

*The Learning Express*  
**Innovative Approaches to Literacy Grant**  
**Gallipolis, Ohio City Schools and Wellston, Ohio City Schools**

**Final Evaluation Report**

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**October 2016**

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**“The Learning Express”  
Innovative Approaches to Literacy Grant  
Gallipolis, Ohio City Schools and Wellston, Ohio City Schools  
Final Evaluation Report, October 2016**

**Executive Summary**

*The Learning Express*—Innovative Approaches to Literacy Program—has completed this grant cycle with United States Department of Education funding. This literacy project took place over 2 ½ years in two school districts in Ohio’s Appalachian region in southeastern Ohio. In Gallia County, five school buildings in the Gallipolis City School District were participants: Gallia Academy High School, Gallia Academy Middle School, Green Elementary, Rio Grande Elementary, and Washington Elementary. In adjacent Jackson County, four buildings in the Wellston City School District participated: Bundy Elementary, Wellston High School, Wellston Intermediate School, and Wellston Middle School. Twenty-first Century Afterschool Programs also participated in *The Learning Express*. Approximately 3,500 students and 175 teachers and staff were a part of the program. The Gallia-Vinton Educational Service Center effectively administered the grant and oversaw the successful implementation of the project.

The program objectives of Innovative Approaches to Literacy, *The Learning Express*, were to:

- Increase the number of books and resources in school libraries
- Promote student access to literacy
- Provide digital and electronic resources for teaching and learning
- Support teachers and students in the learning process
- Equip teachers with knowledge to elicit improvement in student achievement

The two most critical activities implemented were to improve access to print resources and to provide extended time for students to utilize the materials, print and technology. The following goals were identified to accomplish the objectives of the program:

Goal 1: Provide adequate amounts of up-to-date, multi-format resources including books, to facilitate equitable access to print and other resources

Goal 2: Promote student access to the library by supporting more flexible scheduling

Goal 3: Provide information, communication, and digital resources for teaching and learning

Goal 4: Have a Media Specialist coordinate the library program in the nine buildings (Fannie Metcalf)

Goal 5: Ensure that aligned professional development will take place

Expected outcomes as a result of implementing *The Learning Express* were:

1. Reduction in student barriers to reading
2. Utilization of research-based strategies to address the barriers
3. Improvement in student achievement

The Core Evaluation Team (CET) was comprised of Mr. David Moore (retired school principal who works on special projects for the G-V ESC), Dr. Denise Shockley (G-V ESC Superintendent), and Deanna L. Tribe (Ohio State University Extension Community Development Specialist, Retired, as outside evaluator/principal investigator); they met for their initial session on February 5, 2015. The CET reviewed the content and parameters of the literacy grant, discussed the timetable and set milestones, learned of work already begun in the nine schools on implementing the grant, confirmed responsibilities for the overall evaluation plan, and identified beginning evaluation steps for the current school year, and contemplated intermediate and final evaluation steps over the course of the grant. The CET met eleven times and also together or individually visited each of the nine library sites at least three times.

#### Brief description of evaluation methods with highlights of evaluation findings

- *Site visits* to school libraries were made at three or more different times throughout the duration of the grant by the CET (March 2015, September 2015, and May 2016). The outside evaluator prepared an observation guideline to record perceptions during the initial visit, including the overall appearance and welcoming factor of the library, weeding out of outdated books, circulation, ordering process, etc. This initial visit included discussions with library staff and in a couple of cases, with administrators. The second visit also used the observation guideline and focused on progress with weeding and discarding of these books, shelving and organization needs, progress with ordering, and a form to record class visits and circulation. The third visit came at the end of the school year to view the library sites when all book and technology had been received and in use for several months. Photographs were taken of the libraries at the end of the 2015-2016 school year which showed major improvements in organization, signage, shelving, and overall ambience of the sites. Mr. Moore and Dr. Shockley had made additional library visits throughout the grant term to answer questions and provide support for implementing *The Learning Express*.

- ***Inventories*** were provided for each library site at the beginning and end of the grant by the Media Specialists (librarians at the two high schools). The ordering and delivery of print, technology and other materials was coordinated through the G-V ESC office by Media Specialist Fannie Metcalf and Dr. Denise Shockley. Most resources, print and technology, were in place or shelves by early 2016, thus providing about a semester of use by students and teachers of the new acquisitions. A collection analysis was conducted for the library sites early in the grant to identify the number and age of print materials as per the Dewey System; this was used for weeding and ordering. Discards ranged from about 40% to 80% of the current collections; the average age of holdings was 15 – 20 years. After weeding and ordering, libraries in Wellston City Schools saw an increase of 36% in their collections and collections in Gallipolis City Schools increased 41%.
- ***Library records*** were used to assess circulation, especially to determine whether circulation had increased. Libraries have electronic systems to record check-outs, etc by type of book. For example, in Wellston City Schools, all schools except the high school reflected a significant increase in circulation. The high school library had experienced 65% of its collection being weeded out with the library being closed during that time period. The PI developed a form to track teacher’s classroom visits to the library, indicating the activity or purpose of the visit. This was implemented at some library sites more than others. For example, these visits were well documented and described at the Gallia Academy Middle School site.
- ***Student surveys and library records*** were used to ascertain and support that students were reading more books more often. The survey was administered to students selected by teachers (guidelines for selection provided by the PI) to learn how often students visit the library each week; why they visit the library and what they do when there; examples of how visiting the library has helped them with their school work; what they like best about the school library; what is their favorite book; and suggestions for what the library needs that it does not currently have. In Wellston City Schools, 28 students responded to the survey, from grades K – 12. In Gallipolis City Schools, 45 students completed the questionnaire, grades K – 12. Information gained from the surveys is reported in the findings of this report.
- ***Professional development in services and training*** occurred under the direction of Dr. Denise Shockley. Sign in registers, agendas, and training schedules were maintained. Participant evaluations from professional development trainings reflect knowledge gained. There was an emphasis on Universal Design training to provide teachers with knowledge to customize instruction and learning for students.
- Two **surveys** were administered with teachers, library aides, and administrators; each designed to be completed electronically. The first was a 25-question electronic survey

developed by the outside evaluator and completed in May 2015. The questions related to a variety of aspects of the school library, teacher use coordinated with curriculum, and student interest in reading. The total number of potential respondents was 273 (Gallipolis, 158; Wellston, 115) with 157 Gallipolis participants and 69 Wellston participants. Information gained was immediately put to use in the grant's implementation. The second, also developed by the outside evaluator and to be completed electronically, was completed in late February 2016 with 76 total respondents. It focused on whether/how use of the school library had changed their instruction/curriculum with the new resources and technology; how resources have been helpful to their students and/or classes; and a testimonial for their school library. Findings from these surveys are shared later in this report.

- ***“Walk throughs,” discussion with staff and teachers, lesson plans, and surveys*** were utilized in ascertaining technology needs and its use or potential use in instruction. Dr. Shockley and Mr. Moore made these contacts throughout the grant period and shared information at the CET meetings.
- Students enthusiastically use technology for engaging in learning according to a ***survey, library records, observations, and comments offered by students***. Whether about the technology and/or the books, Dr. Shockley received about 150 unsolicited cards from students with favorable and appreciative comments regarding the new library offerings. Thirteen students from Washington Elementary 3<sup>rd</sup> grade wrote their comments “I like our school library because.” Their comments related to the library being a nice place to be; liking the remodel and appearance of the library; appreciation for the librarian; and loving the new books available to read.
- ***Library records, meeting agendas, and informal reports*** to the CET indicate that collaboration regarding the library grant and the new acquisitions and ways to better use these materials and equipment took place among teachers, library staff, and Media Specialists (high school librarians).
- ***Awareness and advocacy*** regarding the library grant and its resulting new book acquisitions and technology along with professional development and training such as Universal Design was included in the work of Media Specialists, Dr. Shockley, in staff meetings, etc., to correlate with lesson plans, curriculum development, and other teaching and learning situations.
- ***Improvements in the aesthetics*** in the school libraries provided a more welcoming invitation to students (and teachers) to visit the library. Shelving, signage, organization, seating, and relevant decorations helped with more efficient use and ambience. Especially notable is the unique mural work at the Gallia Academy Middle School (library and

hallway outside library at building entrance) by artist Angels Underwood of Proctorville, Ohio (Lawrence County).

- **Media Specialist licensure** coursework through Marshall University (Huntington, WV) started with six teachers participating (Wellston 2, Gallipolis 4). Four (Gallipolis) are completing the coursework and two of them have passed the certification test. All four have intentions of pursuing a master's degree. Unfortunately, the two teachers from Wellston City Schools dropped out of the program midway in its duration.

### Students are on track to succeed

Significant achievements and results are more likely to become evident in the next school year or two. With the ordering of books, materials, and technology acquisitions not being totally completed and in place for use until the mid 2015-2016 school year, there was not available time or circumstance to determine a direct correlation between these acquisitions and student use and achievement. These should be more visible and identifiable at the end of the 2016-2017 school year. In addition, the state of Ohio's testing program has not been consistent during this grant period which has made meaningful correlations and comparisons next to impossible

In the meantime, increased student use of the library, checking out of books for reading and class assignments, teacher's incorporating library work and technology with classwork, technology as curriculum, professional development, etc. can be tracked. Seventy-three representative students participated in a survey where they had opportunities to indicate and describe the value of the library acquisitions and usage for their immediate school achievement. Information gained through the February 2016 teacher surveys verified that print and technology resources are in place and utilized by students and themselves to help with classwork and instruction that can result in improvements in student achievement. However, it also became evident that a few teachers in some subject areas are apparently unaware of how the library can be of help to them in their instruction. (See previous items on student and teacher surveys.)

In conclusion, with increased access and aspirations, students are on track to achieve, helped along immensely through wonderfully supplied and welcoming school libraries in the nine buildings of the Gallipolis City and Wellston City School Districts. Funding provided through a generous investment of grant dollars for *The Learning Express* program has resulted in school libraries that are fully functional with print materials and technology, helping eliminate barriers to learning while contributing to students being on track to succeed. This innovative approach to literacy grant has been efficiently and effectively managed by the Gallia-Vinton Educational Service Center. Action can be taken in the 2016-2017 school year to use 9-week progress reports, short cycle assessments, teacher interviews, student surveys, and Afterschool instructor surveys to track the influence of these libraries on student achievement and proficiency.

## **Evaluation Findings by Project Goals/Objectives -- Access, Aspiration, Achievement**

### Introduction

*The Learning Express* is an innovative approach to literacy project funded through a US Department of Education grant, administered by the Gallia-Vinton Educational Service Center (G-V ESC) with offices located on the campus of the University of Rio Grande (Rio Grande, Ohio). Two school districts in Ohio's Appalachian region in the southeastern part of the state participated in the project which involved nine school buildings, each with a school library. Gallipolis City School District in Gallia County included five of the sites: Gallia Academy High School, Gallia Academy Middle School, Green Elementary, Rio Grande Elementary, and Washington Elementary. The other four sites were located in adjacent Jackson County's Wellston City School District: Wellston High School, Wellston Middle School, Wellston Intermediate School, and Bundy Elementary.

### Background of People and Place

Gallia County's 2015 estimated population is 30,142 while Jackson County's 2015 estimated population is 32,596. In the Appalachian Regional Council's County Economic Status Report for 2015, Gallia is rated a Transitional county while Jackson is listed as At Risk. In 2017, both counties' economic status is At Risk. The average poverty rate (2008-2012) for Gallia County is 19% and Jackson is 24.8%.

According to the Ohio Department of Development's county profiles, in Gallia County, about 19% have no high school diploma; 42% have high school diplomas; 17% have some college, but no degree; 7% have an associate degree, 9% with a bachelor's degree and 6% with a master's degree or higher. Jackson County's figures are similar: 19%, no high school diploma;

44% are high school graduates; 15% have some college, but no degree while 7% have an associate degree, 10% a bachelor's degree; and 5% have a master's degree or higher. These educational attainment numbers are lower than the average for Ohio.

The two school districts in these grant counties have a combined total school population of approximately 3,500 students with almost two-thirds being economically disadvantaged and about one fifth with disabilities. About 275 teachers, administrators, librarians, library aides, and related staff were involved in various degrees in this grant program.

As stated in the grant proposal, socioeconomic status and familial education rates are predictors of students' academic success. Likewise, there is evidence that the negative impact of poverty can be ameliorated with environmental enrichment. This program addressed related factors to impede at risk students by providing state-of-the-art school libraries as an integral part of curricula to alleviate barriers, enrich students' environments, and contribute to student achievement.

### Focus of Project

The primary focus of Innovative Approaches to Literacy, *The Learning Express*, was to:

- enhance opportunities for learning for all students
- support at-risk students
- increase library collections
- expand electronic technology access, and
- provide professional development for staff

### Organization of Evaluation Report

The Findings section of this final evaluation report addresses **Access, Aspirations, and Achievement** while considering the following:

- What *The Learning Express* is about (purpose)
- What we said we were going to do (goals)
- What we did, how we did it, how well we did, and how we know (data collection)
- What happened as a result of implementing the grant (making a difference, achievement)
- Conclusion and lessons learned (indicators of results and improvements)

### Core Evaluation Team

The Core Evaluation Team (CET) for this library grant was comprised of Mr. David Moore (retired school principal who works on special projects for the G-V ESC), Dr. Denise Shockley (G-V ESC Superintendent), and Deanna L. Tribe (Ohio State University Extension Community Development Specialist, Retired, as principal investigator/outside evaluator). They met for their initial session on February 5, 2015. The CET reviewed the content and parameters of the literacy grant, discussed the timetable and set milestones, learned of work already begun in the nine schools on implementing the grant, confirmed responsibilities for the overall evaluation plan, and identified beginning evaluation steps for the current school year, and contemplated intermediate and final evaluation steps over the course of the grant. The CET met eleven times and also together or individually visited each of the nine library sites at least three times. See the Appendix for detailed interim reports for each of these meetings. These reports provide a chronology of the grant's implementation with detailed steps, activities, and accomplishments.

Project Goals, Data Collection with Findings:

*Goal 1: Provide adequate amounts of up-to-date, multi-format resources including books, to facilitate equitable access to print and other resources*

**Access** to more and appropriate print materials and resources and up-to-date technology was critical to enhancing learning opportunities for all students. This was the starting point—and the ending point—leading to **aspirations** to use the library, to read more, to use resources for instruction, etc. and seeing improvements in circulation of materials, classroom use of the library, students' relating improved grades, etc.

Collection analysis data available through the school districts media specialists (high school librarians at Gallia Academy High School and Wellston High School) showed that the average age of books was 15 – 20 years old, that several of the Dewey classification sections were very out-dated or with very few volumes, and that many of the fiction books were outdated and/or in poor condition with current titles of interest to readers in short supply. This information combined with recommended book lists according to classification, level, interests, etc. from the selected supplier companies were used by the selection committee to prepare weeding/discarding guidelines and to identify print materials (books, magazines, etc.) to order.

The objective to increase books/resources by 80% as reported in the libraries' electronic systems was accomplished. This assumed weeding down to about 20% of beginning inventory although this per cent varied among the libraries, ranging from approximately 40 – 80% being discarded; this discarding of old, outdated, poor condition books needs to be taken into account when considering the per cent of increase in size of the total collection. It is noteworthy that each school thoughtfully determined the fate of the discarded books—donated to students, to agencies and non profits, etc. where they would still have some value to contribute.

Following is a chart with the collection numbers at the beginning and ending periods:

<u>Site Name</u>	<u>Total Copies Fall 2014</u>	<u>Total Copies Fall 2016</u>
Gallia Academy HS	6,302	10,263
Gallia Academy MS	6,694	10,498
Green Elementary	4,148	6,834
Rio Grande Elementary	6,195	7,300
Washington Elementary	8,045	9,214

For Gallipolis City Schools, this represents a 41% increase in holdings of the entire collection.

Bundy Elementary	5,135	5,503
Wellston Intermediate School	3,786	4,708
Wellston MS	3,788	5,838
Wellston HS	4,248	7,005

For Wellston City Schools, this represents a 36% increase in holdings of the entire collections.

Qualitative data collection for this goal was accomplished through site visits to school libraries. These announced visits were made at three times throughout the duration of the grant by the CET— March 30 and 31, 2015; September 21 and 22, 2015; and May 16 and 17, 2016. The outside evaluator prepared an observation guideline to record perceptions during the initial visit, including the overall appearance and welcoming factor of the library, weeding out of outdated books, circulation numbers and process, ordering process, budget, etc. This initial visit included discussions with library staff and in a couple of cases, with administrators. See the Appendix for a composite of CET perceptions regarding the first and second library visits.

Highlights follow for the March 2015 visit:

1. libraries have a computerized inventory of library contents and check-out records
2. libraries vary in attractiveness, signage, posters, etc., with this being a necessary ongoing effort
3. magazines subscriptions need to be more current
4. library rooms are used for other purposes such as faculty meetings, Afterschool, etc.
5. libraries have old and/or old-looking books which need to be weeded

6. most schools have not yet begun weeding, apparently waiting for a district process and direction; shelving space is a concern in some libraries
7. what to do with discarded books has not yet been finalized in most cases
8. all libraries have technology, i. e. computers, TVs with DVD players but a lack of projectors
9. signage varies by library, i. e., for Dewey system, alphabetized by author, etc.
10. circulation rates seem very good for most libraries
11. teacher use of libraries with classes needs to be encouraged and increased
12. some concern about teachers creating their own classroom libraries, especially with discarded books
13. budgets for libraries vary from nothing definite to \$500 to \$3,000 or whatever is requested

The second visit to the school library sites also used the same observation guideline and focused on progress with weeding and discarding of these books, shelving and organization needs, progress with ordering, and a form to record class visits and circulation. Reports comprised of comments made by the CET were reviewed for each of the library sites in September with the following being noted; follow up actions took place immediately.

Wellston HS	Pretty good shape. New shelves are to be installed.
Wellston MS	No order made yet for the 4 large chairs to be replaced. Completing Series Books should be arriving in current order.
Wellston INT	Work still needed on de-cluttering. DVD player with speakers needs to be hooked in the back of the room. Consider moving printer to circulation desk area for safety. Signage remains a problem and needs to be taken care of ASAP. Need to learn why teachers are not bringing classes to the library. Sandi will be asked to work with Amy to facilitate this work.
Bundy	Educational DVDs have arrived. Where are the VHS tapes, e.g. <i>Dumbo</i> , <i>Bambi</i> , etc.? Signage is needed.
GAHS	Projector/screen needs to be motorized. New signage has been accomplished. Appalachian books have arrived and are shelved. The October 9 district in service (Kindle Fires/Chrome Books) took place. The librarian and aides had their own section.

GAMS	Magazines are being ordered (conversation with librarian). Some things still need to go, possibly help Jennifer with this. David M. will check on the status of the “old” magazine rack and its contents; also check on mirrors in back corners. The motivational posters (suggested by Mr. Moore) for the hallways were ordered and have arrived. All subjects and reading levels of series books have come in. Resource person(s) for the quilt mural were discussed.
Green	Better signage has not yet been ordered. Assume that more easy readers’ books for AR points and Ohio county books have been ordered—topics were chosen locally.
Rio Grande	Signage orders expected with the new signs to be in place in February
Washington	Books on shelves closing off the door need to be better organized. Expect art, including student art, to be available sometime in January. More and better placed electric outlets should be taken care of in December.

The third visit came at the end of the school year to view the library sites when all books and technology had been received and in use for several months. Photographs were taken of the libraries at the end of the 2015-2016 school year which showed major improvements in organization, signage, shelving, and overall ambience of the sites. Mr. Moore and Dr. Shockley had made additional library visits throughout the grant term to answer questions and provide support for implementing *The Learning Express*.

*Goal 2: Promote student access to the library by supporting more flexible scheduling*

The high school libraries at Gallia Academy and Wellston are open throughout the school day. They also serve as sites for some special classes, study halls, and occasional meetings (especially after hours). Other libraries are also used for evening meetings such as meetings of the local Board of Education at the Gallia Academy Middle School. This particular site was very needy for appearance improvement, more efficient use of shelving, etc., along with weeding out and acquiring more print materials. Dr. Shockley saw an opportunity at that site for a mural which has resulted in several well-placed colorful murals with a Star Wars theme and other graphics to encourage reading. Immediately outside the library entrance is a wonderful mural

depicting historic scenes of the city of Gallipolis. The murals have become a point of pride for the students who enjoy visiting the attractive library. It is also welcoming for the community. The artist, Angela Underwood, is from nearby Lawrence County. Dr. Shockley featured a half page with photos of some of the murals in the September 2016 *Gallia-Vinton ESC Newsletter*.

