Lee High School Library Advocacy Plan

Mission Statement

The mission of the Lee High School Library is to ensure that students and staff are effective and ethical users of ideas and information. Students are empowered to be critical thinkers, enthusiastic readers, and skillful researchers. The library will do this by evolving into a true learning commons—acting as the center of school culture and creating an engaging learning atmosphere (Loertscher, D. V., Preddy, L., & Derry, B.). The library will create “an environment that is conducive to active and participatory learning, resource-based learning and collaboration” (Empowering Learners 33).

Advocacy Goal

To promote literacy throughout the school while fostering relationships with students, teachers, administrators and parents to promote library services and resources.

Stakeholders

Students

Concerns:

• I don’t have time to read.
• I don’t have a public library card
• Reading is not for me--I don’t enjoy it.

Goal: To engage students in reading in a fun, and low-stress environment and to make the library a welcoming place students want to explore.

Strategy: To increase communication with parents via web and email and to create events that bring students and parents together in activities that promote literacy

Activities to Support Goal:
• Collaborate with English teachers and literacy remediation classes
• Utilized the student generated recommendations, reviews, book chats and book trailers in library displays
• Collaborate with the Fairfax County Public Library to offer a library card drive for students who do not have public library cards (focus on Literacy & English Learner Students). Finish card drive in the spring, so all students who are interested have library cards in time for the summer reading program.
• Form a student book club
• Support summer reading through Summer Reading Bingo Program (with prizes!)
• Use social media to promote library resources and activities

Sample Activity: Book ‘Buffets’¹

• English classes, literacy remediation classes and English Learner classes will come to the library and participate in a low-pressure book exploration activity.
• During ‘book buffets’ students will spend 3-5 minutes at each table, exploring a different genres of books on the tables. The books provided will feature high interest, award winning, or student recommended selections. Students will complete a reading suggestions list where they will only select books that they would enjoy reading further.
• During these ‘book buffets’ relaxing, cafe music will create an inviting environment, where students are encouraged to make recommendations to their peers and discuss their reading interests and habits.

Assessments:

• Annual circulation statistics
  ○ In the 2016-17 school year library circulation was up 40% over the preceding year
• Regularly conduct surveys of student engagement as exit tickets after classes participate in book buffets or other literacy related

¹ Photos from Book Buffets, winter 2016
Teachers

Concerns:
- How can I help my students who are far below grade level?
- How can I excite students about learning?
- How can I meet all my SOL standards?
- How can I effectively use technology in my instruction?
- Do my students know how to conduct research?

Goal: To support teachers by building collaborations and providing professional development resources.

Strategy: To create teaching collaborations and highlight library resources via communication.

Activities to Support Goal:
- Attend and present at department meetings and look for ways the library can add to instruction
- Lead professional development opportunities on incorporating inquiry in classroom and technology tools
- Create website resources that support student use of technology in classroom project
- Create regular schedule for English Learner and literacy classes to come to the library
- Build professional development resource collection
- Pair library standards and Virginia SOL standards in lessons and share with teachers similarities or compliments during department meetings or teacher/librarian planning meetings

Sample Activity: Teacher Library Resources Website
- The librarians will create a Teacher Library Resource Website, which will contain materials and support for teachers. The website will include:
  - Links to digital professional collections
  - Library resource tutorials
  - Digital project tools tutorials
  - Contact and help pages
  - Faculty Book Group information

Assessments:
- Track web statistics on Teacher Library Resources Website
- Solicit feedback on website (via email or in person discussions
- run report on circulation statistics on professional development collection
- Keep monthly statistics on all taught or collaboratively taught lessons and on class library visits
- run report on circulation statistics on professional development collection
  - Follow up with teachers after collaborations (via email or in person discussion)

Parents

Concerns:
- How can I encourage my student to read more?
- Will my student be able to access the materials they need to succeed?

Goal: To create opportunities for parents to learn about library resources and services and to also participate in their student’s library learning.

Strategy: To increase communication with parents via web and email and to create events that bring students and parents together in activities that promote literacy

Activities to Support Goal:
- Add a “Library News” column to the weekly “Keep in Touch” newsletter where the library will highlight library events, resources, tools and ways to promote literacy
- Connect to English Learner Parent Group (in multiple languages) and provide printed library resources to parents during Parent, Student Teacher Advisory Group meetings.
- Involved parents in One Book, One Community reading program of March through community discussion nights.

Sample Activity: Literacy Night
- Host a pyramid wide Literacy Night Event, where students and their families can come explore games, activities, projects and fun for all ages highlighting different types of literacy. Free books will be available for students and their families and there will also be a raffle for great prizes.

Assessments:
  Literacy Night will be assessed by checking attendance and feedback forms for literacy night
Administrators

Concerns:

- How can we get students to read more?
- What can we do to close the achievement gaps in reading?

**Goal:** To make connections within the school community to promote and support student reading and student achievement.

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Photographs of Literacy Night, June 8, 2017
**Strategy:** To develop programming that supports literacy and both resource and promotional materials for these programs.

**Activities to Support Goal:**
- Support a school-wide silent sustained reading program through a “Lee Reads” program (#LeeHSReads on Twitter), including a reading recommendations wall (where students put their favorite books with a bookmark recommendation form).
- Collaborate with English Learner teachers and reading remediation classes to coordinate library visits, book discussions and genre talks to promote library exploration and sustained reading program
- Start a One Book, One Community school wide reading program, to promote a culture of reading
- Use social media to promote library resources and activities

**Sample Activity: One Book, One Community: Lee High School Reads March**

The one book program for Lee High School is designed to bring our community together through the reading and discussion of the common book March by John Lewis. The overarching theme of our project and the text is civil rights—the rights of citizens to pursue social freedom and equality. Here at Lee we aim to foster life-long learners who excel as engaged global citizens; this text will help shape our vision by allowing students to explore America’s history of overcoming injustice and fighting for equal rights for all. The cross-curricular text connects all contents areas and is applicable to multiple disciplines.

**Assessments:**
- Student and teacher engagement surveys
- Web statistics on March Lee Reads website

**References**

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3 Image: Student reading John Lewis’ March in the auto tech classroom.