerce, communications, and transportation	2001				1	12	15	5	33
390	customs, etiquette and folklore	1999	1	7	12	35	134	193	43	425

**Appendix E**

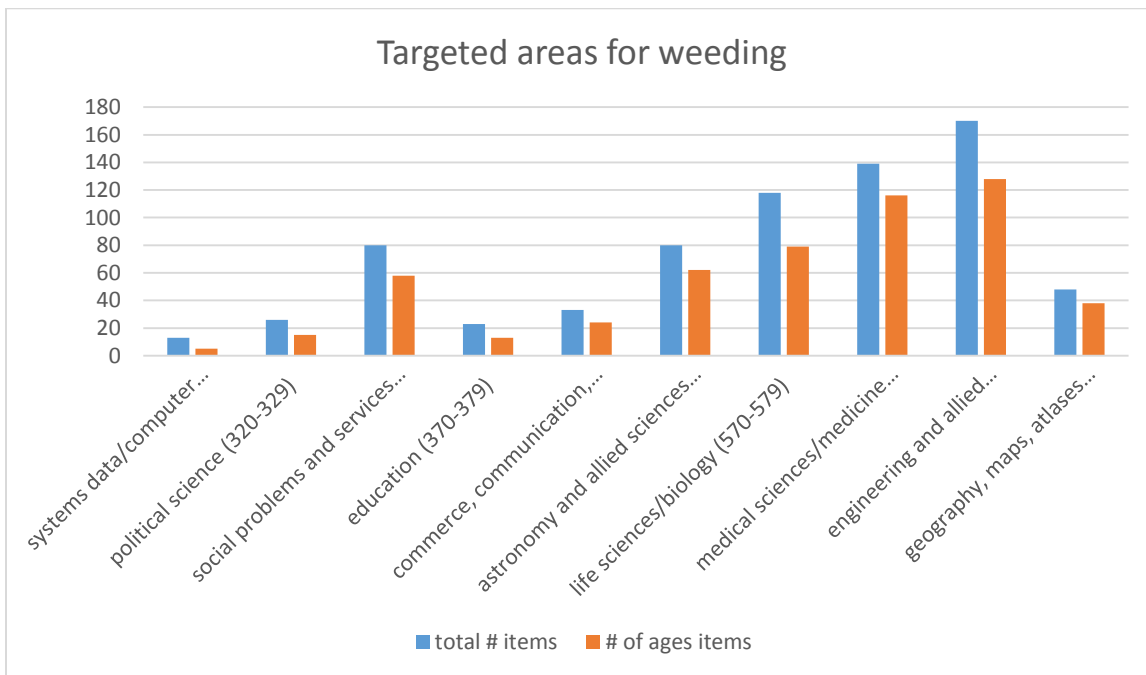


Column1	history and geography	average age	older	80s	90s	00s	10s	items
900	history	1999			3	1	1	5
910	geography and travel	1998		5	23	15	5	48
920	biography and genealogy	2006			2	8	5	15
930	history of ancient world	2003		3	5	12	6	26
940	history of Europe	2001		5	23	27	9	64
950	history of Asia	2001			19	15	3	37
960	history of Africa	2001			12	6	4	22
970	history of north America	2000		16	148	169	28	363
980	history of south America	1999		1	7	4	1	13
990	history of other areas	2001			5	3	1	9