Elementary buildings are staffed with library aides who are scheduled to have the libraries open 4 days a week for most of the school day. If the library aide is out for the day, the library will likely be closed. There are opportunities for classroom visits to the school libraries at other times. Most classes have built in library visit time, especially for students to check out books. This is important time for students to select books that help them achieve Accelerated Reader points.

There is still room to work on flexible scheduling for use of the library and technology. In a May 2015 survey with teachers, library staff and administrators, 78% indicated that their school library is either open every school day (46%) or at times when their needs can be accommodated. Thirteen per cent responded that it is hard to plan student visits and projects because of the varied open schedule for the library. See the Appendix for the survey with responses.

The libraries have computers, Chromebooks and/or Kindles for use by students. In some of the libraries (such as Rio Grande Elementary), the computer lab is adjacent to the library with the library aide in charge of both. With the computers, students have access to Study Island and other programs to help them with classwork and homework. In other library sites, such as Washington Elementary where the computer lab is also housed, the library becomes the site for testing, thus curtailing time for student visits to the library for regular use.

The libraries are open and staffed for Afterschool events, providing opportunities to use the computers for homework and intervention as well as enrichment activities. Academic Fairs, Science Fairs, etc. can also take place in the libraries showcasing student displays with parent and community visitors.

The PI had developed a form for the librarians and library aides to use that would help in tracking visits to the library after most of the new print materials and technology were in place. This was not as successful as hoped in obtaining some usage data; perhaps it was viewed as another task to get done. The Gallipolis City library sites did complete the forms to some degree, most for a month or two and one site completed the form for a semester. From the forms, it can be seen that some teachers have class visits to the library on a regular basis for students' pleasure reading and to check out books. Visiting the library to use the computers was often cited by students and teachers.

*Goal 3: Provide information, communication, and digital resources for teaching and learning*

Dr. Shockley conducted a Library Grant meeting with library staff, Language Arts Teachers and building principals in March 2015—one meeting in Wellston in conjunction with the high school librarian Cheryl Godwin and one meeting for Gallipolis City staff with high school librarian Amanda Bailey and curriculum specialist Beth Vollborn. The purpose was to further explain the project, opportunities, and expectations. It was important training for library aides, the front line people, who work directly with the students and teachers in their use of the library. It was learned that library aides do not receive any specific training for working in the library; the PI recommended that they be included in appropriate future in services and/or special

training be made available to them. In the case of vacancies, that consideration be given for placement of aides based upon interest in working with libraries.

Instruction and activities for this goal were primarily conducted and accomplished through the leadership of the Gallia-Vinton ESC staff. They provided program offerings, announcements, registrations, agendas, instruction, evaluations, etc., with follow up via walk through visits in classrooms and teacher lesson plans. Documentation was maintained to verify participation and implementation by teachers, including the use of technology with instruction. The aforementioned library usage forms also indicated a respectable number of visits to the library with students for computer use with Study Island and other programs.

The Universal Design for Learning professional development took place in November 2015 to help teachers integrate technology into their instruction. This correlated with the additional technology (computers, Kindles, Chromebooks, etc.) acquired through the library grant. Universal Design is a research-based process that helps teachers fit the curriculum to the learner. Students can utilize technology to learn and to demonstrate learning. Their use of technology is especially important in that Ohio testing is expected to only take place on computer in the upcoming year. As not all students have access to computers (or even print material) at home as indicated by teachers and by students themselves (survey input), it is important that implementing this Universal Design process help reduce this particular barrier to student learning.

*Goal 4: Have a Media Specialist coordinate the library program in the nine buildings (Fannie Metcalf)*

Mrs. Fannie Metcalf, Media Specialist at the Gallia-Vinton ESC, along with Dr. Denise Shockley coordinated the library grant program in the nine school sites. They worked closely

with the two trained librarians—Amanda Bailey, Gallia Academy High School librarian and Cheryl Godwin, Wellston High School librarian. They supervised collection analyses; oversaw purchases; took part in Universal Design professional development training by helping teachers plan curriculum and select and use library materials to fit the curriculum to students; took an active part in educating staff and advocating for services; supported professional training for teachers and students; and fostered greater collaboration among educators.

Six teachers were identified to take part in classes and complete education requirements to obtain Media Specialist licensure through Marshall University—four from Gallipolis City Schools and two from Wellston City Schools. At the end of the library grant period (August 2016), the four from Gallipolis City Schools remained in the program. Two of them had already passed the testing for certification. All four have expressed their intentions to continue their education by working toward master’s degrees. Unfortunately, the two teachers from Wellston City dropped out midway in the program. Research supports that effective libraries are in the hands of credentialed library personnel.

**Aspiration** to use the library, its printed materials, and technology (not only for students, but also teachers and staff) was fostered by teachers in a variety of ways—direct such as taking classes to the library, giving assignments that required library research, etc. The PI had compiled a list called “A Dozen Suggestions to Foster Use of New Library Resources” (see Appendix) to help teachers acquaint students with the new library printed materials and technology. Seven teachers from Washington Elementary shared their forms indicating the suggestions they had implemented with their students. Curriculum specialist Beth Vollborn at Gallipolis City Schools developed a scavenger hunt activity for teachers to better acquaint them with the library grant, their own library, and learning from other teachers as to how they use the library.

### Circulation Increases

Library records from the high school librarians were used to assess circulation at all library sites, especially to determine whether circulation had increased. Libraries have electronic systems to record check-outs, etc. by Dewey classification and type of book. In Wellston City Schools, all schools except the high school reflected a significant increase in circulation. The high school library had experienced 65% of its collection being weeded out with the library closed for student traffic during that time period. Not surprising, most of the volumes circulating were fiction. See the figures below that demonstrate circulation changes between 2014 and 2015. Note that all of the new library materials had not yet been received and shelved by the end of 2015.

<u>School/library site</u>	<u>December 2014</u>	<u>December 2015</u>
Gallia Academy HS	2,061	4,844
Gallia Academy MS	8,375	11,892
Green Elementary	14,291	15,601
Rio Grande Elementary	11,880	12,672
Washington Elementary	17,003	18,540
Wellston HS	2,591	1,567
Wellston MS	4,195	5,638
Wellston Intermediate	2,011	2,542
Bundy Elementary	3,729	4,272

### Teacher Surveys

Two surveys were administered with teachers, library aides, and administrators as data collection methods; each designed to be completed electronically. The first was administered in

May 2015 and the second in January-February 2016. G-V ESC staff prepared the survey for electronic responding, tabulated the responses, and formatted the results for the CET's review.

### *First Survey*

The first was a 25-question electronic survey developed by the PI and completed by respondents, almost of them on the same day in May 2015. The questions related to a variety of aspects of the school library, teacher use coordinated with curriculum, and student interest in reading. The total number of potential respondents was 273 (Gallipolis, 158; Wellston, 115) with 157 Gallipolis participants and 69 Wellston participants completing the survey. The CET carefully reviewed the data collected from the survey so that information gained was immediately put to use in the grant's implementation—providing information showing increase in the effectiveness of the library program at the time or expected. See the Appendix for the survey questions with results which are also presented here:

Nearly 89% of the respondents were teachers, 7% librarians/library aides, and 4% administrators. About 43% had elementary assignments, 20% middle school, 20% high school, 16% special, and 1% library staff. Forty-six per cent had been in their current position for 1 – 5 years while 37% had tenures of 11 or more years.

Seventy per cent of respondents have a positive impression of their school library while 3% have negative impressions and the remainder neutral or undecided.

Pre-library grant, respondents overwhelmingly noted more and newer books and more technology being needed improvements in their school's library. Better signage for using the library and more comfortable seating were also noted for improvement.

Respondents indicated that they could help increase students' visiting the library by including library time and visits into class work or special assignments (64%) while 45% checked making regular library visits a requirement.

About 89% believe that the school library is very important or somewhat important to students while 51% believe it to be of similar importance to building principals, and about 45% of similar importance to parents.

Nearly 78% indicated that their school library is either open every school day (46%) or at times when their needs can be accommodated. Thirteen per cent responded that it is hard to plan student visits and projects because of the varied open schedule for the library.

Available up-to-date materials and resources and materials for developing classroom lessons and activities will encourage more than half of the respondents to include more use of the library in their work. It is also important to 36% of them to have the capacity to show DVDs, access computers and other technology.

About 55% believe that the school library is included in the master schedule while 34% indicate it is not.

School libraries serve a variety of functions and uses indicated by respondents as follows: student book check out (89%); testing location (71%); Board and faculty meetings (67%); student personal reading time (53%); student work on projects, activities, assignments (52%); after school program (48%); student use of computers for assignments (46%); special activities and events (44%); tutoring (42%); student small group work (37%); and study hall (29%).

The main instruction areas noted for taking students to use the library in the upcoming school year include Reading (45%), Language Arts (38%), Social Studies (27%), Science (24%), and Mathematics (17%).

Over 1/3 of respondents do not know if teachers, particularly Language Arts teachers, are involved in book selection for their school library. About 26% are involved and 24% sometimes involved in this selection; 16% are not involved.

Having a school library that is attractively decorated, well organized and with knowledgeable staff is very important to 74% of respondents and somewhat important to 21%. Only 5% had no opinion or are neutral for these qualities.

Pre-library grant, 19% of the respondents believe that their school library had a balanced collection of books (Dewey System) and a nice offering of leisure reading selections including magazines; 46% indicated somewhat, 23% do not know, and 13% indicated no.

Nearly 87% of respondents indicate that a state of the art school library is an integral part of the curriculum which can help alleviate barriers, enrich students' environments, and encourage learning.

About 38% of respondents disagree or strongly disagree that their school library functions more as an "extra space" for meetings, testing, etc. than as a student place for learning. Over a third indicates this sometimes occurs while 27% indicate this to be the situation at their school library.

Twenty per cent of respondents indicate that their school library provides resources for their professional development and for curriculum needs; 41% indicated sometimes; 20% indicated no while 17% do not know.

Regarding their school library's promoting literacy for students across the content areas, 41% indicated yes; 22% sometimes; 16% varies across the content areas; 14% don't know; and 8% no.

For teachers who have a collection of library books in their classrooms, the following describes the main purposes of these collections: student access to books during sporadic reading time (47%); books frequently used for classroom projects and activities (34%); multiple copies of frequently used books (25%); more handy than visiting the school library (22%); books gifted to our classroom (19%). Thirteen per cent responded that they do not have a collection of library books in their classrooms while 15% responded that they would like to have such a collection. A significant 28% indicated that this question did not apply to them.

Ways in which respondents indicated that they had made use of the school library during the current school year include resources (approximately 65%); technology (approximately 62%); leisure reading (about 55%); and professional development (about 22%). Almost 70% indicated they did not make use of the school library for themselves.

As a very significant amount of funding through this library grant is purchasing new books and other print resources and technology, the main ways respondents indicated that they intended to make use of these newly acquired resources in the upcoming school year by: having students visit library at least once a week (56%); selecting books for Accelerated Reading program (54%); location for meetings, testing, etc. (35%); after school program (32%); creating PowerPoint presentations, reports, etc. (30%); showing DVDs (27%); History Day, Science Fair, Academic Festivals (26%); and requiring students to do a book report every 9 weeks (18%).

### *Second Survey*

The second survey was developed by the PI and administered in January/February 2016, also electronically with G-V ESC staff formatting the questions and tabulating the responses for CET review. Principals were asked to work with Mr. Moore to identify 10 teachers at each site who have made significant use of the library with their classes, for professional development use, etc. since the arrival of the new books and technology during the 2015-2016 school year. This would be a possible N of 90.

Forty teachers responded to the survey—Gallipolis City, 25; Wellston City, 15.

Of the 40 respondents, 37% indicated that they teach English/Language Arts; 24% teach Math; 20% teach Social Studies; 19% teach Science; and 1% teaches Home Economics. Eighty-five per

cent said that they had made use of the school library this year with their classes while 15% said they had not. Only 33% indicated that they had made use of the school library for professional development while 68% said they had not. It was noticeable that a social studies, a science and a math teacher in one of the districts responded that they did not use the library for their classes. Perhaps additional orientation and training are needed in what the library has to offer in these subject areas as well as learning from other teachers in similar subjects who use the library. This survey in its entirety is included in the Appendix.

A checklist was offered for teachers to indicate what they believed their school library needed that it does not presently have. Following are their responses:

Audio books (17)	
More videos (16)	More career readiness books (6)
More computers (12)	Electronic readers (6)
More professional development materials (11)	Interactive communications capabilities (6)
Chromebooks (11)	IPad/Phone chargers (5)
Educational games (11)	More fiction books (3)
More non-fiction books (8)	Credentialed library position (3)
More magazines (7)	Group structured seating (3)

Following are the survey's open-ended questions with representative responses.

Q 1 In the first open-ended question, most responded that their use of the school library with their classes and/or professional development was about the same or increased from previous years because of the new resources.

Here are some representative comments – “We continue to utilize our library to help maximize student and teacher performance in our school.” “I have found the additional resources very helpful for my class as well as for my professional use.” “I have taken my class in more; the children are reading more and have more options of what to read.” “There are updated nonfiction resources that make the library's print materials much more relevant.” “Updated materials; we are also able to use Chromebooks which are very helpful.”

Q 2 The second open-ended question dealt with how the new books, technology and other resources have been helpful in one's teaching.

Responses highlighted materials for research and online assignments, computers for technology, age and reading level appropriate books—stated in terms of being beneficial to their students.

Q 3 The third open-ended question asked how the resources have been helpful to their students.

More selections, increased desire for students to self select books, computers for testing, and for meeting Accelerated Reader goals were frequently mentioned.

Q 4 The fourth open-ended question asked for examples of how the new resources have been helpful to their classes. A few examples follow:

“Up-to-date, content-related magazines for classwork are used for incorporating reading into the curriculum with real life applications.” “More students can use the technology at the same time;” “I can incorporate technology in my lessons more frequently due to the availability of Chromebooks.” “Books are current and relevant to students of today.”

Q 5 The last question asked for a testimonial or commercial for their school library; following are few selective examples:

“Wellston's school library has numerous resources to offer. Students and staff may enjoy the Chrome labs, the large variety of new and relevant books, a quiet study area, a variety of new magazines, and a flat screen television. A school day doesn't go by without a student asking me at the very end of class if they can go to the library or a junior/senior aide doesn't ask if they can go down and work on a project. It's an integral piece in the Wellston City School District.”

“One of our biggest services and strengths is helping our students who do not have a computer at home and/or are unfamiliar with computers and need assistance. Often our library is our “tech help” center. Our library also provides early literacy for kids, providing help for students of different ages, providing information and pleasure reading.”

“Our library has a safe and welcoming atmosphere; it is complete with lots of lighting and room to read. If a student requires a laptop or Kindle, it is available as well as an updated computer lab!”

“Our library is a wonderful place to visit. With its thousands of books on many different topics and interest levels, any student will find happiness in a book there! Our librarian is very knowledgeable and can help you find anything you may be looking for, use our many new technology pieces to do some research or simply curl up with a book.”

*Goal 5: Ensure that aligned professional development will take place*

### Professional Development

Dr. Denise Shockley along with Media Specialist Fannie Metcalf gave leadership to professional development for teachers and staff. Records of participation are maintained through the G-V ESC. Sign-in registers, agendas, and training schedules were maintained. Participant evaluations from professional development trainings reflect knowledge gained. Professional development included integrating technology into teaching and learning using the Universal Design program; this training is also imbedded in other professional development offerings which occur throughout the year. Most of this training takes place at the G-V ESC offices in Wood Hall on the University of Rio Grande campus. Specific numbers of teachers participating in the in services can be obtained through Dr. Shockley. See previous sections of this report that also deal with professional development.

## **Achievement**

### Student Proficiency

It was expected as a measurable objective that student proficiency levels on all content area standardized tests administered by the state of Ohio would increase by at least 6 percentage points over the previous year's scores.. Since outcome is a measurable change in the way teachers engage students in the learning process, it became apparent to the CET that using the Ohio tests would be almost impossible for measurable comparables as the tests have varied and

have been in different forms over the time period of this library grant—akin to comparing apples and oranges! This was unknown at the time that this objective was identified when the grant proposal was written.

This challenge is further described in “Ohio’s assessment system is in transition . . . again,” the header for a front-page article in *The Telegram*, a Jackson County newspaper, October 19, 2016. The article covers Superintendent Howard (Jackson City Schools) explaining to the public about lower State Report Card scores and Ohio’s continuously changing State Report Card and standardized testing standards.

Early in the implementation of the grant, after discussion with the CET, Mr. Moore began collecting related data sets that might be usable in helping assess student proficiency, especially student growth in reading proficiency. A notebook containing these varied data sets from three years is on file in the G-V ESC offices. It is expected (hoped) that either this school year and/or the next one will utilize a consistent format of Ohio standardized tests so that measurable growth and proficiency can be assessed. Meanwhile, the data sets which have been accumulated can serve as information benchmarks for future comparables and correlations with library usage, etc.

Another factor is that the books and other printed resources and technology acquired through the library grant were not all on site and fully operational until the second semester of the 2015-2016 school year, thus giving limited time for students to make use of the materials and that related growth might show up in grade reports, for example. It is suggested that grade reports, especially for reading, language arts, and English be considered during the current school year and compared with the last 2 grade periods in the previous school year to ascertain whether and how much growth has taken place as evidenced through student grades. Also, if these classes made use of the library resources for classwork and/or students took advantage of

reading material and technology, then any grade improvement may be correlated to the benefits of using these well-sourced libraries.

### Students Perceptions of **Achievement** or Accomplishment

Besides library records denoting library visitation, a student survey was developed by the PI to learn what students said about whether they were reading more books more often and their perceptions of its relevance to improvement in reading, grades, etc. The survey was administered to students selected by teachers (guidelines for selection provided by the PI) to learn how often students visit the library each week; why they visit the library and what they do when there; examples of how visiting the library has helped them with their school work; what they like best about the school library; what is their favorite book; and suggestions for what the library needs that it does not currently have.

In Gallipolis City Schools, 45 students completed the questionnaire, grades K – 12 (no one from grade 11). The number of visits to the school library per week ranged from 1 to 15 times with once a week being the most frequent response (33%). In Wellston City Schools, 28 students responded to the survey, from grades K – 12 (no one from grade 9). The number of visits to the school library per week ranged from 1 to 5 times with once a week being the most frequent response (43%). Information gained from the surveys is compiled in the Appendix of this report.

The following selected excerpted responses to the open-ended questions on the survey do not distinguish whether from the students attended Gallipolis City Schools or Wellston City Schools. They do provide some insight into how students use their school library and perceive its value.

Q Why do you go to the school library?

To help me learn to read better, to get AR books

I go because it's peaceful and quiet, also Mrs. Fooce is very nice and it also makes me feel inspired

For AR books to read through the week and weekend

I go to the school library so I can get smarter

To play games when I'm done with all my homework during enrichment

To get books and go on the computer

To get books that I can't get in class or that interest me

Work on school assignments and rarely to check out books

So you can get better at reading

Q What do you do when you are at the school library?

First, I let my imagination run wild (it's such a free place), next I look for a book that captures my eye

When I am at the school library I get work done, read or whisper

Pick out an AR book then get a book for pleasure

Read books and work, take tests on the computer

I read because it is the only place I can actually concentrate on my book and I also check out books a lot and during 8<sup>th</sup> period I have nothing to do so I get on the computer and play games or mathematics or Study Island

Get homework done, use computers, help shelve books, and help check books to students in/out, research

Talk quietly to my friends and watch the movie that is on and read books

Browse the shelves for some good books

Q Give an example of how visiting the library has helped you with your school work this year

Makes me enjoy reading for fun now

It helps me to read better and get a higher score on STAR reading

Has helped me read better, understand words and it also helped me spell

Helps me to find information for projects that we do in class and helps me read my class work

It helps me do research on the computer and with a reading log I had to fill out and I like to read more now

It gave me the chance to complete my government assignments when I couldn't at home

It's helped me with my English by showing me how the words are used in a story and helps me remember what they mean  
It helped me get a better grade in reading  
It has helped me because school work can be frustrating and the school library helps me relax  
Helped me by reaching my AR goal and improving my vocabulary  
The books help me get my AR points and the computers help me out with homework assignments a lot because I don't have a computer at home  
The library has helped me do book reports and for research  
I have gotten so much help on my home/class work and been able to get things done and I'm going to list another, deeper example—fighting depression, coming into the library would keep my mind off of it and help keep it away and distract me from it to the point where it has gone away and I have gotten better.

