

**Smiley Middle School
Denver Public Schools**

**Strategic Plan
2010-2013**

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Library Advisory Committee

The Library Advisory Committee will consist of the Principal, the Teacher-Librarian, two classroom teachers, two parents, and two students. The LAC will meet at least once every two months—September, November, January, March, and May.

The Library Mission Statement

The mission of the Smiley Middle School Library is to provide quality opportunities for students to interact with, obtain, and create information in its many forms and to create a community of learners both in- and outside the school.

School Library Program Review

1. School Name: **Smiley Middle**

Grades Served: **6-8**

Total Staff: **46**

Number of teachers: **24**

2. Student Population—Total **280**

Student Percentages by Race:

Black: **64%**

Native American: **<1%**

Caucasian: **8%**

Hispanic: **27%**

Asian: **1%**

Special Programs (# of students)

Gifted and Talented: **22**

ESL: **31**

Physically Impaired: **28**

Speech/Language: **35**

Affective Needs: **13**

Multi-Intensive: **18**

Multi-Intensive Severe: **8**

Mild-Moderate Special Education: **52**

3. Facility (respond with size except for seating questions)

Date Constructed: 1920

Most recent renovation: 2010

Square Feet: 1260

Seating capacity: 50

Student workspace area seating: 40+

Workroom size: 200

Office size: 100

Computer lab: 350

4. School Library Statistical Data

Staffing Certified FTE: 1.0

Staffing clerical: 0 hours per week

Student assistant hours per day: 0

Volunteer hours per week: 0

5. Professional involvement

Professional Organizations: NCTE, ISTE, TIE

District Committees: none

School Committees: Technology committee

Extracurricular Responsibilities: yearbook

Librarian Philosophy Statement

I believe...

...every student can achieve success.

...every student, regardless of race, background, socio-economic status, gender, orientation, or language, deserves a safe and welcoming place to learn.

...in data driven instruction.

...instruction tempered with humor invites a love of learning.

...the library is the heart of a school.

... libraries should be spaces where students want to come to learn, check out materials, get help on projects, or have a place to study or do group projects.

... in creating a welcoming library space, filling it with quality materials, maintaining those materials, and keeping up with technological innovations

...in creating lifelong learners.

...that high energy, enthusiasm, and authentic passion for learning engages students.

...in collaboration—between school staff and between students.

...all students deserve teachers who will actively seek new modes of instruction and who will search for ways to effectively teach each individual student.

...reading can open new worlds and perspectives to readers.

...in connecting students to engaging materials that push them forward in their learning.

...bringing in perspectives from around the world creates more complete knowledge.

...art, music, theatre, and technology are a wonderful compliment to core subjects and expose students to culture they may not have the opportunity to see otherwise.

...reading, writing, speaking, and information gathering skills are the foundation of all other learning.

...good organizational skills help students and teachers succeed.

...critical thinking skills must be developed—they do not just appear.

...each student has a valuable story to share.

...in changing lives for the better, one student at a time.

Library Strategic Plan 2010-2013

Year 1 (2010-2011):

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in reading and writing will increase to 50% as measured by the CSAP assessment administered in spring 2012” by collaborating with language arts teachers to create a lesson for students on how to choose reading level appropriate books using their SRI scores.

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in reading and writing will increase to 50% as measured by the CSAP assessment administered in spring 2012” by teaching schoolwide professional development on reading strategies across the curriculum at least once every two months.

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in math will increase to 50% as measured by the CSAP assessment administered in spring 2012” by collaborating with math teachers to create technology-rich math lessons—especially concerning collecting and representing data.

2010-11 Timeline	Action Plan
August-October	Collaborate with Language Arts teachers to create the lesson for students on how to find right fit books using their SRI data. Implement this lesson for all students in all grade levels. Professional development about marking the text.
November-December	Work with one math teacher to being infusing technology into the math curriculum. Bring more math teachers on board. Professional development about read-alouds.
January-March	Continue work with math team. Present data to students about their math scores from the past year of tests. Give students new support based on their new SRI scores to find another selection of books. Professional development about note-taking strategies.
April-May	Continue work with math team. Give students new support based on their new SRI scores to

	find another selection of books. Professional development about comprehension checks.
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Budget is made up of \$2000 in monies based on student enrollment and \$500 in estimated money from the PTA and \$500 estimated from the annual book fair.