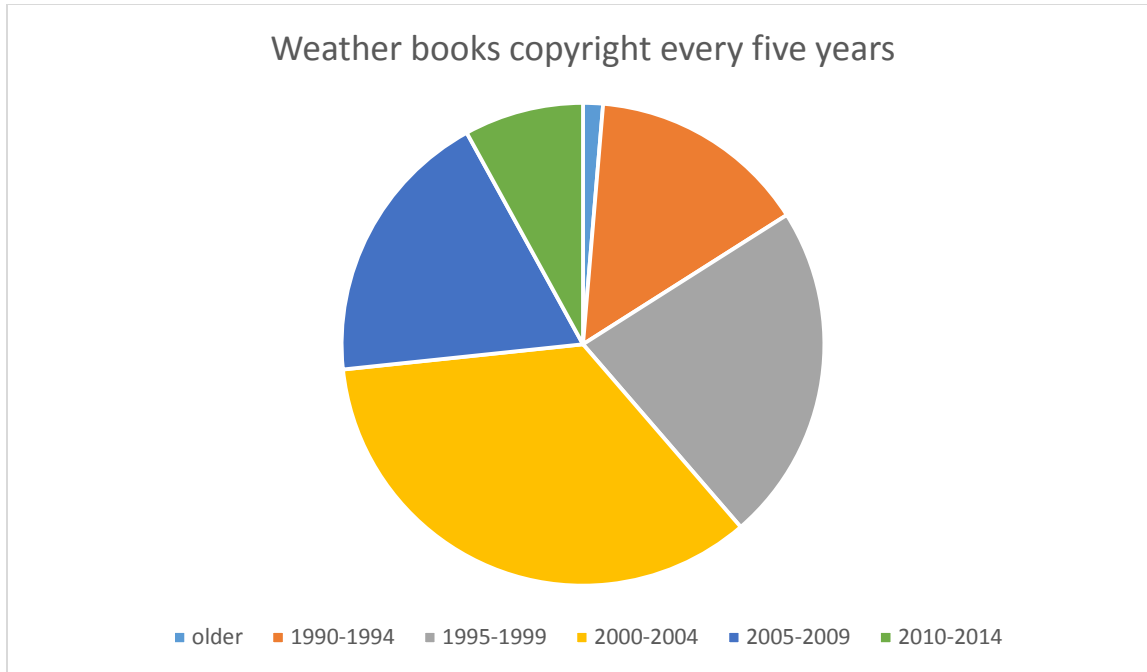
**Appendix F**



**Appendix G**



**Appendix H**

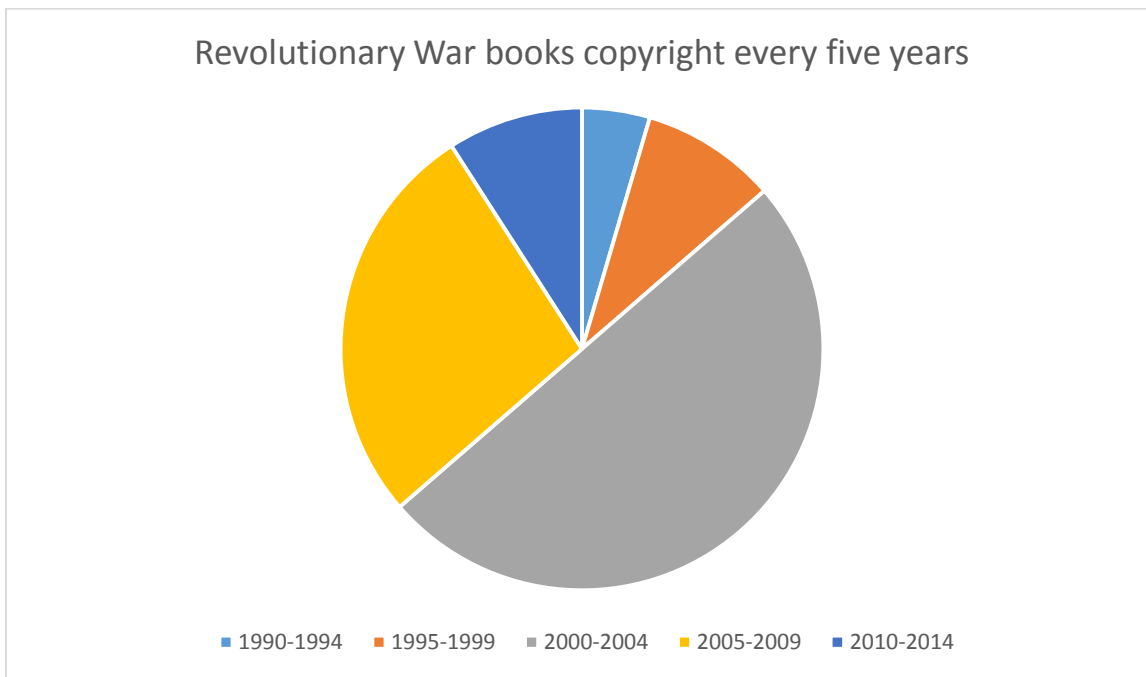


weather books	Column1	Column2	Column3
call number	title	copyright	# of copies
551.5 ARD	the science book of weather	1992	
551.5 BER	Can it rain cats and dogs? Questions about weather	1999	
551.5 CON	the weather watcher	2002	
551.5 COS	weather	1991	2
551.5 DEP	the cloud book	1975	
551.5 FAN	Heat	2003	
551.5 FLE	gases, pressure, and wind: the science of the atmosphere	2011	
551.5 GAF	storm scientists: careers chasing severe weather	2010	
551.5 HOE	weather abc: an alphabet book	2005	
551.5 KAL	if the sky could talk	1993	
551.5 LEV	wonderful weather	2003	
551.5 OLI	water and the weather	2005	
551.5 PAL	sunshine	1993	
551.5 POW	sun and sun	1999	
551.5 RIC	It's sunny!	2004	
551.5 SAU	sunshine	1998	
551.5 SCH	a hot day	2000	