Q What do you like best about your school library?

The books, the genres of the books, and the way it's decorated  
The selection of books to read is awesome  
The librarian is nice, you get a lot of time to read, and there is a wide selection of books  
I like the silence and all of the books  
I like how everything is all organized, you know where to find the resources you need and I like how we were able to get new books as well  
I like how open and spacious it is and the book selection and the conversations with the librarian  
I like having the use of Chromebooks or Kindles, the best in the library  
Our librarian, books and computers  
I can go in there, sit down, check out a book and start reading  
The computers it has to work with so I can use Word documents to type up my papers  
I like having a choice in what I read because there it's not for a class or an assignment, it's for me—it's that I can go anywhere I want to go just by opening a book

Q What is your favorite book or books?

Students listed lots of titles. A few frequently mentioned were: "I Survive" books because they are about real kids that have survived different things; "Diary of a Wimpy Kid" books, "Harry Potter Series," "Dark Diaries" by Bill Wallace, Steven King books  
Adventure books, teen fiction, historical fiction, sports and action books, mystery-type books.  
I don't have one, they are all great!

I have read so many books that I liked that it would be much easier to list the ones I don't like and it would also take a lot less paper

Q What does your school library need that it does not have now?

Comments ranged from "nothing" to specifics. Examples follow:

I think it's perfect just the way it is

A better place to read the books, e.g. chairs, we can get bean bags

Need more computers

A bunch of color or rugs or posters that gets you excited to read

A class pet! A cat or a small lap dog

Audio books because some people prefer to listen rather than actually read

A bit more shelving space, kind of running out of room

Needs more than one of the same book

Needs books about boars, best bait for fishing, cooking books, tractor book, farm books, trapping books

More ghost books and scary books

Needs to have a way to where you can check books out anytime

Maybe even a davenport and a record player with either smooth jazz or classical [music]

## Conclusion/Lessons Learned

### Conclusion

The program objectives of Innovative Approaches to Literacy, *The Learning Express*, were met and findings have been described throughout this evaluation report.

- The number of books and resources in school libraries was greatly increased and circulation increased significantly
- Student access to literacy was promoted through classwork, homework, pleasure reading, Afterschool programming, etc. which made use of the school library
- Additional digital and electronic resources for teaching and learning were acquired
- Teachers and students were supported in the learning process
- Teachers were equipped with knowledge through professional development programs such as Universal Design to elicit improvement in student achievement

The wonderfully supplied, inviting, and welcoming school libraries in the nine buildings of the Gallipolis City and Wellston City School Districts are fully functional with print materials and technology, contributing to students being on track to succeed. Weeding and replenishing of inventory was a necessary and time-consuming initial step in implementing the project. This project has been made possible through the generous investment of grant dollars into *The Learning Express* which has been efficiently and effectively managed by the Gallia-Vinton Educational Service Center.

Action can be taken in the 2016-2017 school year to use 9-week progress reports, short cycle assessments, teacher interviews, student surveys, and Afterschool surveys as well as standardized testing to track the influence of these libraries on student achievement and proficiency— after a reasonable time period for use to have occurred and become effective. It is hoped that Ohio standardized testing will become consistent, soon, for consecutive years of

comparable data for tracking growth and proficiency in reading and other subject areas. It is regretted that these consistent, comparable data sets were not available at the grant's conclusion in order that library usage and achievement and proficiency might be correlated.

The project accomplished what was set out in the proposal in that print (books, magazines, etc.), technology (computers, Kindles, Chromebooks, projectors, etc.), and other materials are in place. Library collections were expanded at each site including print at different levels. Special attention for purchases including for target groups (rural Appalachia, economically-deprived students, students with disabilities) have improved access to an increased quantity of materials, especially print and also additional technology not typically available in students' homes. These actions contributed to reducing barriers to reading.

Gaps in Dewey inventories were closed. An increase in print materials at different levels and interests encouraged pleasure reading as well as suitable choices to meet Accelerated Reader requirements. Students, through a survey, reported that visiting the library for books and technology helped them improve their reading and that they are using technology for engaging in learning.

Implementing this innovative literacy grant demonstrated the teamwork and cooperation involved in bringing it to a successful completion. Media Specialist Mrs. Metcalf and the two high school librarians (Ms. Bailey and Ms. Godwin) were part of the library grant teams and shared information regarding the implementation of the grant's program initiatives with teachers, staff, and administration. Mr. Moore's work with the CET, including additional contact with the schools and collecting standardized data sets, will be valuable benchmarking information for future tracking of student success by showing statistical impact on student achievement, Dr. Shockley's visiting Boards of Education and reporting on the library grant and follow up

meetings within the buildings with teachers and staffs were very helpful in the overall reception and appreciation of this valuable investment.

### Lessons Learned

- It took a lot of time (months) to weed, discard, order, re-organize, and shelve or place new acquisitions. Caring for the library is on-going. Having a welcoming, decorated, comfortable place for students seems to encourage their visits and interest in reading.
- Orientation, in services and consultation with teachers with the G-V ESC Media Specialist and Dr. Shockley along with the onsite librarians or library aides should be an annual event, ongoing, and/or as needed/requested consultations with teachers
- Library budgets should be a part of the school's annual plan, not overlooked for these 9 libraries for the next several years because of this large influx of grant funding
- Composites from Student Surveys provide information for what works, what is needed, etc. that might be shared especially with librarians and library staff and principals
- Increasing access to materials—improved signage, thematic and season decorations, artwork, and comfortable seating—allow students to engage in learning with greater frequency and intensity.
- Be watchful about decreasing student time to visit the library through the facility's being used for testing that lasts several days
- Ohio's assessment system, standardized tests, etc. have been in transition during this grant period, thereby making it difficult to rely on them for tracking student achievement and proficiency in reading and other subject areas. In the meantime, identify and utilize measures in place in the local schools for tracking relationships between library usage and student achievement in reading, for example.

Respectfully submitted,

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## ***The Learning Express: Innovative Approaches to Literacy*** Interim Report #1

The Core Evaluation Team of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their initial session on February 5, 2015 to review the content and parameters of the literacy grant, review and set milestones, learn of work already begun in the 9 schools on implementing the grant, confirm responsibilities for the overall evaluation plan, and identify beginning evaluation steps to be accomplished yet this school year.

The USDOE literacy grant for the Gallipolis City and Wellston City Local School Districts awarded to Gallia-Vinton ESC is well underway. The primary focus is to support at-risk students, increase library collections, and provide professional development. It will also support six teachers in obtaining School Media licensure through Marshall University. The six teachers for School Media licensure have been identified and registered for online classes which began Spring Semester 2015 at Marshall University.

21<sup>st</sup> Century Afterschool Programs are taking place in participating districts in *The Learning Express*. Learning time and expanded opportunities especially for at-risk students (and families) as per the grant are included in their programming. For example, Wellston recently conducted a Parent Academy which was well attended and well received; another is planned for spring.

The licensed librarians (Media Specialists) are located in the participating districts' high schools (Gallia Academy and Wellston City). There are no licensed librarians in the elementary schools; library aides (who have no special library training) take care of the elementary libraries. These libraries are also staffed during Afterschool Programs.

Steps in the Evaluation Process Identified to be Immediately Started:

- 1 Begin collection of student data on reading scores and later for proficiency levels by grade and sub-groups. Scores begin with 3<sup>rd</sup> grade. Discover what is used to determine progress in reading for K, 1<sup>st</sup> and 2<sup>nd</sup> grades. (David Moore)
- 2 Get acquainted/visit with libraries and library aides in the participating schools. An inventory of what is already in place should be started very soon, if not already.

A careful “weeding” can occur concurrently. What criteria are being used to determine what is to be eliminated or discontinued —i. e. not all books that are old are outdated and all that is new is not necessarily good—e. g. copies of the *History of the Hanging Rock Iron Region*, 1916 are “priceless.”

The base number of books/student is separated by the Dewey System. Books for pleasure reading are also to be included in the inventory and “weeding.” (David Moore will initially visit libraries to see physical layout, learn of schedules and student access, use and circulation, and determine progress being made on inventory and “weeding.” Deanna Tribe will visit libraries in the spring)

All of these activities and tasks will provide information for books to be purchased as well as provide baseline data for library inventories in the participating schools so that increases in circulation, etc. can be ascertained.

A committee made up of media specialists, teachers, administrators, parents, and students will provide guidance for book selection. Reading teachers and library personnel along with Fanny Metcalf and Dr. Denise Shockley, et al will make final book selections and arrange purchases.

- 3 Ascertain progress with book companies for recommended lists/availability of books for possible purchase to result in a balanced collection in the school libraries. Since students' culture was identified in the grant proposal, books on Appalachian culture and topics should be also considered for the libraries. (Dr. Denise Shockley)

- 4 Develop survey questions (especially related to Goals 1, 2 and 3 of the grant) to be administered via Survey Monkey for classroom teachers and Afterschool teachers and library staff, to be administered in late April or early May. This survey will best be developed after initial data collection and library visits (Deanna Tribe)
- 5 As Library Aides currently receive no training, it is recommended to offer in service programs and/or classes for Library Aides specific to library work and the goals of this literacy grant and how the Library Aides are important in its implementation.
- 6 Investigate the potential for purchase of career books for virtual job shadowing as a method for students to become more college and career ready

The next meeting of the Core Evaluation Team (David Moore, Dr. Denise Shockley, and Deanna Tribe) will take place on Thursday, March 12, 9 AM, in the G-V ESC Offices. The meeting will include: an update on programming and progress being made with *The Learning Express* in the participating schools and suggest any necessary adjustments; progress made so far on evaluation steps and milestones for next meeting; other.

This report constitutes Interim Report #1 for *The Learning Express*, to be shared appropriately.

Deanna L. Tribe, PI, *The Learning Express*  
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March 9, 2015

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #2

The Core Evaluation Team of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their second session on March 12, 2015, at 9 AM in the G-V ESC Office. They reviewed the content of Interim Report #1 and spent some time describing progress made or started in the evaluation process as delineated in that report.

The six teachers for School Media licensure have been identified and registered for online classes which began Spring Semester 2015 at Marshall University. They are in the midst of this initial class.

Dr. Shockley along with Beth Vollborn (Curriculum Specialist) and Amanda Bailey (Librarian) of Gallipolis City Schools conducted a Library Grant meeting with Language Arts teachers, library aides and building principals to further explain the project, opportunities and expectations. A similar meeting was held with Wellston City personnel on March 31.

Dr. Shockley participated in a post-award conference with federal personnel dealing with the grant on March 9. A 5-hour webinar was scheduled for April 7.

- Mr. Moore has begun the collection of student data on reading scores and later for proficiency levels by grade and sub-groups. These data sets and charts have been placed in notebooks. D. Tribe will soon begin a study of this information which will serve as a benchmark for future comparisons and contrasts, growth, etc.
- Dr. Shockley, Mr. Moore and D. Tribe made visits to the participating libraries on March 30 and March 31. Deanna had prepared a library visitation guideline for each to record perceptions during the visits. A composite of these perceptions has been made and will be reviewed at the April 10 meeting. Collective highlights of these visits follow:
  1. libraries have a computerized inventory of library contents and check-out records
  2. libraries vary in attractiveness, signage, posters, etc., with this being a necessary ongoing effort
  3. magazines subscriptions need to be more current
  4. library rooms are used for other purposes such as faculty meetings, Afterschool, etc.
  5. libraries have old and/or old-looking books which need to be weeded
  6. most have not yet begun weeding, apparently waiting for a district process and direction; shelving space is a concern in some libraries
  7. what to do with discarded books has not yet been finalized in most cases
  8. all libraries have technology, i. e. computers, TVs with DVD players but a lack of projectors
  9. signage varies by library, i. e., for Dewey system, alphabetized by author, etc.
  10. circulation rates seem very good for most libraries
  11. teacher use of libraries with classes needs to be encouraged and increased
  12. some concern about teachers creating their own classroom libraries, especially with discarded books
  13. budgets for libraries vary from nothing definite to \$500 to \$3,000 or whatever is requested
- Mr. Moore will follow up with the librarians and library aides to ensure that weeding begins and is completed in a timely manner. Dr. Shockley suggested April 13 as that date.
- Reading teachers and library personnel along with Fanny Metcalf and Dr. Denise Shockley, et al will make final book selections and arrange purchases. Orders will be placed in May. Technology orders have already been placed. Dr. Shockley made requests of some library staff during the visits to provide her with lists (as discussed then) which might immediately be ordered. It is expected that the books will arrive before the end of the school year or shortly thereafter.
- As students' culture was identified in the grant proposal, books on Appalachian culture and topics should be also considered for the libraries. Dr. Shockley asked D. Tribe to prepare a list of 25 books which might be ordered (at various grade levels and topics within Appalachian Studies). This list is in process of being developed.

- Survey questions (especially related to Goals 1, 2 and 3 of the grant) will be administered via Survey Monkey for classroom teachers, Afterschool teachers and library staff, probably in late April or early May. This survey, best developed after initial data collection and the library visits, will be discussed at the April 10 meeting. It was suggested that a set time in computer labs for participating in the survey might work best and get best participation. D. Tribe will work with Alicia in the G-V ESC Office to set up the Survey Monkey.
- As Library Aides currently receive no training, it is recommended to offer in service programs and/or classes for Library Aides specific to library work and the goals of this literacy grant and how the Library Aides are important in its implementation.
- A demonstration has occurred and a 2-week trial is in progress at the time of the March 12 meeting to investigate the potential for purchase of career books for virtual job shadowing as a method for students to become more college and career ready

The next meeting of the Core Evaluation Team (David Moore, Dr. Denise Shockley, and Deanna Tribe) will take place on Friday, April 10, 9 AM, in the G-V ESC Offices. The meeting will include those items specifically aforementioned in this report

This report constitutes Interim Report #2 for *The Learning Express*, to be shared appropriately.

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Ohio State University  
April 9, 2015

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #3

The Core Evaluation Team of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their third session on April 10, 9 AM, Gallia-Vinton ESC Office. Interim Report #2 was used as the agenda for the session, spending time describing progress made on the various items delineated in that report. Highlights of that review follow. Concentration was on the weeding and discarding process, expected to be completed before the end of the school year as BIG orders for new books and materials will likely arrive in early summer.

Mr. Moore, working with Sandy Pappas, is following up with the librarian and library aides in the Wellston City sites. Weeding has been taking place and is about  $\frac{3}{4}$  concluded. The plan for “new homes” for the discarded books is being implemented. Visual appearance of these library facilities indicate that books are leaving the shelves.

Dr. Shockley is following up with Gallipolis City sites; they seem to be about 2 weeks behind Wellston City in weeding and discarding. She is meeting with Beth on April 13. Mr. Moore registered some concern about ESC’s taking an active role in the weeding to move the process along.

Dr. Shockley has ordered “discard” stamps and label removers to facilitate the clearing out process.

All technology and equipment ordering has occurred with part of Gallipolis City’s order already having arrived. All technology was selected locally for the sites.

Book lists of suggested purchases will be completed by April 13.

Deanna will review the notebooks of school and student data collected by David Moore for Gallipolis City and Wellston City sites. This will take place prior to the next meeting of the Core Evaluation Team. (Accomplished April 28.)

Discussion took place about the content of survey questions regarding various aspects of library usage. Questions need to take into account: what we want to know, from whom, why, and what will be done with the information gained from the survey. Several survey questions were suggested. Deanna reviewed sections from the Library Grant related to the survey. She will draft questions. She and Mr. Moore will review these possible questions prior to the next Team meeting.

The next meeting of the Core Evaluation Team will take place on Thursday, May 7, 9 AM, Gallia-Vinton ESC Office.

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David Moore and Deanna Tribe met on April 28 in the Gallia-Vinton ESC Office to review and revise the draft survey questions. Survey participants include classroom teachers, library staffs, and building principals. It would be ideal if a specific time(s) could be set aside at each site when all participants could complete the survey, probably using the school’s technology labs. Deanna talked with Joe about getting the survey in proper format, etc., so that it could be completed electronically. She will email the revised survey to Dr. Shockley and David for final review during the next Core Evaluation Team meeting.

This report comprises Interim Report #3 for *The Learning Express*, to be shared appropriately.

Deanna L. Tribe, PI, *The Learning Express*  
Assoc. Prof. Emerita and  
Community Development Specialist (Retired)  
Ohio State University  
May 6, 2015

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #4

The Core Evaluation Team of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their fourth session on May 7, 9 AM, Gallia-Vinton ESC Office. Interim Report #3 was used as the agenda for the session, spending time describing progress made on the various items delineated in that report, especially regarding the weeding process in the school libraries.

Update regarding the weeding process, Wellston City Schools: SEOVEC has deleted all the weeded books. Wellston High School library is in good shape and weeding is complete. Wellston Intermediate School cleared 2,000 books. Wellston Middle School and Bundy Elementary library books have been ordered; the High School order goes in today (May 7, 2015). The deleted books are mainly going to students. D. Moore continues to work with S. Pappas and the Wellston City school libraries, especially with Wellston Intermediate. New lounge-type chairs have been ordered and in place at the Wellston High School library. The Wellston High School librarian suggested an inventory of what books were left after the clearing out; Dr. Shockley suggested that the other libraries do this also. All computer carrels at Wellston are staying in place in the library.

Update regarding the weeding process, Gallipolis City Schools: Rio Grande Elementary and Gallipolis Middle School have completed the weeding process; Washington Elementary and Gallia Academy High School are almost completed. By May 12, discarded appropriate level books will be in boxes and sent to Guiding Hands. The remainder will go to Title I Family Pool Parties. All Gallipolis City school library orders have been placed. Books are expected by May 21. There is some discussion as to how to process books with codes, labels, etc.

Other updates: All “discard” stamps and label removers were ordered to facilitate the clearing out process. All ordered technology equipment has arrived for both Gallipolis City and Wellston City schools. Equipment inventory tags have yet to come in. Dewey System labels are needed. Amanda at Gallipolis City would like laser electronic scanners. White boards will be placed in all school sites except Bundy Elementary. Both School Librarians have been a big help in getting the weeding process accomplished. Sandra Pappas has also been very helpful.

There was some discussion regarding training for Library Aides, especially with these large additions to the libraries. Dr. Shockley will talk with Amanda and Cheryl as to the best time for this training—whether June, after this school year closes or August, at the beginning of the 2015-16 school year.

Deanna presented a draft for an electronic survey related to *The Learning Express* Library Grant for teachers, library staff and building principals. She and David Moore had worked on the initial draft in a meeting on April 28. Each question was reviewed and revised as needed. Deanna updated the final survey form (attached) which was emailed to Dr. Shockley who will work with the appropriate staff at G-VESC to format the survey and get it to the schools for completing the survey electronically. Results from the survey will comprise the main topic for the next meeting of Dr. Shockley, David Moore and Deanna Tribe on May 27, 9 AM, G-V ESC Office.

Deanna L. Tribe, PI, *The Learning Express*  
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Ohio State University  
May 26, 2015

*Survey related to The Learning Express Library Grant in Gallipolis City and Wellston City Schools -- Draft*

This survey is for teachers, library staff, and building principals. Thanks very much for participating in this survey which will provide useful information as the Library Grant is implemented.

1. Which best describes your position/role at your school?

Teacher

Librarian or Library aide

Building Principal

2. Which best describes your assignment?

- Elementary (K – 5)
- Middle School (6 – 8)
- High School (9 – 12)
- Special (K – 12)
- Administrative office
- School Library staff

3. How long have you been in your current position?

- 1 – 2 years
- 3 – 5 years
- 6 – 10 years
- 11 or more years

4. What is your impression of the Library in your school?

- Positive impression
- Negative impression
- Neither positive or negative
- Undecided

5. Prior to receiving the Library Grant, what improvements need to be made in your school's library? (Rank from most important to least important; 1 = highest)

- More books
- Updated, newer books
- More technology, e.g. computers, projectors to show DVDs, etc.
- More professional development resources for staff
- Better signage, e.g. for Dewey System
- More comfortable seating

6. If you are willing to help increase students' visiting the library, especially to improve access to printed materials, leisure reading, etc., how would you like to help? Check all that apply.