2010-11 Budget	
\$ Amount	Description
\$1000	Maintaining and acquiring technology
\$2000	Developing the very small and old library collection

Assessment Procedures:

CSAP Math scores growth, CSAP Reading scores growth, and teacher use of strategies that we talked about in their classrooms.

Year 2 (2011-2012):

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in reading and writing will increase to 50% as measured by the CSAP assessment administered in spring 2012” by continuing work with students on how to choose a reading level appropriate book using their SRI scores.

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in reading and writing will increase to 50% as measured by the CSAP assessment administered in spring 2012” by teaching schoolwide professional development on writing strategies across the curriculum at least once a month.

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in reading and writing will increase to 50% as measured by the CSAP assessment administered in spring 2012” by promoting and assisting teachers in using various forms of online writing (blogs, wikis, digital storytelling, etc.) in classrooms.

2011-12 Timeline	Action Plan
August-October	Collaborate with Language Arts teachers to revise the lesson for students on how to find

	right fit books using their SRI data. Implement this lesson for all students in all grade levels. Professional development about RAP strategy. Work with one language arts teacher to start classroom blog. Bring other teachers on board.
November-December	Professional development about written responses to reading. Work with Language Arts on wiki pages for use in literature circles.
January-March	Give students new support based on their new SRI scores to find another selection of books. Professional development about choice in writing. Work with Language Arts on using technology to connect with expert resources around the world.
April-May	Give students new support based on their new SRI scores to find another selection of books. Professional development about school wide-essay common language and structure for next year. Work with Language Arts on using digital storytelling with several creative writing units at the end of the year.

Budget is made up of \$2000 in monies based on student enrollment and \$500 in estimated money from the PTA and \$600 estimated from the annual book fair.

2011-12 Budget	
\$ Amount	Description
\$1500	Collection Development
\$1600	Technologies Development

Assessment Procedures:

CSAP Writing scores, CSAP Reading scores, 8th grade technology test, and teacher use of strategies that we talked about in their classrooms.

Year 3 (2012-2013):

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in reading and writing will increase to 50% as measured by the CSAP assessment administered in spring 2012” by supporting students in their reading skills through weekly lunch and after school book groups.

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in reading and writing will increase to 50% as measured by the CSAP assessment administered in spring 2012” by leading teachers in monthly professional development book groups about reading and writing strategies.

As the school librarian, I will support the school improvement plan goal of “students scoring proficient or better in math will increase to 50% as measured by the CSAP assessment administered in spring 2012” by looking at student CSAP data and assisting the teacher in a plan to target students by weakness area—including small breakout groups and data teams.

2012-13 Timeline	Action Plan
August-October	Professional development book group around <i>When Kids Can't Read What Teachers Can Do</i> by Kyleene Beers. Begin promoting student book groups and approach a core group of students to begin one either at lunch or after school. Begin holding teacher data groups to analyze student data and create action plans around the results.
November-December	Continue professional development book group around <i>When Kids Can't Read What Teachers Can Do</i> by Kyleene Beers. Expand student book groups to one at both lunch and after-school—continue promoting book groups to add more members. Continue holding teacher data groups to analyze student data and implement action plans around the results.
January-March	Continue professional development book group around <i>When Kids Can't Read What Teachers Can Do</i> by Kyleene Beers. Continue

	student book groups—continue promoting to add more members. Continue holding teacher data groups to analyze student data and revise action plans around the results.
April-May	Continue professional development book group around <i>When Kids Can't Read What Teachers Can Do</i> by Kylene Beers. Continue student book groups—continue promoting to add more members. Continue holding teacher data groups to analyze student data for the entire year.

Budget is made up of \$2000 in monies based on student enrollment and \$500 in estimated money from the PTA and \$700 estimated from the annual book fair.

2012-13 Budget	
\$ Amount	Description
\$1600	Collection Development
\$1600	Technologies Development

Assessment Procedures:

CSAP Writing scores, CSAP Reading scores, 8th grade technology test, and teacher use of strategies that we talked about in their classrooms.