551.5 SCH	A sunny day	2000	
551.5 SCH	a cold day	2000	
551.5 SHE	sunshine: a book about sunlight	2004	
551.5 SOU	hurricanes	1996	
551.5028 HAN	meteorologist's tolls	2011	
551.51 FOW	Can you see the wind?	1999	
55.51 HAM	the wind	2003	
551.51 POW	wind and us	1999	
551.51 RIC	It's windy!	2004	
551.51 SAY	Stars beneath your bed: the surprising story of dust	2005	
551.51 SCH	A windy day	1999	2
551.51 SIE	Wind	2005	
551.518 PAL	wind	1993	
551.555 ALL	Hurricanes	2001	
551.55 ARV	tornadoes	2001	
551.55 BUR	tropical storms and hurricanes	1999	
551.55 COL	the magic school bus inside a hurricane	1997	
551.55 GIB	Tornadoes!	2009	
551.55 OLS	Blizzards	2006	
551.55 ORR	hurricanes	2006	
551.55 ORR	tornadoes	2006	
551.55 RIC	It's stormy!	2004	
551.55 SCH	A snowy day	2000	2
SPA 551.55 SCH	hurricanes	2011	
551.55 SIE	storms	2005	
551.55 SPI	howling hurricanes	2004	
551.55 SPI	terrifying tornadoes	2004	
551.55 TIE	storm chasers	2012	
551.56 SAU	lightning	1998	
551.57 GRE	clouds	2005	
551.57 NEL	A snowy day	2002	
551.57 OLS	droughts	2006	
551.57 PAL	snow and ice	1992	
551.57 POW	rain and us	1999	
551.57 POW	snow and us	1999	
551.57 RIC	It's cloudy!	2004	
551.57 RIC	It's raining!	2004	
551.57 RIC	It's snowing!	2004	
551.57 SAU	clouds	1998	
551.57 SAU	rain	1998	
55157 SCH	a rainy day	2000	

551.57 SCH	avalanches	2010	
551.57 SIE	precipitation	2005	
551.577 STE	rain	1992	
551.6 ALB	climates	2005	
551.6 DEW	What will the weather be?	1993	
551.6 FLA	weather	2000	
551.6 GIB	weather words and what they mean	1990	
551.6 HAS	weather	1997	
551.6 KES	weather	1999	
bb 551.6 ROG	What will the weather be like today?	1991	
551.6 WEB	weather wise	2003	2
551.6 WNHI	the magic school bus kicks up a storm: a book about weather	2000	
551.63 SIE	weather forecasting	2005	

**Appendix I**



call number	revolutionary war	copyright
973.3 BRO	henry and the cannons: an extraordinary true story of the American revolution	2013
973.3 CHE	when Washington crossed the Delaware: a wintertime story for young patriots	2004
973.3 DAH	Keep on sewing Betsy ross! A fun song about the first American flag	2004
973.3 DAH	midnight riders: a fun song about the ride of Paul revere and William dowels	2004
973.3 DOL	the winter at valley forge	2002
973.3 DRA	America's first traitor: benedict Arnold betrays the colonies	2000
973.3 DRA	the end of the American revolutionary war: the colonists defeat the British at Yorktown	2000
973.3 DRA	the start of the American revolutionary war: Paul revere rides at midnight	2000
973.3 FLE	everybody's revolution: a new look at the people who won America's freedom	2006
973.3 JUL	Unite or die: how thirteen states became a nation	2009
973.3 KIR	glorious days, dreadful days: the battle of bunker hill	1993
973.3 LAN	the revolutionary war begins: would you join the fight	2009
973.3 LEF	Bushnell's submarine: the best kept secret of the American revolution	2006
973.3 MAE	a new nation: the united states, 1783-1815	2009
973.3 MIL	growing up in revolution and the new nation, 1775-18000	2003
973.3 MIN	Yankee doodle America: the spirit of 1776 from A to Z	2006
973.3 MUR	American revolution	2002
973.3 PEA	crossing the Delaware: a history in many voices	1998
973.3 ROT	Liberty! How the revolutionary war began	2002
973.3 SCH	George v. George: the American revolution as seen from both sides	2004
973.3 STE	Boston tea party	1995
973.308 WRE	courageous children and women of the American revolution - through primary sources	2013