- Requirement that students visit library on a regular basis
- Critique books and resources with findings shared with school staff via email, social media, etc.
- Include library time in Master Schedule
- Incorporate library time and visits into class work and/or special assignments
- Do not wish to help
- Does not apply to me

7. How important do you believe the school library is to students? Rank from 1 (very important) to 5 (not important)

- 1 Very important
- 2 Somewhat important
- 3 No opinion one way or another
- 4 Hardly important
- 5 Not important at all

8. How important do you believe the school library is to teachers? Rank from 1 (very important) to 5 (not important)

- 1 Very important
- 2 Somewhat important
- 3 No opinion one way or another
- 4 Hardly important
- 5 Not important at all

9. How important do you believe the school library is to building principals? Rank from 1 (very important) to 5 (not important)

- 1 Very important
- 2 Somewhat important
- 3 No opinion one way or another
- 4 Hardly important
- 5 Not important at all

10. How important do you believe the school library is to parents? Rank from 1 (very important) to 5 (not important)

- 1 Very important
- 2 Somewhat important
- 3 No opinion one way or another
- 4 Hardly important
- 5 Not important at all

11. Our school library is open for use and staffed on an every-day basis. Check the best response for you.

- Yes
- No
- Not every day, but know the open times and can accommodate for my needs
- Not every day; open schedule varies making it hard to plan student visits, projects, etc.
- Availability for my classroom is on a 9-week basis

12. What will encourage you to include more use of the library in your work? Check all that apply.

Availability, e.g. hours open and/or space available for special work, meetings, etc.

Up-to-date materials and resources

Helpful library staff

Resource materials available to develop classroom lessons and activities

Capacity to show DVDs, access computers, other technology

13. Has the school library been scheduled into the master schedule?

Yes

No

Don't know

Doesn't matter

14. What describes use of the school library in this 2014-15 school year? Check all that apply.

Work by students on classroom projects, activities and/or assignments

Small group work by students

Tutoring

Personal reading time for students

Book check-out by students for in school and/or at home reading

Student use of computers for assignments, etc.

Study hall function

Testing location

Afterschool program

Location for meetings (faculty, Board, etc.)

Location for special activities and events

15. What units of instruction (2015-16 school year) will involve your taking students to use the school library? Check all that apply.

Language Arts

Reading

Writing and Grammar

Social Studies (Geography, History, Government, Economics, etc.)

Mathematics

Science

Family and Consumer Sciences

Agriculture

Art/Music

Does not apply to me

16. Are teachers, particularly Language Arts teachers, involved in book selection for your school library?

Yes

No

Sometimes

Don't know

17. How important is it that your school library be attractively decorated, well organized, and staffed with knowledgeable workers?

Very important

Somewhat important

Doesn't matter

No opinion

Not important at all

18. Prior to the Library Grant, our school library has a balanced collection of books according to the Dewey System and a nice offering of leisure reading selections including magazines.

Yes

No

Somewhat

Don't know

19. A state-of-the-art school library is an integral part of the curriculum which can help alleviate barriers, enrich students' environments, and encourage learning.

Yes

No

Somewhat

Don't know

20. Our school library functions more as an "extra space" for meetings, testing, etc. than as a student space for learning.

Strongly agree

Agree

Sometimes

Disagree

Strongly disagree

21. Our school library provides resources for teachers' professional development and for curriculum needs in teaching students.

Yes                      No                      Sometimes                      Don't know                      Don't need or use these resources

22. Our school library promotes literacy across the content areas for students.

Yes                      No                      Sometimes                      Varies across the content areas                      Don't know

23. If you have a collection of library books in your classroom, which describes the purpose of this collection? Check all that apply.

- Multiple copies of frequently used books by students
- Books frequently used for classroom projects and activities
- Books gifted to our classroom
- More handy than visiting the school library
- Students have access to books during sporadic free reading time
- Do not have a collection of library books in my classroom
- Would like to have a collection of library books in my classroom
- Question does not apply to me

24. I myself made use of the school library in these ways during the 2014-15 school year:

- Professional development materials
- Resources to develop classroom projects and activities
- Technology
- Leisure reading materials
- Did not use the library this school year

25. A very significant amount of funding through this Library Grant has been expended to purchase many new books, print resources, and technology for your school library. How do you intend to make use of these newly acquired resources in the 2015-16 school year to increase students' use of the library to improve their literacy? Check all that apply.

- Have students visit library at least one time each week
- Require students to do book report every 9 weeks
- Select books for Accelerated Reader (AR) Program
- Create PowerPoint presentations, reports, etc.
- Show DVDs
- History Day, Science Fair, Academic Festivals
- After School program
- Location for meetings, testing, etc.

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #5

The Core Evaluation Team (CET) of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their fifth session on May 27, 9 AM, Gallia-Vinton ESC Office. Interim Report #4 and the survey related to the library grant were used as the agenda for the session, spending some time describing progress made on the weeding process in the school libraries, orders received and placed, shelving, roll-out plans, and results from the survey, etc.

Weeding has been completed and discarded books are finding new homes. New books are arriving with the first round of orders for Gallia City Schools already shelved. Wellston City orders will be shipped at the end of this week. Some favorable comments are already being expressed by staff about the new books. Gallia City inventory is tagged and Wellston City is almost finished tagging inventory. Books have been stamped "Property of" and libraries have "discard" stamps.

Through other funds, Dr. Shockley has purchased some items in addition to books for some of the libraries, e.g. Dr. Seuss posters, etc., which will contribute to enhanced appearance and utilization.

New technology for the libraries was selected by local tech people in the schools. Five portable scanners have been purchased for Gallia City. Even with alternate placement suggestions, all computer carrels at Wellston are staying in place in the library.

Discussion continued regarding training for Library Aides, especially with these large additions to the libraries. Dr. Shockley will work with librarians Amanda and Cheryl to get this accomplished for the next school year.

The CET agreed that there should be a "roll out" event/activity at the beginning of the school year for faculty and staff concerning the new books, technology, etc., provided through the library grant. Perhaps there should be something special for students also (a kick-off event/activity and then some special activities throughout the school year). Some ideas were presented, but nothing definitely determined.

Two Wellston City and 4 Gallia City teachers continue with the library related classes and coursework at Marshall University.

Survey -- Results of the Survey Related to The Learning Express Library Grant in Gallipolis and Wellston City Schools was presented in graph form for each of the 25 questions. Thanks to G-VESC staff for preparing the survey for electronic responding and formatting the results for our review. Most of the 226 respondents to the survey did so on May 26 – Gallia City N = 157, Wellston City N = 69. It would be good to know the possible number for each school system in order to determine the rate of participation in the survey.

Nearly 89% of the respondents were teachers, 7% librarians/library aides, and 4% administrators. About 43% had elementary assignments, 20% middle school, 20% high school, 16% special, and 1% library staff. Forty-six per cent had been in their current position for 1 – 5 years while 37% had tenures of 11 or more years.

Seventy per cent of respondents have a positive impression of their school library while 3% have negative impressions and the remainder neutral or undecided.

Pre-library grant, respondents overwhelmingly noted more and newer books and more technology being needed improvements in their school's library. Better signage for using the library and more comfortable seating were also noted for improvement.

Respondents indicated that they could help increase students' visiting the library by including library time and visits into class work or special assignments (64%) while 45% checked making regular library visits a requirement.

About 89% believe that the school library is very important or somewhat important to students while 51% believe it to be of similar importance to building principals, and about 45% of similar importance to parents.

Nearly 78% indicated that their school library is either open every school day (46%) or at times when their needs can be accommodated. Thirteen per cent responded that it is hard to plan student visits and projects because of the varied open schedule for the library.

Available up-to-date materials and resources and materials for developing classroom lessons and activities will encourage more than half of the respondents to include more use of the library in their work. It is also important to 36% of them to have the capacity to show DVDs, access computers and other technology.

About 55% believe that the school library is included in the master schedule while 34% indicate it is not.

School libraries serve a variety of functions and uses indicated by respondents as follows: student book check out (89%); testing location (71%); Board and faculty meetings (67%); student personal reading time (53%); student work on projects, activities, assignments (52%); after school program (48%); student use of computers for assignments (46%); special activities and events (44%); tutoring (42%); student small group work (37%); and study hall (29%).

The main instruction areas noted for taking students to use the library in the upcoming school year include Reading (45%), Language Arts (38%), Social Studies (27%), Science (24%), and Mathematics (17%).

Over 1/3 of respondents do not know if teachers, particularly Language Arts teachers, are involved in book selection for their school library. About 26% are involved and 24% sometimes involved in this selection; 16% are not involved.

Having a school library that is attractively decorated, well organized and with knowledgeable staff is very important to 74% of respondents and somewhat important to 21%. Only 5% had no opinion or are neutral for these qualities.

Pre-library grant, 19% of the respondents believe that their school library had a balanced collection of books (Dewey System) and a nice offering of leisure reading selections including magazines; 46% indicated somewhat, 23% do not know, and 13% indicated no.

Nearly 87% of respondents indicate that a state of the art school library is an integral part of the curriculum which can help alleviate barriers, enrich students' environments, and encourage learning.

About 38% of respondents disagree or strongly disagree that their school library functions more as an "extra space" for meetings, testing, etc. than as a student place for learning. Over a third indicates this sometimes occurs while 27% indicate this to be the situation at their school library.

Twenty per cent of respondents indicate that their school library provides resources for their professional development and for curriculum needs; 41% indicated sometimes; 20% indicated no while 17% do not know.

Regarding their school library's promoting literacy for students across the content areas, 41% indicated yes; 22% sometimes; 16% varies across the content areas; 14% don't know; and 8% no.

For teachers who have a collection of library books in their classrooms, the following describes the main purposes of these collections: student access to books during sporadic reading time (47%); books frequently used for classroom projects and activities (34%); multiple copies of frequently used books (25%); more handy than visiting the school library (22%); books gifted to our classroom (19%). Thirteen per cent responded that they do not have a collection of library books in their classrooms while 15% responded that they would like to have such a collection. A significant 28% indicated that this question did not apply to them.

Ways in which respondents indicated that they had made use of the school library during the current school year include resources (approximately 65%); technology (approximately 62%); leisure reading (about 55%); and professional development (about 22%). Almost 70% indicated they did not make use of the school library for themselves.

As a very significant amount of funding through this library grant is purchasing new books and other print resources and technology, the main ways respondents indicated that they intended to make use of these newly acquired resources in the upcoming school year by: having students visit library at least once a week (56%); selecting books for Accelerated Reading program (54%); location for meetings, testing, etc. (35%); after school program (32%); creating PowerPoint presentations, reports, etc. (30%); showing DVDs (27%); History Day, Science Fair, Academic Festivals (26%); and requiring students to do a book report every 9 weeks (18%).

Data is needed to complete the survey collection -- total numbers of possible respondents; Q10; Q24

The main topics for the August 18, 9 AM meeting of Dr. Shockley, David Moore and Deanna Tribe, G-V ESC Office, will include:

Status of ordered books on site and shelved

Roll out event/activity for faculty and staff, for students

Visits by CET early in school year to see school libraries

Status of grade collection for end of 2014-15 school year to use as baseline data per student

Identify process and procedure to easily record, identify and track teacher/classroom and student use of library during school year to help in ascertaining influence/impact of new books and technology on student performance—the ultimate purpose of this grant.

Other

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Ohio State University  
August 13, 2015

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #6

The Core Evaluation Team (CET) of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their sixth session on August 18, 9 AM, Gallia-Vinton ESC Office. Interim Report #5 and the composite survey related to the library grant were used as the agenda for the session, spending a little time describing the final weeding process in the school libraries, orders received and placed, shelving, and roll-out plans.

Some additional discussion took place regarding the survey. Dr. Shockley provided numbers which gave the overall potential participants taking part in the survey as follows:

<u>Wellston City</u>		<u>Gallipolis City</u>	
Teachers	106	Teachers	146
Library Aides	3	Library Aides	4
Librarian	1	Librarian	1
Principals	5	Principals	7
Totals	115	Totals	158

Overall N of potential survey respondents: 273. The total number of respondents from Gallipolis City was 157! The total number of respondents from Wellston City was 69 (60%).

New technology has been received as well as the first order of books which are being shelved. Help was secured at some sites for this work. Wireless wands have been received for Gallipolis City.

The next grant period begins October 1 and the next book order will be placed shortly thereafter. These should be received by the end of December.

In terms of a “roll out” to let the faculty and staff at each site know about the new technology and many books ordered through this library grant, some mention during the opening day in services was suggested. Both Gallia City and Wellston City plan scavenger hunts for staff focusing on these additions to the school libraries and new resources for teachers’ use in their teaching and classroom work.

Another suggestion is for the Librarians/Library Aides to work with teachers to include some mention about these new resources in Open House presentations and/or other sessions involving parents; to orient principals, Boards of Education members, and other outside groups making use of the libraries as meeting areas.

After discussion, Deanna will prepare a one-page list of 10 ways to alert teachers to the new resources. This resulted in “A Dozen Suggestions to Foster Use of New Library Resources” which was provided to Dr. Shockley for distribution at the schools.

Deanna also prepared a chart to track the use of the library, “Library Grant Record Sheet,” which records date, time, and name of teacher/aide, grade/class, and activity or purpose of library visit. This information will be important in documentation for the evaluation at the end of the grant cycle. This chart was provided to Dr. Shockley for distribution at the schools.

We also gave some consideration to what end-of-year grades to use for comparison purposes to help gauge the impact of these new resources. We are thinking that Reading and Language Arts grades might be best, probably elementary and middle school grades 3 – 8.

The Core Evaluation Team will visit the school libraries September 21, 2015 (4 library sites in Wellston City Schools) and September 22, 2015 (5 library sites in Gallipolis City Schools). Deanna will adapt the Library Visits Worksheet used in the spring for these fall visits which will take place after the new technology and first round of ordered books have been received and should be in place for use for the current school year.

The Core Evaluation Team will meet on Wednesday, November 4, at 10 AM, G-V ESC Office. Main topics will include:

Review of information gained from September 21 and 22 library visits and identification of any actions/recommendations for local sites, etc.

Status of orders requested as a result of library visits, especially magazine subscriptions, signage/labeling, etc.

Status of ordering for December

Roll out events/activities for faculty and staff, for students – what happened, effectiveness, etc.

Ideas, suggestions and encouragement for “rolling out” /awareness of these new resources through this library grant to parents at Open Houses, principals, Board of Education members, and “outside” others who use the libraries as meeting areas

Status of grade collection for end of 2014-15 school year to use as baseline data per student; identify subject and grade levels to follow for this evaluation component. Discuss when comparative data will be available from the current school year in time for the final evaluation report for this grant.

How to work with/through the library aides to make use of the provided chart to easily record, identify and track teacher/classroom and student use of library during school year to help in ascertaining influence/impact of new books and technology on student performance—the ultimate purpose of this grant. When should charts be collected—end of first semester?

Other

Deanna L. Tribe, PI, *The Learning Express*  
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November 1, 2015

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #7

The Core Evaluation Team (CET) of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their seventh session on November 4, 2015, 10 AM, Gallia-Vinton ESC Office. Interim Report #6 and the reports of the September 21 and September 22 visits to the library sites comprised the main agenda for the meeting.

David shared and discussed reports with data and graphs generated from information gathered from available data from state reports regarding reading assessments. These will be useful as baseline information for the library grant evaluation. He will continue to update/prepare reports for the CET as data becomes available. OAA 3<sup>rd</sup> grade data only has been received. There have been two delays so far for data from the state; expect the data in December.

Reports comprised of comments made by the CET were reviewed for each of the library sites in September with the following being noted:

- |              |  |
|--------------|--|
| Wellston HS  | Pretty good shape. New shelves are to be installed.  |
| Wellston MS  | No order made yet for the 4 large chairs to be replaced. Completing Series Books should be arriving in current order.  |
| Wellston INT | Work still needed on de-cluttering. DVD player with speakers needs to be hooked in the back of the room. Consider moving printer to circulation desk area for safety. Signage remains a problem and needs to be taken care of ASAP. Need to learn why teachers are not bringing classes to the library. Sandi will be asked to work with Amy to facilitate this work.  |
| Bundy        | Educational DVDs have arrived. Where are the VHS tapes, e.g. <i>Dumbo</i> , <i>Bambi</i> , etc.? Signage is needed.  |
| GAHS         | Projector/screen needs to be motorized. New signage has been accomplished. Appalachian books have arrived and are shelved. The October 9 district in service (Kindle Fires/Chrome Books) took place. The librarian and aides had their own section.  |
| GAMS         | Magazines are being ordered (conversation with librarian). Some things still need to go, possibly help Jennifer with this. David M. will check on the status of the “old” magazine rack and its contents; also check on mirrors in back corners. The motivational posters (suggested by D. Moore) for the hallways were ordered and have arrived. All subjects and reading levels of series books have come in. Resource person(s) for the quilt mural were discussed. |
| Green        | Better signage has not yet been ordered. Assume that more easy readers’ books for AR points and Ohio county books have been ordered—topics were chosen locally.  |
| Rio Grande   | Signage orders expected with the new signs to be in place in February  |
| Washington   | Books on shelves closing off the door need to be better organized. Expect art, including student art, to be available sometime in January. More and better placed electric outlets should be taken care of in December.  |

- The librarians have noted that more and more books are being checked out.
- Gallipolis City Schools – all sites but the HS have placed 2<sup>nd</sup> orders with a shipping date of before Christmas and the expectation of shelving the books by Christmas. In service for library aides will take place including id cards for students for processing books correctly.

- Part of Wellston HS's order has been placed and arrived. Bundy and the MS orders have been placed. Intermediate's order is still being worked on. The Wellston HS librarian is using D. Tribe's suggested list for ordering Appalachian topic books.
- Universal design of learning in service will take place November 17 and 18 with 50 teachers participating; it will include the additions to the libraries.
- Four teachers continue in the Marshall University program. Two have dropped out of the program (from Wellston, HS and Spec. Ed.) so there is now no one from Wellston City Schools participating in this professional development opportunity—authentic graduate work.

There was some discussion regarding data and information available and/or collectible for the final evaluation of the library grant, *The Learning Express*, with the final report to be completed by the end of summer 2016.

- Dr. Shockley has been receiving cards from students and teachers about the new library acquisitions. She will maintain a file of these.
- Need to learn what kind of reports each library site can generate for the evaluation
- Anecdotal information was discussed, to be obtained from students and teachers. D. Tribe will prepare some questions to foster anecdotes; Dr. Shockley will share with libraries and library aides at each site and ask them to identify 4 – 5 representative library users (students and teachers) at each site to “make a statement/share an anecdote.” We would like to have these anecdotes/statements (written) by the end of February 2016.
- Dr. Shockley will remind librarians and library aides at each site about the use of the chart provided to collect information regarding use of the library. She will collect all of these charts (from the beginning of the school year to the end of the first semester) soon after the end of the first semester.
- We discussed another visit by the CET to the library sites in February as all ordered books, technology, signage, etc. should have been received, in place, and well in use by then.
- Dr. Shockley will be sharing information about the library grant, acquisitions, usage, expected results and impacts, etc., with Boards of Education at meetings this winter.

The Core Evaluation Team will meet on Thursday, January 7, 2016 at 10 AM, G-V ESC Office. Main topics will include:

Review of Report #7 with updates on items as needed and known including status of data/reports for reading assessments, etc.; ordering completed, books, etc. arrived and shelved; awareness presentations with B of Ed

Status of reminder for use of charts to document and describe usage of library at each site; collect at end of semester

Review draft of questions for students and teachers to solicit anecdotes/statements regarding use of library, its value to them, etc. Finalize and determine instructions needed for librarians and library aides to id participants and collect written responses by end of February

Determine whether/when/why another visit to the library sites by the CET might occur this winter/spring

Identify other items needing to be addressed for the end-of-grant evaluation

Other

Deanna L. Tribe, PI, *The Learning Express*  
January 5, 2016

## ***DRAFT***

*Questions to stimulate thinking for anecdotes/statements/information regarding perceptions of value (to students, to teachers) of the large number and variety of new books and technology to the school library provided through this library grant*

Students : [probably do not need student names, but do need school and grade]

Librarians or library aides identify 4 – 5 students who have made significant use of the library since the arrival of the new books and technology this school year. Include both boys and girls and from different grade levels. Ask them to write their thoughts to the following questions:

- \*How often do you visit your school library? Why? What do you do when you are at the school library?
- \*Give 1 or 2 examples of how visiting the library and using the new materials have helped you with your school work this school year
- \*What do you like best about your school library?
- \*What is your favorite book or books or section of the library?
- \*What does your school library need that it does not have now?

Teachers: [probably do not need teacher names, but do need school, grade, and # years of teaching]

Librarians or library aides identify 2 – 3 teachers who have made significant use of the library (with their classes, for professional development use, etc.) since the arrival of the new books and technology this school year. Ask them to write their thoughts to the following questions:

- \*How have you made use of the school library this school year with your classes? For your professional development? How is this the same or different from previous years due to the significant number of new resources?
- \*Describe how the new books, technology and other resources added to the library this year have been helpful to you in your teaching.
- \*Give a few examples of how these new resources have been of help to your classes; to your students.
- \*In 3 or 4 sentences, write a commercial (or testimonial) for your school library
- \*What does your school library need that it does not have now?

## ***The Learning Express: Innovative Approaches to Literacy*** Interim Report #8

The Core Evaluation Team (CET) of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their eighth session on January 7, 2016, 10 AM, at the Gallia-Vinton ESC Office. Interim Report #7 and the draft of surveys for soliciting anecdotes, statements, and information from identified students and teachers comprised the main agenda for the meeting.

David shared a printed report he had prepared that highlighted unscheduled library visits he had made to all 9 sites on January 5, 2016. This provided very helpful information and insight into the progress being made with the acquisitions, improvements in library shelving, ambience, etc., and usage of forms to collect usage information. This was very helpful to acquire information for the overall evaluation.

From these visits, David reported that the new book shelves are very nice in the Wellston HS Library and most books have been shelved and there is now room for more acquisitions; the Library Grant and Wellston City Schools shared in the cost for these shelves. The library at Wellston Intermediate is more inviting now although there is room for additional improvements especially regarding clutter. Everything looked in order at Bundy Elementary with books being shelved, etc. as was also the situation at the Middle School. Other than the HS, there was no librarian present at the 3 sites at the time of his visit.

At the sites in Gallipolis City Schools, some staff-directed books are on back order at Green Elementary with a new order expected the next day. New signage is in place at Rio Elementary. They had just received a new shipment of books which still need to be shelved. Everything looked in order at Washington Elementary with all books shelved. At the GAMS, they are waiting on back-ordered books. Posters have been displayed and pictures hung to help with information and ambience. The librarian plans to purchase 3 new chairs with Scholastic Book funds to create a reading nook. Students are checking out more books. She will be working with the HS librarian to select much-needed signage. A contact for the possible mural project has been made and Dr. Shockley will meet with Angie Underwood of Chesapeake on January 12. The new signage is great at the GAHS. All books were shelved with the exception of the shipment that came in the morning of David's visit. He and the librarian discussed projector placement for the movie screen; the librarian will check with the Tech Coordinator.

Other materials shared and discussed included:

- \*Data Results for Reading, by grades 3 – 11, for 2014 and 2015 with the % need indicated for both Gallipolis City Schools and Wellston City Schools. Different tests were given in those two years making it difficult to comparatively analyze; however, tests in 2016 are expected to be the same as in 2015, thus providing some comparable data for analysis.

- \*State Percentages for 2015 Ohio School Report Card from the Ohio Department of Education by grade and subject with identified test used and % indicator met

- \*Book circulation data report for Gallipolis City Schools libraries providing data to compare circulations in 2014 and 2015. Via email report on January 14, similar data from Wellston City Schools libraries was provided. These will need to be studied to ascertain appropriate comparison methodology.

The draft questionnaires regarding library use for the Library Grant Evaluation for students and teachers were reviewed and revised. Strategies were identified to select participants and administer the questionnaires. Dr. Shockley will work with school principals to facilitate this. It is hoped that the questionnaires can be completed by the end of February. Dr. Shockley will also see that the Library Usage forms will be collected also by the end of February. The questionnaires and the usage forms will provide perceptions of value and actual usage data for an entire semester with most of the new books, rearranged libraries, and new technology in place and available for use.

On February 22, Deanna spent some time reviewing data and statistical information that David had collected and arranged in notebooks. They also had a brief session with David sharing print outs of information gathered thus far from the teacher questionnaires, etc.

The next meeting of the CET will take place on Monday, March 14, 10 AM, G-V ESC Office. Interim Report #8 will be reviewed to begin the meeting's agenda. Information gathered from the teacher and student questionnaires will be a major topic as will initial observations from the library usage forms.

Other items will include:

- \*Updates on book acquisitions, library function and ambience (eg mural at GAMS), technology as identified in previous reports (eg projector in GAHS)

- \*Follow-up on items identified in unscheduled January 5 visits

- \*Status of Report Cards and other reports from state

- \*Discuss information and data sets available, which can be collected, which are needed to demonstrate relationship of new acquisitions to student academic growth, teacher usage of materials, etc.

- \*Determine whether/when/why another visit to the library sites by the CET might occur this spring

- \*Identify other items needing to be addressed for the end-of-grant evaluation

- \*Other

Deanna L. Tribe, PI, *The Learning Express*  
Assoc. Prof. Emerita and  
Community Development Specialist (Retired)  
Ohio State University  
March 7, 2016

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #9

The Core Evaluation Team (CET) of David Moore, Dr. Denise Shockley, and Deanna Tribe met for their ninth session on March 14, 2016, 10 AM, at the Gallia-Vinton ESC Office. Interim Report #8 comprised the agenda for the meeting.

David had visited the school sites to pick up the student questionnaires and library usage forms—February 25, Wellston City Schools and February 26, Gallipolis City Schools. This also afforded him a brief time to look in on the libraries. These materials per school site were placed in folders to provide information and documentation as appropriate for the final project evaluation. The teacher questionnaires were completed via computer and a print out of responses was also given to Deanna.

All ordered books have been received. The new chairs for Wellston Middle School have arrived. New, additional shelving will be installed in the Wellston High School Library.

Dr. Shockley has arranged for a mural artist (Angie Underwood) from the Proctorville area (Lawrence County) for the Gallipolis Middle School Library. That work is in progress within the library. Another mural, Gallipolis City scenes, will be painted in the hallway. Motivational posters have been placed in the hallway near the administration office. Dr. Shockley emailed photos of the murals to Deanna; they are wonderfully done—a great addition to the library and the school.

Dr. Shockley has attended Board of Education meetings (Wellston City and Gallipolis City) and shared information about the library grant, what has been purchased, accomplished, etc., as a result of this great monetary investment. She reported that the Boards were “more than appreciative.”

Four teachers (started with six) continue taking online courses to obtain School Media licensure through Marshall University. The remaining four are two from Rio Elementary and 2 from GAHS. GAHS Librarian Amanda is serving as mentor to the four teacher-students. The CET expressed some disappointment that there was no one remaining in the program from Wellston City Schools. The program began in the spring of 2015 and teachers will reach successful completion with licensure in the summer of 2016.

The CET discussed school report cards and reading achievement scores and any other data sets that might be available with useful information for the final evaluation report for this grant due in August 2016. David will keep tabs on available, relevant data.

Dr. Shockley expects that there will be information about another round of library grants from the US Dept. of Education sometime in April. She will ascertain the focus for the new round and decide whether, how and when to make application.

Another visit to library sites will take place in May—the 16<sup>th</sup>, Wellston City Schools and the 17<sup>th</sup>, Gallipolis City Schools. These will be brief visits to view the libraries and talk briefly with staff if available. David and Deanna will make these visits.

The next meeting of the CET will be determined after the mid-May library visits.

Deanna L. Tribe, PI, *The Learning Express*  
Assoc. Prof. Emerita and  
Community Development Specialist (Retired)  
Ohio State University  
May 14, 2016

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #10

David Moore and Deanna Tribe of the Core Evaluation Team (CET) met for a tenth session on May 16 and 17, 2016 for field visits to the Wellston City Schools and Gallipolis City Schools library sites, respectively. Dr. Denise Shockley had other obligations and was unable to participate in the library visits on these dates.

Nearly all library sites were visited with the exception of one in Wellston City Schools. At most locations, Moore and Tribe did not meet with library staff members as they were involved with end-of-school-year events and activities. However, the purpose of their visits was to view the physical layouts and ambience of the library sites after all books, magazines, technology, and other items had been received, placed, and in use for several months in the 2015-2016 school year. Tribe took photos at each location.

Moore and Tribe were very impressed with the sites and had perspective for “before” and “after” comparisons of the physical facilities since the CET had made visits to the library sites several times during the past year and a half. Especially notable is the Gallipolis City Middle School Library (GAMS) which has undergone a dramatic transformation not only with the purging of old books, placement of new books and technology, but also the wonderful murals painted throughout the library and near the entrance of the library and the school building. All this artwork has received accolades from students and teachers.

During their travel together to the Gallipolis City Schools library sites, Moore and Tribe discussed the project and its final evaluation information and data needs. It is expected that the Core Evaluation Team will meet again to review the Final Evaluation Report before it is shared locally and submitted to the grant sponsors.

Deanna L. Tribe, PI, *The Learning Express*  
Assoc. Prof. Emerita and  
Community Development Specialist (Retired)  
Ohio State University  
July 17, 2016

***The Learning Express: Innovative Approaches to Literacy***  
Interim Report #11

Denise Shockley, David Moore and Deanna Tribe of the Core Evaluation Team (CET) met for an eleventh session on September 21, 9 AM, at the G-V ESC offices.

The main purpose of the meeting was to review the expectations for the final evaluation, become up to date with the happenings during the last weeks of the grant period, and acquire any relevant data for the final report.

Deanna had a very rough outline for the final evaluation report which the CET reviewed and provided information especially in regard to professional development with staff. Two of the teachers attending Marshall University for the Media Specialist licensure have passed certification. The four who remain in the program have expressed intentions to pursue a master's degree.

There was discussion regarding Ohio tests and other data which might show changes particularly in reading scores. Because the tests have not been consistent over the period of this grant, this will be very difficult to show at this time. Should the testing in the next year or two be consistent combined with the libraries now being better equipped with new print materials and technology, there should be what is necessary to identify any correlations.

Dr. Shockley shared samples of the 150 unsolicited thank you cards she had received from students regarding their appreciation for the new resources and technology for their school library. Examples: "Always glad to have great people like you in our community." "You are fresher than Subway on Monday morning." Many comments were made specific reference to materials, etc., important to the student.

The afterschool programs are aligning with the school libraries.

There is a new curriculum instructor in the Wellston City Schools.

G-V ESC will stay in contact with the Media Specialists and library aides.

The wonderful murals at GAMS were discussed; they are very well received! The G-V ESC Board wants to have a meeting at the GAMS to see the murals. Dr. Shockley has been in touch with the artist who has begun murals on the walls at the G-V ESC offices.

Dr. Shockley said that she would be submitting final library grant reports by the beginning of November. Deanna reported that she intended to have the final evaluation report completed in mid October.

Dr. Shockley provided Deanna with copies of relevant aspects of the most recent School Report Cards that might be useful for the final evaluation report.

Deanna L. Tribe, PI, *The Learning Express*  
Assoc. Prof. Emerita and  
Community Development Specialist (Retired)  
Ohio State University  
October 13, 2016

Library Visits to Schools Participating in *The Learning Express*  
Dr. Denise Shockley, David Moore, Deanna Tribe

School: Gallia Academy High School

Amanda Bailey, Librarian

Date: March 30, 2015

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Fairly typical library appearance; inviting, neat and organized

More pictures needed based on the importance of reading, character, leadership; no pictures on walls currently

Serves as main location for Afterschool

Includes mentoring program and study hall in the Library; yearbook class 1<sup>st</sup> period

Expected to be the location for college credit online classes next year

Student library aides

*Appears conducive to reading, study, research; teacher assignments for library use*

Students have access to a variety of reading materials including magazines (mainly popular ones, not “educational” ones); mysteries are popular with students

Have VCRs with good topics, but need to be in DVD form

LOTS of older books

*Technology in working order, up to date, available for student use:*

14 desktop computers (which can be moved around) and 16 laptop computers

No projector for the screen; may need some adjustment with screen(s) and projector for online college courses

*Organization of books and resources; ease to locate materials*

Books are listed and organized (Dewey System) for easy access.

Need signage

Everything is automated

Staff meetings and email are used to inform teachers of new materials, etc.

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc.*

There is a magazine rack with several different popular magazines. Magazine choices are driven by cost, hence magazines (journals) like *Timeline* (Ohio Historical Society), *National Geographic*, etc., are not purchased.

Dr. Shockley asked for a list by Wednesday of magazines which Ms. Bailey would like to have ordered.

Lots of pleasure reading books with mysteries being favorites. Also like military books

There is a section for teacher professional development resources, but have not yet circulated

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

About ¾ of the 551 enrolled students check out books, mainly fiction

Students have provided many suggestions of books they would like the Library to carry

*Status of weeding and arrangements for locating new technology and new books:*

Process in place; hope to begin next week; expect weeding to take 5 days. VHS tapes could be discarded, some replaced with DVDs. Only saw 4 DVDs on shelf and they had not been taken out of the wrapping – wildlife and nature topics

Discards – GDC has expressed interest; summer pool program; teacher requests for room libraries

*Other: Budget*

About \$1,000 per year, about enough to fulfill student requests

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Small in size. Location seems out of the way rather than in close proximity to classrooms, etc.

LOTS of empty shelves, especially noticeable above computers when entering the room—an undesirable impression

Typical library appearance; some signage

Need more pictures and posters to support reading, building character, etc.

School Board meetings, teacher in services, Afterschool all meet in this room – needs work on the decorum and promotion (through posters, etc.) of what the Library offers/is about. Room should be a showcase for these meetings while very inviting for students.

Classes are scheduled for the Library every period (during student enrichment time), but mainly to use the computers

Teachers do not have classes visit the Library for assignments, reports, etc., but for the computers; no teachers come just for library time with classes

*Appears conducive to reading, study, research; teacher assignments for library use*

Tables and chairs; computer stations

Teacher communications via email

*Technology in working order, up to date, available for student use:*

17 computers with empty shelves above

Projector and screen

*Organization of books and resources; ease to locate materials*

Books and resources are easily accessible

Lots of empty shelving for new books!

Organized by Dewey System; coding and points (for AR) are readily visible

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc.*

Magazine rack available, but holds some old newspapers, National Geographic magazines, etc., donated by a retired teacher – more like dead storage than inviting resources

Students like mysteries and suspense books

Many books in Library's collection (labeled GAMS) were purchased through Afterschool project funds

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

About 75% of approximately 500 enrolled students check out books. Need for so many points per grading period stimulates check outs

Students like series books

*Status of weeding and arrangements for locating new technology and new books:*

Have not begun the weeding process – not much to weed!

*Other: Budget*

Approximately \$500 per year; \$100 for supplies and posters

Summary of Library Visits to Schools Participating in *The Learning Express*  
Dr. Denise Shockley, David Moore, Deanna Tribe

School: Green Elementary

Natalie Fooce, Aide

Date: March 30, 2015

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Library is inviting, attractive and welcoming; seasonally decorated

Aide is knowledgeable of library processes and contents; helpful with circulation #s, provided print-out upon request

Small professional section for teacher use; easily accessible

25 – 30 seats with tables

Afterschool uses library

*Appears conducive to reading, study, research; teacher assignments for library use*

Students attend Library by class; no one in Library at time of our visit

Colorful; AR codes very evident

*Technology in working order, up to date, available for student use:*

Computer lab (28 stations) is adjacent to Library.

One computer for student access is present in Library

*Organization of books and resources; ease to locate materials*

Well organized, Dewey System.

Easy for students to locate books; obvious coding for reading level

There are no books on Ohio counties even though there are class assignments dealing with Ohio's 88 counties

All state books need to be replaced

Non-fiction section is very old

Need updated Ohio Indian books

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc.*

Students have favorite books available

Like animal and sports books; 50 books on wish list

There are no magazines! School yearbooks are on magazine shelving; they are very popular

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

291 students; 282 students check out books; K students come in for story time, no checking out books

1<sup>st</sup> graders can check out 1 book each time; book stays at school

2<sup>nd</sup> – 5<sup>th</sup> graders can take checked-out books home; approximately 358 books are checked out each week

About 4,666 books in Library collection

Have a circulation process in place

*Status of weeding and arrangements for locating new technology and new books:*

There are empty shelves for new books

Weeding process needs to begin ASAP; clear out at least 1/3; non-fiction especially needs close scrutiny

No clear decision yet as to what to do with discarded books; apparently will be a district decision

*Other: Budget and In Service*

Estimate \$400 - \$430 available per year for Library

Professional development for library aide – not included in district in services for reading/literacy; expressed interest in professional development for computer skills, etc.

Library Visits to Schools Participating in *The Learning Express*  
Dr. Denise Shockley, David Moore, Deanna Tribe

School: Rio Grande Elementary

Paula, Aide

Date: March 30, 2015

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Library is inviting and welcoming; in a wonderful location in the building

Nice colors; neat, clean and organized; lots of natural light

Need more shelving

URG project has students who work with elementary students; especially helpful when Aide is in computer lab

Some parent volunteers help out

*Appears conducive to reading, study, research; teacher assignments for library use*

Tables and chairs well arranged

Books are well coded and labeled; shelves are easily accessible

*Technology in working order, up to date, available for student use:*

27 computer stations in lab (for the school) with projector; is located in adjacent room to the Library

There is 1 computer for student use in the Library

Audio books are located in the classrooms

*Organization of books and resources; ease to locate materials*

Very well organized and attractive

Very little empty space on shelves although books are not currently shelved too tightly

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc.*

There is a magazine rack which includes some “educational” magazines

Biographies are needed; also books on animals, military and holidays are requested by students

Good variety of fiction books

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

K – 5 can check out books although K do not take books home; student enrollment is approximately 280

Teachers also check out books. Professional books for teachers are located in Workroom

*Status of weeding and arrangements for locating new technology and new books:*

Has begun the weeding process; expects to discard about 1/3 (which will be necessary to shelve the new books). Waiting on the district process for weeding and suggestions for where discarded books may go.

*Other: Budget*

About \$1,000 is available each year for purchases

Library Visits to Schools Participating in *The Learning Express*  
Dr. Denise Shockley, David Moore, Deanna Tribe

School: Washington Elementary

Mrs. Saunders, Aide

Date: March 30, 2015

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Library is inviting, neat and organized; the Gathering Place with large decorative books, McGuffey Readers, etc., add to the decorum and concept of reading, books, and library

Library aide is very enthusiastic

Not much empty shelf space

Serves as location for Afterschool for computers and homework

*Appears conducive to reading, study, research; teacher assignments for library use*

Conducive to all of these during school day and Afterschool

Two rows of tables with seating for about 25; serves as reading area

Computers along walls took up shelving space for books. Therefore, some books have been placed on shelving that may be too high to see/reach

*Technology in working order, up to date, available for student use:*

22 computers; projector with screen

Computer lab next door

*Organization of books and resources; ease to locate materials*

Shelves are too high for most elementary students; probably discourages use

Coded and very visible labeling

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc.*

Collection includes a variety of fiction and non-fiction.

No magazines

Students like (and request) realistic fiction, sports, mysteries, animals, and non-fiction

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

Students can visit Library twice a day.

60 books a day are checked out; about 485 students check out books (all but K)

About 8,000 books; some are very old. Even with timeless subject matter and topics, students are influenced by the outside appearance of the book

*Status of weeding and arrangements for locating new technology and new books:*

Has not started weeding process although some was done when they changed buildings. Waiting to learn the process from Ms. Bailey.

Need to weed fiction which comprises the main part of the collection.

Must have shelving space for the new books.

*Other:*

Summary of Library Visits to Wellston City Schools Participating in *The Learning Express*  
Dr. Denise Shockley, David Moore, Deanna Tribe

School: Wellston High School

Cheryl Godwin, Librarian

Date: March 31, 2015

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Looks like an expected typical library; could use more decorations, pictures and posters

Does have some informational charts regarding testing, student activities, etc.

Good signage to mark Dewey sections

The room is of a good size; a multi-purpose room

Natural light with lots of windows and outdoor scenery

Faculty meetings are held in this room

Academic Study in mornings with about 30 students during this time at study tables

10 – 12 students do Credit Recovery each day

Librarian teaches elective class on research skills and “Books to Watch”

*Appears conducive to reading, study, research; teacher assignments for library use*

Communications with teachers are handled by email and with department heads; Librarian does not attend department head meetings

4 very worn lounge chairs need to be recovered, replaced or eliminated as they project a worn-out appearance to Library

Tables with chairs placed throughout room with study section at entrance to Library.

World globe

Posters with assessment information; announcement board

*Technology in working order, up to date, available for student use:*

9 desktop computers; 20 laptop computers (outdated); computers are used for homework

TV and DVD player; needs projector

Computer lab is next door to Library; librarian not responsible for it

*Organization of books and resources; ease to locate materials*

Books are organized for easy location and access by Dewey System and fiction by Author’s last name

Has reference section, new books section, and careers section; also a section for regional history

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Has magazine section including *National Geographic*, *Time*, etc

Fiction is very popular which is most requested and represents most of the checked-out books

7 minutes of silent reading takes place every morning in the entire building

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

There are 4,830 books in the library

About 25% of the 450 high school students check out books

Has print outs with age of books, etc.

*Status of weeding and arrangements for locating new technology and new books:*

Has not begun the weeding process; estimate that 50% of the books will be discarded [by April 13, expect weeding to be completed]

Discarded books will be given to students, parents, and faculty—expected to be out the door by end of April

Will run a circulation report to assess usage of books to help with weeding

Student assistance available

*Other: Budget and In Service*

No set budget. Spent about \$3,000 last year; has received what has been requested

Library Visits to Schools Participating in *The Learning Express*  
Dr. Denise Shockley, David Moore, Deanna Tribe

School: Wellston City Middle School

Michelle Walburn

Date: March 31, 2015

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Very inviting; attractive; well decorated. World globe and some posters in room

Small, pleasant room with tables and chairs throughout

Study carrel with computers

Very good bulletin boards with Dewey classifications to help students locate books

Teacher meetings and Afterschool activities and tutoring take place in Library

Room used for testing and therefore shut-down for library services (Lib. Aide not happy with this)

*Appears conducive to reading, study, research; teacher assignments for library use*

Students beginning to use Library for research

Magazine rack available

6<sup>th</sup> graders do research needing biographies

Teachers typically do not bring students very much to use books with an exception\*

Suggestion was made by DS to conduct promotions to encourage reading certain Dewey classifications

*Technology in working order, up to date, available for student use:*

6 computers and a printer for student use

2 TVs with DVD player; white board needed

Have very few DVDs

Computer lab with 22 computers close by; library aide doesn't deal with the lab

*Organization of books and resources; ease to locate materials*

Books are organized and easily accessible; Dewey System on display

AR points not in effect yet; no AR coding in place

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Students read a lot of fiction; need more updated books including new covers on classics section to encourage use

Need a new set of Harry Potter books; also books on military topics

6<sup>th</sup> grade, non-fiction; like smaller books

7<sup>th</sup> grade begin chapter books. Interested in military topics, mythology

Some books are promoted through displays

Has magazines, but last year's issues; not current due to subscription costs. Boys read magazines, especially hunting topics, more than girls. DS offered funds to renew subscriptions; need list of magazines by April 2

Students enjoy coming to the Library; consider it a happy place

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

About 4,395 books in library. 400 students in MS, close to 100% check out books

\* Language Arts teachers bring classes every other week

Lots of books on display; encourages check-outs

*Status of weeding and arrangements for locating new technology and new books:*

Need to get started ASAP. Needs help in walking through the process as library aide hates to throw books away

Will discard by district plan of giving to students, parents, and faculty

*Other: Budget*

Need higher Lexile books; Lexile and AP labels needed for current books

No budget info in reviewers' notes

Dr. Shockley requested magazine subscriptions and Encyclopedia updates by Thursday, April 2 for immediate ordering

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Library has a lot of displays, posters, artifacts, etc.

Too many books out at one time; lots of Scholastic books, some in subject and topic groupings

Lots of very poor condition books, many of them taped; not sure if they are donated books

Dewey classification system not marked

Reference books hard to access—behind a pile of “stuff,” giving the appearance that they are not a priority

Rules for using the Library were on display

Multi-purpose room

*Appears conducive to reading, study, research; teacher assignments for library use*

There is a variety of books, especially fiction; a lot of stuff

Has the appearance of a used book store; cluttered; junky; reference section very cluttered

Many VHS selections; only 6 DVDs

Lots of clutter around the room; looks like in-Library storage of stuff

Library is part of 6 week system in that classes visit the Library 1 day per week for 6 weeks; believe this may happen twice a year

4 boxes of give-away books on floor

*Technology in working order, up to date, available for student use:*

6 computers in study carrel with printer on top

2 TVs with DVD players; no projectors

No computer lab on the Intermediate side; share lab with Middle School

Have a set of Chrome Books

*Organization of books and resources; ease to locate materials*

Books are easily accessible [if you can find one among the many]

Need labels to help identify sections/classifications of books

Too many books on display at one time on top of shelving

Organization is badly needed; a lot of clutter in the room

Storage boxes on bottom shelves

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc.*

A wide variety of books, especially from Scholastic

Lots of books out on display

Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:

5,645 books in Library; only 3,786 with call items

370 students with 95% checking out books

*Status of weeding and arrangements for locating new technology and new books:*

Lots of weeding and de-cluttering necessary!

Perhaps put some of the Scholastic books in storage and bring them out at different times so that they appear as new offerings; too many can be over-whelming; or separate Scholastic books into a separate section

Weed out the big collection of VHSs; probably whole section of VHS tapes needs to be discarded

*Other: Budget*

All books need to be cataloged

Budget information not available due to Ms. Collins absence during our visit

Library Visits to Schools Participating in *The Learning Express*  
Dr. Denise Shockley, David Moore, Deanna Tribe

School: Wellston City, Bundy Elementary

Michelle Thompson, Aide

Date: March 31, 2015

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Very attractive and well decorated and organized

Books on display on top of shelving; seasonal book displays

Colorful posters and displays

Small, cozy room

No coding on books

6 tables with small chairs

Lower shelves were empty; hard to see by older students, but might be accessible for younger ones

*Appears conducive to reading, study, research; teacher assignments for library use*

Appears conducive to reading and study

Magazine rack with *National Geographic*, etc

Area with books for students who cannot check out books (blue elephant area)

Easy readers in one location

*Technology in working order, up to date, available for student use:*

2 computers plus printer for student use

1 TV with DVD/VCR player (in use during our visit)

Computer lab with 25 computers in adjacent room; library aide does not work with the lab

*Organization of books and resources; ease to locate materials*

Utilize Dewey System for non-fiction; books are coded for reading level, e. g. E = Easy

Books are easily accessible

Books are organized by topics, e. g. animals, science, etc

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc.*

Library has a variety of books on a variety of topics

Students have 30 minutes in Library to watch movie, color, check out books

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

410 students at Bundy Elementary; 80% check out books

5,088 books in collection

Section for “give-aways of VCRs and books which were mainly donations

*Status of weeding and arrangements for locating new technology and new books:*

Has not started weeding process

Expect 50% to be discarded

.

*Other: Budget*

About \$500 per year

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Library is inviting	Could put new books on display
Artwork – motivational posters and pictures	Easy to browse for books
Nice magazine display	Clean; limited decorations; uncluttered
2 scheduled study halls take place in Library	

*Appears conducive to reading, study, research; teacher assignments for library use*

Easy access  
Neat and organized  
Computers/study tables grouped for easy use  
4 easy chairs for leisure reading—2 with a table in between; not really arranged for conversation

*Technology in working order, up to date, available for student use:*

New flat screen TV  
Need Projector/screen to be motorized for ease in use and visually effective for viewers  
New monitors on display  
Chrome Books in rolling cabinet  
Scanners

*Organization of books and resources; ease to locate materials; signage in place*

Books are organized  
Need more obvious signage [Librarian asked to get an order to Dr. Shockley immediately]  
Only saw (or most obvious) Fiction/Non-fiction signage  
Unmarked bookshelf by copier—for teachers?

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

4 easy chairs for leisure reading  
Magazine rack available with a variety of magazines; good display area  
Good selection; need more Appalachian topics in books  
Popular and educational magazines; seem to be well used  
Some expansion room for leisure reading materials

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

17 class groups to date have used the library  
Students have doubled the checking out of books so far this school year

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc.*

Wants more biography and reference books  
Getting these new books and technology is “Christmas for a librarian”  
Word is spreading about the new books  
More teacher interest

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

Yes; keeping a record of student, teacher and class visits

*Other:*

Still need more non-fiction  
Needs a working projector; automatic screen (Classrooms have projectors)  
October 9 in service (Kindle Fires/Chrome Books)

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

An improvement, but could use some more work                      Display student art work to decorate the library  
More focal points needed    Lots of empty shelves  
Cloud theme in decorations  
Idea for mural in the area above computers where empty shelves are (Dr. Shockley)  
Library Aide did not interact much with us until after Principal came in; kept watch on students

*Appears conducive to reading, study, research; teacher assignments for library use*

Students were working on computers  
7 tables/chairs with castors

*Technology in working order, up to date, available for student use:*

17 desk top computers

*Organization of books and resources; ease to locate materials; signage in place*

Signage not apparent  
Need more signage and more obvious signage  
New books still in boxes piled in back corner

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Magazine rack available (old) with old magazines (*National Geographic* mainly); replace it and move elsewhere  
Leftover newspaper pages of historic or reprints of significant event—need to be moved elsewhere, perhaps framed and placed on wall if valuable/worthwhile  
No variety of magazines; Dr. Shockley offered \$600 for subscriptions. Library Aide to get titles to her ASAP

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

Circulation has increased, almost double  
Boys like graphic novels and sports titles and skinny books; girls like series books and drama titles  
20 classes to date have scheduled the library, mostly computer related

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc.*

Need mirrors in both back corners to be able to keep an eye on students  
Principal entered into conversation with us; wants students to be excited about reading, this to be an inviting place  
Need signs to label areas of the library

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

Yes, it is being used

*Other:*

Dr. Seuss, 2 displays; 4 posters; 6 students  
Discussed motivational posters in the hallways with the Principal  
Need a series of books with middle school content and subjects, but on a lower reading level

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

So very inviting!

Well decorated; seasonal decorations; lots of decorations without being cluttered

Pete the Cat theme

*Appears conducive to reading, study, research; teacher assignments for library use*

Neat and organized

Circle read-rug

Section with 5 tables with chairs

Books on display

*Technology in working order, up to date, available for student use:*

Technology is available

Work on getting Kindles up and running

Chrome Books – research M, T, W by class

Schedule with teachers to bring classes in to do research

*Organization of books and resources; ease to locate materials; signage in place*

Good signage, but small

Needs better signage; all sections not marked, those marked are general categories

Books are organized

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Carpet area for leisure reading

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

Working on a schedule to allow teachers to bring their students for research

Increased circulation

Teachers are borrowing subject books for their classes, e.g. 5<sup>th</sup> grade on Indians

K can now check out books to the classroom, not to home

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc.*

Library Aide developed flier to alert teachers about the new books, etc. in the library

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

Chart is being used

*Other:*

Principal joined our session with the Library Aide; showed lots of interest and asked questions. He proposed a partnership with the Bossard Library

Read-a-Thon fund raiser – “Learn 2 Earn”

More easy readers for AR points

Students want more non fiction

Teachers want the Ohio county books

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Book fair taking place

Difficult to determine what library might be like as there were tables, displays, etc., of book fair books everywhere

*Appears conducive to reading, study, research; teacher assignments for library use*

Yes

*Technology in working order, up to date, available for student use:*

Computer lab adjacent to library

Students at the computers (with ear phones)

28 desk top computers; Chrome Books; Kindle Fires

Library Aide handles this computer lab in addition to the library

*Organization of books and resources; ease to locate materials; signage in place*

As far as we could see, books are organized

Signage present, locally made stand-up signs

New and better signage needs to be ordered

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Not available today; not sure about other times

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

Increased book use

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc.*

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

Library Aide has her own chart to keep track of library usage and a schedule

Asked that she also use the Library Grant Record Sheet which will provide much needed info for the evaluation

*Other:*

Book fair had plenty of parent volunteers; library was crowded with students looking at the for sale books and other items

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Very small, but neat and organized; can tell that this is a library

Bottom shelves are empty (Library Aide believes these are too low for students); how do students reach top shelves?

Need additional shelf space

Neat book arrangements

Room is computer focused

Not as inviting and welcoming as our first visit last fall

*Appears conducive to reading, study, research; teacher assignments for library use*

Could display new books

Area rug for group reading

Need student art displayed

More focused on computer work; seems driven by testing

*Technology in working order, up to date, available for student use:*

20 - 22 computers

*Organization of books and resources; ease to locate materials; signage in place*

Books and resources are organized

Signage is in place although better signage is needed. It is large enough to see, but “homemade” labels for general sections

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Need to have a focal point for leisure reading

Students reading for AR points

Books on shelves closing off the door are not well organized

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

Circulation has increased even though circulation was already good

No art until January

45 minute reading time, every grade, once a week

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc.*

Need more books – chapter, nonfiction, biographies, graphic novels

Need more electric outlets and well placed for usefulness

Need comfortable seating like bean bag “chairs”

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

None currently in use. Asked her to keep the Library Grant Record Sheet to record student, teacher, and class visits

*Other:*

Library Visits to Schools Participating in *The Learning Express*  
Dr. Denise Shockley, David Moore, Deanna Tribe  
Beginning of School Year 2015-16, after 1<sup>st</sup> round of books, etc., delivered and placed

School: Wellston High School

Date: September 21, 2015

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Very inviting and welcoming	Shelves were full with books
Art work on display (acquired from school's art show)	New chairs
More colorful	Consistent book coding
Attractively decorated	
Class in session during our 1 <sup>st</sup> period visit	
[The school no longer incorporates 7 minutes of reading time at the beginning of each day]	

*Appears conducive to reading, study, research; teacher assignments for library use*

Books were labeled and organized  
Very conducive  
Nice, new leisure chairs

*Technology in working order, up to date, available for student use:*

Okay; new TV  
Chrome Books being used almost daily; students like them; seem more engaged  
Students like e-assignments; some are emailing teachers

*Organization of books and resources; ease to locate materials; signage in place*

Good signage; easy to locate and read  
Books were organized  
Reading codes

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Leisure place to read  
Magazines available; magazine rack with a variety of reading material  
Variety evident

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

No comments listed

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc*

Students are excited about new selections  
Offered teacher scavenger hunt; not as good a participation as hoped. Teachers who did participate found things of interest

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

In place  
Teachers and students (soon) can sign in to record use

*Other:*

*Southeast Ohio Magazine; Timeline from Ohio History Connection (?)*  
Getting additional shelving soon along empty wall, probably by end of December to coincide with next book order

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Very inviting—posters and art work on display; books on display

4 large chairs need to be replaced

Books attractively arranged

*Appears conducive to reading, study, research; teacher assignments for library use*

Variety of topics

Reading areas grouped

Library is open T, W and every other Th with Library Aide; teachers can schedule other times, but no book check out

*Technology in working order, up to date, available for student use:*

New flat screen TV; Library Aide uses the TV to teach about additional technology and how to use online books

Social Studies classes, especially 6<sup>th</sup> grade, are using Chrome Books

*Organization of books and resources; ease to locate materials; signage in place*

Books are organized and in sections; easy to locate

Easy access to books and resources

Bulletin board dedicated to signage—very cool; very evident

Codes are on books

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Magazine rack available; magazines are not all in yet

Short stories; Series books

Books on display on top of shelving

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

Large numbers of students have checked out books

About 400 books are checked out; “kids are checking out books right and left”

Have lists of groups of students and lists of classes that come into the library

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc.*

Many more students are checking out books

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

Charts are being used

*Other:*

Need to complete series of Series Books

Chairs at tables are old

DVDs – Follettes are expensive; making a list of different sources that might be more reasonably priced

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Still needs to work on de-cluttering; e.g., boxes, clear containers, boxes of tapes, tree in window; boxes in corner covered with paper; much better than first visit although more de-cluttering needs to be done; still keeping too much “stuff”

More books need to be on display

Lacks focal points

Room on shelves

[Students were very noisy; did not adhere to requests to be quiet, pay attention, etc.; little control by Library Aide]

*Appears conducive to reading, study, research; teacher assignments for library use*

Students have pulled books off shelves

Bulletin board area needs updated

No layout of reading sections (only classroom setups)

*Technology in working order, up to date, available for student use:*

New flat screen TV and Chrome Books

Need a DVD player with speakers; needs to be hooked in at the back of the room

Could printer be moved to circulation desk area? – a safer area

*Organization of books and resources; ease to locate materials; signage in place*

Need more signage displayed

Fiction organized by Sponge Bob, etc., by letter, by subject, not Dewey System

Books could use some organization

Books are laying down on shelves

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Magazine rack available

Aide has little control of students; reminders to be quiet; reminded students they were getting AP points

No focal area or leisure area

.

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

Students were checking out books [and being noisy while they did so]

Teachers do not bring in classes

Library open with Library Aide M, W, and every other F

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc.*

Needs 3 – 4 more Chrome Books; have to be used in the library. Teachers have access to them when Aide is not present

More biographies needed

Series books, some titles missing

Move non-fiction

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

Not using chart; was asked to begin doing so to record teachers/classes use of library for Library Grant evaluation

*Impressions of library, i.e. inviting and welcoming; attractively decorated; single use or multi-purpose room; other uses of library; staffing; other*

Very colorful; nice Dr. Seuss area rug

Books are on display

Posters very inviting

Lots of open book space

Some magazines outdated (*National Geographic*)

Designated reading area with rocking chair

Creative seating with painted tires, covered stools inside

*Appears conducive to reading, study, research; teacher assignments for library use*

Students have tables and chairs to use for reading

New Dr. Seuss area rug added

3 tire cushions added for seating

Open space

*Technology in working order, up to date, available for student use:*

TV

More DVDs available; nice selection of educational DVDs

Lots of VHS tapes (*Dumbo, Bambi*, etc)

*Organization of books and resources; ease to locate materials; signage in place*

Books are organized and labeled

Signage needed

Big non-fiction section with books on display

Soft bound series books in magazine holders

Good section of educational series books

*Leisure reading—variety of subjects; magazines; local authors and regional topics, etc*

Wide variety of magazines available

Back wall has new holders for paperback books

Good selection and variety of age appropriate magazines

*Circulation—numbers or % of students; subjects in frequent circulation, student requests, etc.:*

The Library Aide was not present during our visit. Neither were any students in the library. No activity going on

*Comments from library staff regarding how they are promoting new acquisitions, perceptions of use, etc.*

Library Aide was not present to talk with regarding this question

*Chart (Library Grant Record Sheet) to record teacher/class visits to library in place and being used:*

Placed a Library Grant Record Sheet chart on the desk

But there was evidence of keeping track of students and the books they checked out.

*Other:*

Fire Marshall may request that the paper streamers/stars/owls be taken down

Suggestion for Library Aide training—visit other school libraries in the district

## **A Dozen Suggestions to Foster Use of New Library Resources**

*(Check those which you try. Information will be collected by the G-V ESC to share with funders of the Library Grant related to what has taken place as a result of their investment in the school library.)*

1. Arrange with library staff for class visits to the library, pointing out new books and materials relevant to age and levels, subjects, the signage for locating them, the Dewey System, posters, displays, announcements, etc.
2. Create your own activity for your classroom, introducing the new additions to the school library; repeat more than once in school year for subject matter, seasons, authors, etc.
3. Develop scavenger or treasure hunts or trivia challenge activities for your class to help acquaint them with the library, especially the new books – examples: exploring different sections; discovering authors and collections; finding magazines, dictionaries, encyclopedias, atlases; locating Newberry Award books; finding fiction and non-fiction areas; locating books with illustrations; selecting books of poetry; locating non-book resources; etc.
4. Prepare classroom bulletin boards or displays showcasing library books and resources related to a class or subject being studied. Examples: September as national literacy month; Black History month in February
5. Develop an activity with students to help make their parents/family aware of the many new books, materials and technology helpful to students and the classroom provided through a special library grant; communicate this with parents at an event and in other ways
6. Get acquainted with the technology acquired through the library grant and determine how to best make it useful to you and your students
7. Include visits to the library on a regular basis for students to check out/read books for leisure
8. Utilize library resources/technology for your own professional development, PowerPoint presentations, showing DVDs, etc.
9. Incorporate a book review(s), written or oral, once or more often this school year
10. Talk with a teacher who is currently taking librarian coursework (Marshall University) as a part of this library grant. Get a tip or idea for how you can better utilize library resources in your classroom.
11. Check the website for the Association for Library Service to Children ([www.ala.org/alsc/kickstart](http://www.ala.org/alsc/kickstart)) for “Program for School-Aged Kids” which has many activities to engage students and promote the library. Examples: Students design their own campaign poster after locating books about presidents in library; students find books on letter-writing, on poetry, etc., then write a thank-you letter, a poem, etc.; students design a library bookmark; feature non-fiction disaster books about the Titanic, the Hindenburg, Challenger, earthquakes, etc.
12. Include student activities like the following, preferably written as this may provide information to share with the funders of the Library Grant regarding perceived value of the library to students. It would be great if this could be done sometime during the first semester or early in the second. Collect, label with grade and class, and give to the library staff who will forward these on to the G-V ESC Office. Thanks!

*I like our school library because* \_\_\_\_\_

\_\_\_\_\_

*My favorite book I have read so far this school year is* \_\_\_\_\_

\_\_\_\_\_

*Its author is* \_\_\_\_\_

*It is my favorite book because* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Survey related to *The Learning Express Library Grant* in Gallipolis City and Wellston City Schools , May 2015

This survey is for teachers, library staff, and building principals. Thanks very much for participating in this survey which will provide useful information as the Library Grant is implemented. Survey was conducted electronically.

1. Which best describes your position/role at your school?

- Teacher
- Librarian or Library aide
- Building Principal

2. Which best describes your assignment?

- Elementary (K – 5)
- Middle School (6 – 8)
- High School (9 – 12)
- Special (K – 12)
- Administrative office
- School Library staff

3. How long have you been in your current position?

- 1 – 2 years
- 3 – 5 years
- 6 – 10 years
- 11 or more years

4. What is your impression of the Library in your school?

- Positive impression
- Negative impression
- Neither positive or negative
- Undecided

5. Prior to receiving the Library Grant, what improvements need to be made in your school's library? (Rank from most important to least important; 1 = highest)

- More books
- Updated, newer books
- More technology, e.g. computers, projectors to show DVDs, etc
- More professional development resources for staff
- Better signage, e.g. for Dewey System
- More comfortable seating

6. If you are willing to help increase students' visiting the library, especially to improve access to printed materials, leisure reading, etc., how would you like to help? Check all that apply.

- Requirement that students visit library on a regular basis
- Critique books and resources with findings shared with school staff via email, social media, etc.
- Include library time in Master Schedule
- Incorporate library time and visits into class work and/or special assignments
- Do not wish to help
- Does not apply to me

7. How important do you believe the school library is to students? Rank from 1 (very important) to 5 (not important)

- 1 Very important
- 2 Somewhat important
- 3 No opinion one way or another
- 4 Hardly important
- 5 Not important at all

8. How important do you believe the school library is to teachers? Rank from 1 (very important) to 5 (not important)

- 1 Very important
- 2 Somewhat important
- 3 No opinion one way or another
- 4 Hardly important
- 5 Not important at all

9. How important do you believe the school library is to building principals? Rank from 1 (very important) to 5 (not important)
- 1 Very important      2 Somewhat important      3 No opinion one way or another  
4 Not very important      5 Not important at all
10. How important do you believe the school library is to parents? Rank from 1 (very important) to 5 (not important)
- 1 Very important      2 Somewhat important      3 No opinion one way or another  
4 Not very important      5 Not important at all
11. Our school library is open for use and staffed on an every-day basis. Check the best response for you.
- Yes  
No  
Not every day, but know the open times and can accommodate for my needs  
Not every day; open schedule varies making it hard to plan student visits, projects, etc.  
Availability for my classroom is on a 9-week basis
12. What will encourage you to include more use of the library in your work? Check all that apply.
- Availability, e.g. hours open and/or space available for special work, meetings, etc.  
Up-to-date materials and resources  
Helpful library staff  
Resource materials available to develop classroom lessons and activities  
Capacity to show DVDs, access computers, other technology
13. Has the school library been scheduled into the master schedule?
- Yes      No      Don't know      Doesn't matter
14. What describes use of the school library in this 2014-15 school year? Check all that apply.
- Work by students on classroom projects, activities and/or assignments  
Small group work by students  
Tutoring  
Personal reading time for students  
Book check-out by students for in school and/or at home reading  
Student use of computers for assignments, etc.  
Study hall function  
Testing location  
Afterschool program  
Location for meetings (faculty, Board, etc.)  
Location for special activities and events
15. What units of instruction (2015-16 school year) will involve your taking students to use the school library? Check all that apply.
- Language Arts  
Reading  
Writing and Grammar  
Social Studies (Geography, History, Government, Economics, etc.)  
Mathematics  
Science  
Family and Consumer Sciences  
Agriculture  
Art/Music  
Does not apply to me
16. Are teachers, particularly Language Arts teachers, involved in book selection for your school library?
- Yes      No      Sometimes      Don't know
17. How important is it that your school library be attractively decorated, well organized, and staffed with knowledgeable workers?
- Very important      Somewhat important      Doesn't matter      No opinion      Not important at all
18. Prior to the Library Grant, our school library has a balanced collection of books according to the Dewey System and a nice offering of leisure reading selections including magazines.
- Yes      No      Somewhat      Don't know



Overall N of potential survey respondents: 273. The total number of respondents from Gallipolis City was 157 (almost 100%)! The total number of respondents from Wellston City was 69 (60%).

Nearly 89% of the respondents were teachers, 7% librarians/library aides, and 4% administrators. About 43% had elementary assignments, 20% middle school, 20% high school, 16% special, and 1% library staff. Forty-six per cent had been in their current position for 1 – 5 years while 37% had tenures of 11 or more years.

Seventy per cent of respondents have a positive impression of their school library while 3% have negative impressions and the remainder neutral or undecided.

Pre-library grant, respondents overwhelmingly noted more and newer books and more technology being needed improvements in their school's library. Better signage for using the library and more comfortable seating were also noted for improvement.

Respondents indicated that they could help increase students' visiting the library by including library time and visits into class work or special assignments (64%) while 45% checked making regular library visits a requirement.

About 89% believe that the school library is very important or somewhat important to students while 51% believe it to be of similar importance to building principals, and about 45% of similar importance to parents.

Nearly 78% indicated that their school library is either open every school day (46%) or at times when their needs can be accommodated. Thirteen per cent responded that it is hard to plan student visits and projects because of the varied open schedule for the library.

Available up-to-date materials and resources and materials for developing classroom lessons and activities will encourage more than half of the respondents to include more use of the library in their work. It is also important to 36% of them to have the capacity to show DVDs, access computers and other technology.

About 55% believe that the school library is included in the master schedule while 34% indicate it is not.

School libraries serve a variety of functions and uses indicated by respondents as follows: student book check out (89%); testing location (71%); Board and faculty meetings (67%); student personal reading time (53%); student work on projects, activities, assignments (52%); after school program (48%); student use of computers for assignments (46%); special activities and events (44%); tutoring (42%); student small group work (37%); and study hall (29%).

The main instruction areas noted for taking students to use the library in the upcoming school year include Reading (45%), Language Arts (38%), Social Studies (27%), Science (24%), and Mathematics (17%).

Over 1/3 of respondents do not know if teachers, particularly Language Arts teachers, are involved in book selection for their school library. About 26% are involved and 24% sometimes involved in this selection; 16% are not involved.

Having a school library that is attractively decorated, well organized and with knowledgeable staff is very important to 74% of respondents and somewhat important to 21%. Only 5% had no opinion or are neutral for these qualities.

Pre-library grant, 19% of the respondents believe that their school library had a balanced collection of books (Dewey System) and a nice offering of leisure reading selections including magazines; 46% indicated somewhat, 23% do not know, and 13% indicated no.

Nearly 87% of respondents indicate that a state of the art school library is an integral part of the curriculum which can help alleviate barriers, enrich students' environments, and encourage learning.

About 38% of respondents disagree or strongly disagree that their school library functions more as an "extra space" for meetings, testing, etc. than as a student place for learning. Over a third indicates this sometimes occurs while 27% indicate this to be the situation at their school library.

Twenty per cent of respondents indicate that their school library provides resources for their professional development and for curriculum needs; 41% indicated sometimes; 20% indicated no while 17% do not know.

Regarding their school library's promoting literacy for students across the content areas, 41% indicated yes; 22% sometimes; 16% varies across the content areas; 14% don't know; and 8% no.

For teachers who have a collection of library books in their classrooms, the following describes the main purposes of these collections: student access to books during sporadic reading time (47%); books frequently used for classroom projects and activities (34%); multiple copies of frequently used books (25%); more handy than visiting the school library (22%); books gifted to our classroom (19%). Thirteen per cent responded that they do not have a collection of library books in their classrooms while 15% responded that they would like to have such a collection. A significant 28% indicated that this question did not apply to them.

Ways in which respondents indicated that they had made use of the school library during the current school year include resources (approximately 65%); technology (approximately 62%); leisure reading (about 55%); and professional development (about 22%). Almost 70% indicated they did not make use of the school library for themselves.

As a very significant amount of funding through this library grant is purchasing new books and other print resources and technology, the main ways respondents indicated that they intended to make use of these newly acquired resources in the upcoming school year by: having students visit library at least once a week (56%); selecting books for Accelerated Reading program (54%); location for meetings, testing, etc. (35%); after school program (32%); creating PowerPoint presentations, reports, etc. (30%); showing DVDs (27%); History Day, Science Fair, Academic Festivals (26%); and requiring students to do a book report every 9 weeks (18%).

## Teacher Library Materials and Technology Questionnaire

(Administered electronically, hiding name and email; open from 1/13/16 – 2/26-16)

N = 40 Respondents (combining Gallipolis City and Wellston City Schools)

Composite based on Question Aggregate Summary provided to PI

N = 40 Respondents (15, Wellston City; 25, Gallipolis City completed entire questionnaire including the open-ended questions)

Of the 40 respondents, 37% teach English/Language Arts; 24% teach Math; 20% teach Social Studies; 19% teach Science; and 1% teaches Home Economics.

The grades taught by the respondents are as follows:

12<sup>th</sup> – 10; 11<sup>th</sup> – 9; 10<sup>th</sup> – 8; 9<sup>th</sup> – 8; 8<sup>th</sup> – 1; 7<sup>th</sup> – 0; 6<sup>th</sup> – 3; 5<sup>th</sup> – 6; 4<sup>th</sup> – 7; 3<sup>rd</sup> – 5; 2<sup>nd</sup> – 3; 1<sup>st</sup> – 2; K – 2

Q Have you made use of the school library this year with your classes?                      Yes – 85% (N34)                      No – 15% (N6)

Q Have you made use of your school library for Professional Development?                      Yes – 33% (N13)                      No – 68%(N27)

Q What does your school library need that it doesn't have now? (Checkbox list)

Audio books (17)

More videos (16)

More computers (12)

More professional development materials (11)

Chromebooks (11)

Educational games (11)

More non-fiction books (8)

More magazines (7)

More career readiness books (6)

Electronic readers (6)

Interactive communications capabilities (6)

IPad/Phone chargers (5)

More fiction books (3)

Credentialed library position (3)

Group structured seating (3)

The following are the open-ended questions with responses; in some cases, the complete response did not show up on the print out provided to the PI; these are indicated with ...

*Q How is your use of the school library with your classes/for professional development the same or different from previous years due to the significant number of new resources?)*

### Wellston

NA/first year teacher; used the library for resources in past years, but do not take advantage of it nearly enough

My students use the library to get books and help with their research projects

I have used the library more this year than I have in previous years. The new resources for current events are something that I use in my classroom. My students also use the library at times if they need a computer to do work.

It is the same

The new resources are more current and have increased the reading interest level of my students

We have some new books this year! So, I am able to use them in my classroom for my weekly theme. Also, we have new Chrome Books that I use during professional development.

Same

Some more math related material. More technology is helpful; My RTI group uses new books each week for our instruction

No difference

Same

We still use the library during class with the same frequency as previous years, due to the schedule of our part-time media specialist. The difference is that students are checking out more books (two at a time) during each visit.

This year we are using accelerated reader on STAR and all the new books help this program be successful.

### Gallipolis

This is the first year I have scheduled classes in the library. The new resources are very helpful with reading and writing assignments.

Having new technology and materials that are up to date have been a valuable resource

There are several new books that we haven't had before.

I have used the library for resources in past years, but I do not take advantage of it nearly enough.

My students have been eager to check out and read books from an expanded collection of picture books.

This is the same as previous years. I always strive to utilize the library. I recommend books for checkout, promote reading in the library, use the laptops with classes, and use the space for small meetings.

We continue to utilize our library to help maximize student and teacher performance in our school.

I have found the additional resources very helpful for my class, as well as, for my professional use. I believe the students have enjoyed the library when used for research on class topics.

I have not had a need at this time

It is the same.

Lots of professional development resources that I was surprised to find.

Different, more selection for teachers; more use due to more books available

Students are visiting the library more often to trade books due to the new selection and higher quality of materials.

The Chrome books were a big tool to help us prepare for state testing. The extra books help because they allow students to be able to work diligently in accelerated reader. The new books gain their interest better.

We are happy to use some of the new resources for research projects. Our kids will be able to use the Kindles and QR codes to research famous Americans for the first time which will be exciting.

I am new to the building this year so I cannot compare to previous years.

Not aware of PD

Our book collection has greatly improved in our library. The students have a wide range of books to choose from. This has really helped with our Accelerated Reader program.

I have taken my class in more; the children are reading more and have more options of what to read.

I assign reading assignments and the students use reading materials from the library. I share documents and grammar/vocabulary practices with the students on Google, and they use the computers/chrome books to complete the work.

The books to which the students have access GREATLY reduces the amount of books I have to track, store and keep track of throughout the school year.

There are updated nonfiction resources that make the library's print materials much more relevant.

Updated materials; we are also able to use Chrome books which are very helpful.

*Q Describe how the new books, technology and other resources added to the library this year have been helpful to you in your teaching.*

### Wellston

I love having the library as a resource. Unfortunately we live in a time where few people read magazines or newspapers. I love being able to utilize that aspect of the library when it comes to the courses I teach.

I really need to check those out!

My students like the different book options.

It has helped me integrate current events in my classroom. I also like that if I have a student who is lacking technology resources at home Mrs. Godwin allows them to come into the library and work.

Through a professional development training, I learned of the InfOhio resource. I needed some help searching for articles, and the librarian was extremely helpful.

N/A

The technology has been helpful for research projects

The new books have been very helpful! I am able to find books to correlate with every holiday or theme.

I do not use the library

Students are more familiar with using the technology

The new books are more age and reading level appropriate

Not applicable

There are more chrome books for student use and testing, and students have a wider selection of books for classroom reading

Since we have incorporated the Accelerated Reader program in my classroom, the increase in available books has been wonderful. I see students are more excited about reading, especially books in a series. They can't wait until our next visit to the library to check out new books. We have used books for both independent reading and for class projects.

The new books give the students more options to read and this helps keep them interested in reading and it also helps with using accelerated reader through STAR.

The new books also help with writing reports.

The new technology gives the students more chances to work with technology and to become better with using it.

### Gallipolis

The new resources at a lower reading level have made it easier for my special education students to check out books for classroom assignments and independent reading.

The information in some of the texts was so outdated that it cut nearly half of our usable resources.

I have found many books that go with different themes/subjects that I wasn't able to find before. Ex. I found a non-fiction book on honey bees the other day to go with another story in our series.

I really need to check those out!

The new books have increased my students' desire to self-select books for independent and silent reading.

We have not used any of the technology and need inserviced on what is available and how to use it.

The laptops have been very useful! They have been beneficial because we only have one computer lab, which is usually in use. The laptops also make it more "comfortable" for students to work individually or together. There are also new book purchases that have made my year! I have a class set of contemporary . . . . .

We love that we have so many more new books. The kindle fire kids edition tablets and Chromebooks are a wonderful tool to use when doing research in our library.

The biggest asset I have witnessed up to this point, is that the students have really gathered some good information not only from the web while using the technology, but to find information in book form I believe gives them a hands on factor that leaves a lasting impression.

I have been able to use the nook books in my classroom. I also like the idea of having the classroom copy's of books in the Library so different classrooms may check them out.

My students are enjoying the books!

I'm only a first year teacher so I can't really base this answer on "new" books, technology, etc. because I'm unsure as to what is new, but I can say that the children have a plethora of books that are interesting to them. I've noticed the books vary in both different abilities and interest. The students often utilize the technology for a number of different reasons such as AR tests, research, STAR Reading and Math tests, and even . . . . .

The resource enabled me to try different teaching styles with my selection of books we read in class.

More independent reading done by students, thus more practice and better skills

My students are more readily able to access a book they are excited about and therefore, are earning their Accelerated Reader points quicker and without much stress.

The extra books help because they allow students to be able to work diligently in accelerated reader. The new books gain their interest better.

My kids are always excited to choose books each week during their library time. I'm happy that they have a good selection at their reading level which supports their reading progress.

The computers are nice because the students can take accelerated reader tests after they read a book. We have used the projector during professional development meetings. My students love the new books!

My students love the new non-fiction books.

More books are available that I have been able to supplement with in our history and science classes. The students have used the little Kindle Fires to work on Study Island programs (reading, math, science, and social studies). They have also used various other computer . . .

We have been able to utilize the Kindles while working on our Famous American Reports.

If I have any questions about how to handle a situation I can find a book and look up the answer.

This has afforded me a dimension of technology use on a routine basis. This has also increased the availability of realistic and real-world foreign language examples. This has also increased my reading materials available.

I've used the library many times throughout the year in a means to allow students class time to research and complete online assignments. It's been invaluable.

I have been able to use the non-fiction resources as well as the Chrome Books to conduct research and complete online practice tests.

Chromebooks allow ALL of my students to have resources.

*Q Give three examples of how these resources have been helpful to your students.*

### Wellston

The magazines are current and interesting to the students. The availability of a chrome lab is wonderful. The television is a nice alternative to showing videos and supplemental materials to students.

In the past, content related magazines have been used to incorporate reading into the curriculum, and see the content in a real life application.

Students like different book options. Librarian is helpful to all students. Many resources available for research

My students are able to review current events in a student friendly way. My students now have access to technology beyond days I have scheduled the computer labs. My students also take advantage of the research papers, college planning, studying for the ACT

N/A

Increased reading interest level; Increased computer skills; Increased learning

The books that go with the weekly themes can be used for students to read or me to read to them. The books for explaining holidays, like President's Day. Library checkout

None

Students' technology skills improved. More students able to utilize technology at the same time. Larger variety of books for students to choose from

More selection. More books on their reading level. More excitement to read books that are current.

Excitement for new books.

Students have a variety of books to read. Students have more time using chrome books. Students have time to learn computer skills.

We now have an extra Chromebook lab available for classroom use when needed. Newer titles and books in a series have motivated students to read more independently. Students are learning how to use the online catalog as a resource for both independent reading and for class projects.

More books to choose from helps them with accelerated reader. More books to choose from helps with research projects. More technology helps students become more comfortable with using the technology.

### Gallipolis

More selection for independent reading, book report, classroom assignment, small research assignment

Doubled the amount of reading/interest level material

My students are more interested in the selection of books and the newer versions. Students get to check out books to bring to the classroom. We now have more up-to-date book series...

In the past content related magazines have been used to incorporate reading into the curriculum, and see the content in a real life application

Increased desire to self-select books; increased enjoyment of reading; provides a wonderful selection of high quality picture books from notable authors.

More work has been accomplished vs. not completed or overlooked. There is an increase in book checkouts. Students are learning to use email and create documents.

Research projects; meeting Accelerated Reader goals; able to utilize individualized online instructional programs during visits to the library

Accessibility, ease of use, and convenience

This is the first year my students have ever wanted to check out books from the library. They have taken interest in the books that are part of a series. They ...

Books; computers for AR tests

Student increase in knowledge. Many of my students do not have parents who are willing to drive them to the library. Our library offers access to books they would not otherwise have. Students that read for pleasure have the ability to check out books. Many of my students do not have home computers so the library computers are a tool that each student loves and can . . .

Takes them out of their comfort zone when a class book isn't their normal genre. Exposes them to classic authors. Some students will then read. . .

Biography projects, Accelerated Reader choices, more volumes of popular series books

My students are excited to go to the library now. My students are picking high quality/high interest books that are enjoyable. My students are reading nonfiction books more often.

State testing; accelerated reader; gaining their interest in reading

Reading for pleasure; reading at their independent level to strengthen fluency and comprehension. Research resources

Independent reading for students; Accelerated Reading books for comprehension tests. Computers give students access to technology

Motivation to read informational text. Motivation to read more. Research skills developing

Students have to read a specified amount of books in their Accelerated Reader program—they have many more books to choose from. Students are able to learn typing skills and get computer practice when using the Kindle Fires. More resources

More AR books for students to choose from. More technology

The library is very large and contains numerous computers. My students can spread out and take tests without being distracted by the other students. When the students finish their tests on the computer they can walk around and find a book to read

It has been helpful for the students to be able to interact with the foreign language via technology which helps them learn the language in a more real context since technology is everywhere. The extra reading materials have been helpful for the students to see authentic media in the foreign language so they have a real-world experience of the language. It has helped increase the students' reading comprehension in the foreign language which is one of the communicative components of learning a foreign language.

Chrome books and computers have allowed students to complete online assignments, research various topics, and word process and electronically submit essays.

Research greater selection to foster greater interest, more internet access

Research projects, a computer for each student, STAR and other assessments

*Q Give three examples of how these new resources have been helpful to your classes*

#### Wellston

The only way I can say I have been able to utilize the library thus far is to use magazines which was for my Healthy Living class. We used the magazines while studying eating disorders to analyze how media and celebrity play a role in the development of eating disorders. We also examined advertisements in the magazines. Because I am a first year teacher, I am still learning about the resources available to me in the library. I look forward to implementing more of these resources into my lessons as I become a more seasoned teacher.

In the past content related magazines have been used to incorporate reading into the curriculum and see the content in a real life application.

Students like different book options. Librarian is helpful to all students; many resources available for research.

Resources to use in my class; access to technology; ability for students to do self learning on different topics

N/A

Increased reading interest level; increased computer skills; increased learning

Books that go with themes. Explanation of holidays and harder to grasp topics. Books to go over sight words that I have been teaching

None

More students able to utilize the technology at the same time. Able to use more resources available via the internet. Some selection of books to use in the classroom

I have been able to utilize more books with my students that they haven't read before. In the past, the books have not been current and relevant to students today. It has increased my reading instruction and reading aloud to my students.

Not applicable

Students have more choice in the books they read. Students have more chrome books available for testing. Students have more opportunity to learn computer skills.

I am seeing an increase in motivation to read. I can incorporate technology in my lessons more frequently due to availability of Chromebooks. More resources are available for us to use for research projects.

I can include the program accelerated reader into my classroom. More students are reading more often. It is more helpful for research.

### Gallipolis

Allowed me to offer time for independent reading in my class because I know the books are at the reading level of my students; allowed me to incorporate new units into my teaching; allowed me to expose students to a variety of materials that they library has to offer

Newer resources to teach social studies. Class set of electronic devices

I am able to find a wider variety of topics. The books are in great condition and not falling apart. The new books help me supplement our social studies and science curriculum

Increased desire to self-select books for sustained silent reading. Increased enjoyment of reading. Greater selection of non-fiction titles at a beginning reading level

My students have learned how to collaborate in better and more useful ways. Students have also utilized the library as a reading area, not just seeing it as a computer lab

The additional resources have allowed me to expand assignments a little further. The resources have given me the ability to schedule time in the library where students can use the computer, look in magazines, or find a book covering the topic being discussed.

Class interaction, reading levels have improved interest in reading

Books for AR

The students can use the computers to research and learn more about a topic being discussed in class. Students can find a number of books to read which enhance their academic ability ultimately leading to academic achievement. The computers have helped when students are assigned a research project and have no other means to a computer.

Number of books selection for AR points. They enjoy going to library. Chrome books are useful when computer rooms are full.

My class now has access to better research materials. My class uses library time for more independent reading due to availability of various reading levels. My class is able to use more technology while in the library than before for many different things.

Technology advancement; reading support; science research

Reading for pleasure; reading at their independent level to strengthen fluency and comprehension; research resources

Multiple books allow for partner book reading time/book reports. More independent reading books other than my own personal library. Students take accelerated reading tests while in library

Motivation to read informational text; science integration, Common Core standards; living things/presentations

History class—students researched the pre-historic and historic tribes of Ohio. History—students researched the four factors of production and entrepreneurship. Reading—Accelerated Reading program

More informational books for reports; more technology to use while researching

I only have two computers in my room so they have to take turns taking tests. Even if they have headphones on, they are so close together that they distract the person next to them. They can take tests on the computer at the same time and I can spend more time teaching

It has been helpful for all students and me to be sitting in the same place at the same time working on individual assignments shared via Google and completed with the Chromebooks because I am able to be there and give help/feedback while students are able to keep working at their own pace, and with technology, which is a NECESSARY skill for their futures. It has been helpful for my classes to get materials from the library, and have the materials and resources “at the ready” for class projects. It has also been really helpful for my classes to make use of the library and resources in conjunction with learning the language so they have a real-world connection to the language and culture as a real, living part of our world.

I know many students have utilized the library during our after school program as well.

Research, greater selection to foster greater interest, more internet access

Updated books and materials; better materials. Enjoy reading more

*Q In three or four sentences, write a commercial (testimonial) for your school library.*

### Wellston

Wellston's school library has numerous resources to offer. Students and staff may enjoy the chrome labs, the large variety of new and relevant books, a quiet study area, a variety of new magazines, and a flat screen television. A school day doesn't go by without a student asking me at the very end of class if they can go to the library or a junior/senior aide doesn't ask if they can go down and work on a project. It's an integral piece in the Wellston City School district.

The school library is awesome. Make sure to make time to check it out!

Our library has a librarian who is caring to all student needs. The resources help all students be successful in their English classes; many opportunities for all students.

Our school library gives our students the access to resources they would not be able to have if it wasn't for the library.

Many of our students come from homes where books and computers are nonexistent. Our library gives these students the ability to grow as learners.

Our students use our library to check out books. The librarian may also do other activities in the library.

Our school library is a fun, safe environment full of new resources for the students to use to research new topics and to enjoy current reading materials.

Our school library is a great resource to our building. It allows students to be able to read, borrow, and be exposed to books of many topics and genres. Our library is also an amazing resource for me as a teacher.

Students only check out books.

One of our biggest services and strengths is helping our students who do not have a computer at home and/or are unfamiliar with computers and need assistance. Often our library is our "tech help" center. Our library also provides early literacy for kids, providing help for students of different ages, providing information and pleasure reading.

Our school library greatly benefited from the new materials. Our librarian does a tremendous job promoting literacy. By receiving new resources annually, our students' excitement for reading will continue to grow.

Not applicable

It is fantastic that our school library has been updated. Students have more reading materials as well as chrome books to enhance their skills. Having these materials available is beneficial to me because the students do not have to rely on the limited resources in my classroom.

The Wellston Middle School library is helping students soar to success. It's a quiet place to read, think, and work on assignments. Whether students are reading for enjoyment or researching a nonfiction topic for class, the library has the books and information students need to succeed.

Our school library is a wonderful place to visit. You can sit and read from books and magazines. You can complete research projects using the nonfiction books and/or the computers.

### Gallipolis

Our school library is a great resource for our students. In the past year there have been numerous books, magazines, and resources added to benefit the library. The new materials allow the library to be user friendly to all levels of high school students. For the first time in my teaching career my students are requesting to visit the library and check out books.

Our school library is the only facility that some of our students have access to. With all the updated material, technology, and resources, we can better provide for our students' needs.

Our library is almost like brand new. The students love going to the library to look at the new books and check them out.

This library grant has been very beneficial to our school.

The school library is awesome. Make sure to make time to check it out!

Our school library is a place where my students want to spend time. The librarian is kind and helpful and the Dr. Suess decorations are whimsical and inviting for elementary school children. My students look forward to self-selecting...

Our library has a safe and welcoming atmosphere; it is complete with lots of lighting and room to read. If a student requires a laptop or Kindle, it is available, as well as an updated computer lab!

The Green Elementary School Library is a place for learning and thinking. It plays a key role in supporting and developing the enjoyment of reading. Our library is at the center of our learning community. It provides a safe environment where students are empowered to take the lead, or ...

The library/media center is an excellent resource for students and staff alike. With the availability of quality resources, digital and paper format, students have additional tools to find success. With students growing up in this technology age,

it's important to pursue knowledge using that avenue. However, it is also very important to have the means to teach the students how to find written texts in hard copy format. Overall, the library has allowed...

Ms. Bailey does a great job working with the teachers and providing for our students and classroom.

Our Library has a great librarian who keeps things organized and easy to use. She works hard to keep the library open and ready for students to check out books. She takes great care of her . . .

Our library offers a free, kid-friendly environment to a plethora of books and computers. Our students really utilize our library and enjoy the times they get to visit. I'm very thankful that we have this, because a lot of our students do not own any of their own computers or even books.

GAMS Library—Enjoy the many new books, let the books help you discover places, things, and adventures—that come alive in your mind.

Wonderful additions and more to discover!

Our library is a wonderful place to visit. With its thousands of books on many different topics and interest levels, any students will find happiness in a book there! Our librarian is very knowledgeable and can help you find anything you may be looking for, use our many new technology pieces to do some research or simply curl up with a book

Green Elementary School Library is a great resource for students and teachers alike. In this new and improved library setting, your students can find books that meet their unique interests. This helps the students be more motivated to read, and we all know that daily reading improved reading ability better than anything else you can do! Don't forget, that Chromebooks and kindles are also great tools.

Our school library is a great resource for our students allowing them to read a variety of books for pleasure, research, and to support their development. They are excited to go and make good use of the available books.

My library is well stocked with books children love! They are excited to go to the library to exchange their book! They can't wait to go to the library during special time!

Our school library offers students a variety of books. Students participate in the Accelerated Reader program. My first graders are eager to move up levels.

Green School's library has a book for everyone! There are various topics to choose from, both fiction and non-fiction. One can even use a Kindle Fire, if that is what you desire. The librarian is extremely helpful, always willing to help in choosing books.

I am so pleased that students are able to utilize the school library more. The added technology to our building is very exciting for both teachers and students. It was nice to have input so we now ...

We have a lot of computers but the headphones are not very good. The library does not have any iPads but they would be very beneficial for the students. The library could also benefit if they had more historical videos, especially about the United States. That is a subject many . . .

Using the technological services and materials provided by the library, my students are able to learn about, study, and interact with the foreign language and culture in meaningful ways. Students are able to get away from the pencil/paper and sometimes connection-less learning that happens in a classroom and exchange that for a holistic learning-style that is concurrent with the technological advances of today. Students also experience the multi-cultural society in which they are about to enter via materials from the library.

The Gallia Academy High School Library and Amanda Bailey have created a wonderful atmosphere for learning.

Whether students are working on classwork or simply researching, they are sure ...

The school library offers something for everyone in the building. There are new fiction books for our avid readers, new nonfiction for research, and new teaching resources for teachers all located in a bright, welcoming environment for the entire school.

Our library provides the students a plethora of resources. We have chromebooks to enhance each child's education.

Note: the murals were not painted at GAMS until after this survey was administered—in case no mention of the murals was noticed while reading the responses

**Student Questionnaire re: New Library Materials – Gallipolis City Schools  
February 2016**

**Student’s Building:**

Green Elementary (7); Rio Grande Elementary (8); Washington Elementary (7); Gallia Academy Middle School, GAMS (13); Gallia Academy High School, GAHS (10)                      Total questionnaires -- 45

**Student’s Grade:**

1<sup>st</sup>; 2<sup>nd</sup>; 3<sup>rd</sup>; 3<sup>rd</sup>; 4<sup>th</sup>; 4<sup>th</sup>; 5<sup>th</sup>; ?; 5<sup>th</sup>; 5<sup>th</sup>; 5<sup>th</sup>; 5<sup>th</sup>; 5<sup>th</sup>; 5<sup>th</sup>; 5<sup>th</sup>; 1<sup>st</sup>; 2<sup>nd</sup>; 2<sup>nd</sup>; 2<sup>nd</sup>; 4<sup>th</sup>; 5<sup>th</sup>; 5<sup>th</sup>; 6<sup>th</sup>; 6<sup>th</sup>; 6<sup>th</sup>; 6<sup>th</sup>; 7<sup>th</sup>; 8<sup>th</sup>; 8<sup>th</sup>; 8<sup>th</sup>; 8<sup>th</sup>; 8<sup>th</sup>; 8<sup>th</sup>; 8<sup>th</sup>; 9<sup>th</sup>; 10<sup>th</sup>; 10<sup>th</sup>; 12<sup>th</sup>; 12<sup>th</sup>; 12<sup>th</sup>; 12<sup>th</sup>; 12<sup>th</sup>; 12<sup>th</sup>; 12<sup>th</sup>

**1a. How often do you visit your school library each week?**

1; 1; 1; 2; 2; 2; 2; 1; 1; 1; 1; 1; 1; 1; 1; 1; 10; 6; 5; 5; 5; 2; 3; 5; 2-3; 3; 2-3; 5; 3; 5; 1; 1; 1; 2; 3; 1; 15+; 3-4; 3-6; 5; 5; 8; 5; 7-8; 5; 15

**1b. Why do you go to the school library?**

To get books I like; to help me learn to read better, to get AR books; I go to the school library because I love to read and get books; we go there to get books for AR; I go because it’s peaceful and quiet, also Mrs. Foose is very nice and it also makes me feel inspired; for AR books to read through the week and weekend; I go to the school library as I can get AR points or to get papers done; I can get different types of books so I can enjoy reading; to check out books to get my points; check out books and enjoy reading; so I can check out different books; check out books to read; I check out books and I read the books I get; I usually go to the library, read books that will help me reach my AR goal; to read and check out books and sometimes quietly socialize with friends; to get books; because I like to read; to learn; learn to read; research on computer, check out books; to get a new book; I go to the school library so I can get smarter; to play games when I’m done with all my homework during enrichment; to get books and go on the computer; to get books I enjoy and to get my AR points; because I love to read; because I love to read and when I get bored I like to get a book and read it, they also help me with my AR points; the reason I and almost everyone goes to the library is to find knowledge; it’s a quiet, good place to read and do homework; to check out books for AR; to change my book; to get an AR book; get a book and do Study Island; the reason I and other people go to the library is simply for knowledge; to get a new book; I have 2 study halls in there and it’s a quiet place to go study/read; I check out books, read, do ALEKS, and other school work; I look for books to read or use the computer; I like to read books and find stuff that catches my eye, help out plus it’s really quiet to work on homework; study, do homework, and read books; do school work and read; because I am constantly reading and need new books; to expand my knowledge and read more; home room, 3 periods and anytime I’m not doing anything in class

**1c. What do you do when you are at the school library?**

Pick out a book, then we look at our book and listen to a story; pick out an AR book then get a book for pleasure; I read a lot; be quiet so we can get the Kindles; first, I let my imagination run wild (it’s such a free place), next I look for a book that captures my eye; first, I pick a book or books and then sit quietly; when I am at the school library I get work done, read or whisper; I search for books that are interesting; I read and check out new books; check out books for AR points; read books, get new ones, and check out new ones; I check out books so I can read; I look, check out, and read my books; I read and check out books that I love so very much; check out books and read; read books and work on the computers; read; read; read a book or get a book; I read and take tests on the computer; I read and take tests on the book; I read my book and take a test; I play games; I do work; I usually go to the same spot to get the same books I enjoy; I do work and find books when I’m at the school library; I read because it is the only place I can actually concentrate on my book and I also check out books a lot and during 8<sup>th</sup> period I have nothing to do so I get on the computer and place games or

mathematics of Study Island; I read and most of the time I write short stories; pick out books and read, Study Island, and play chess on the Kindles; I check out books; I look for a book; go in, find a book, look at it, then check it out; do Study Island and mathematics; I read, write and sometimes draw; look at sports books and look at new books; choose books, read them, work on homework, or a computer; mostly work; I go to check out books for me and my sister; get homework done, use computers, help shelve books, help check books to students in/out, research; I usually help out, work on my homework and read; I read and do homework; read and do work; I'm a mentor and TA, but I mostly read; look at new books and hang out; to get new books, it's quiet, to do homework, and to help out with the books

## **2. Give an example or two of how visiting the library has helped you with your school work this school year.**

I just like to get a book; I got to read Cave Boy; it helped me get a better grade in reading; it has helped me with my library points; it has helped me because school work can be frustrating and the school library helps me relax; visiting the library has helped me by enjoying the time of what reading can do; I can get work done (PowerPoint); helps me with my school work, with my vocabulary and makes me understand more things in reading; helped me get my AR points; it helps me get AR points and enjoy reading; helps me get my AR points for class; when I visit [the library], it helps with my AR; visiting the school library helped me by reaching my AR goal and improving my vocabulary; the library has helped me do book reports and for research; reading helps me earn my AR points and learn new vocabulary words; I am a better reader and have learned about animals; it can give me facts; it gives me AR points; I was learning how to read better; I don't have a computer at home or any books; it helped me read better and get my AR points; helps me with words I don't understand, like the author sounds it out; I can look up stuff the teacher has wanted me to, like assignments or projects; it helps me by Study Island; it's helped me by getting me a better grade in reading class; I can do Study Island if I need to in the library; the books help me get my AR points and the computers help me out with homework assignments a lot because I don't have a computer at home; visiting the library has helped me mostly in history because the history books in the library give a good description of the battles; AR and Study Island; helping me get AR points; it hasn't helped my school work; be a better reader; get my Study Island done; helped me a lot in history class; I get my AR points before Christmas; it gives me a generally quiet place to do my work with the resources I need to answer things (books, computers, people); it gives me the internet access to do my online math homework; I've used the nonfiction books to help with a government project; get my homework done; I'm able to sit and work on ALEKS and it's a nice, quiet, relaxing place to be; it has helped me keep my grades up; helped with my school work to keep my grades up; it allows me to read and do my homework in peace and quiet; helped me with picking out a free read for English class; help put books away, help check in/out books, help students find books, organize and shuffle the shelves, do homework, read, and many other things to help out; I have gotten so much help on my home/class work and been able to get things done and I'm going to list another, deeper example—fighting depression, coming into the library would keep my mind off of it and help keep it away and distract me from it to the point where it has gone away and I have gotten better.

## **3. What do you like best about your school library?**

Reading the books; mostly how many books; they are always getting new books; I like Mrs. Foose; Mrs. Foose, she is so nice!; Mrs. Foose because she is helpful, kind, and caring to her friendly students; I like having the use of Chrome Books or Kindles, the best in the library; the books, the genres [sic] of the books, and the way it's decorated; the good books that we read; the selection of books to read are awesome; there are a lot of books to read; being able to have a variety of books; kind of big book selection; I like that they have good books and a various selection of books; the books; I like reading the new books; Mrs. Saunders is nice; the teacher; that we can learn to read a lot; it has a lot of books; the dog books and Magic Tree House books; I like our library because Mrs. Saunders is awesome and she buys great books for us; the librarian is nice, you get a lot of time to read, and there is a wide selection of books; all the books because I love to read; it has a variety of books and I love books; there's a bunch of books that I can read if I enjoy them; it brings kids to where they want to read books; it has many choices of books and so many good authors; selection of books; the clip art, the chairs, the quietness; it has many books and allows me plenty of time to check out a book; you get out of class; the plethora of books it has; that I can finish my work; there is a wide selection of books to choose from; there are a ton of different books you can read and different genres too; all the new books!; I like the silence and all of the books; I like the wide selection of books; wide variety of books, friendly staff; I like how everything is all organized, you know where to

find the resources you need and I like how we were able to get new books as well; how silent, but not completely silent it helps me focus; all the books; the amount of variety it has and that it has chairs you can sit and read in; convenient to use; I like how open and spacious it is and the book selection and the conversations with the librarian.

#### **4. What is your favorite book or books?**

Fly Guy books; the Deer Family and Squirrels; A Series of Unfortunate Events; Diary of a Wimpy Kid Series; I don't have one, they are all great!; I really don't have one but when I was younger I loved to read the Magic tree House books; The Creature from My Closet; the Who Was books; Mike Lupica Series; The Kingdom Keepers and Who/What Was?; Dark Diaries and books written by Bill Wallace; my favorite author is Bill Wallace; Harry Potter Series; my favorite books are written by Andrew Clements; my favorite book is Little House on the Prairie and some of the Who Was books; my favorite book is Late for School; Sports Illustrated Kids; Magic Tree House; the Ball Book, Junie B. Jones; Goosebumps Series; sports books; the kind of books about fake gods, Greek or Roman; I like Star Wars books; Diary of a Wimpy Kid; I love Dork Diary books; Diary of a Wimpy Kid Series, but I also like the Skeleton Creek Series, Harry Potter books, and the Dork Diaries Series; Harry Potter Series, Fundamentals of Negotiation, and a book titled Adventures of Rome; The Unwanteds; sports books; mystery-type books; The Lost Boy; Diary of a Wimpy Kid; Harry Potter Series, Fundamentals of Negotiation; I don't really have one, I just like sports book probably Summer Ball; the "Angel City" Series by Scott Speer; all of the Hush Hush Series and all of the Mortal Instruments Series; the "Percy Jackson and the Olympians Series by Rick Riordan, the "Fablehaven" Series by Brandon Mull, and "The Mortal Instruments" Series by Cassandra Clare; Asylum, Sanctum; "Finding Me" by Michelle Knight; I can't pick a book and say it's my favorite; "Twilight" Series, "Vampire Knight," "Alice and the Country of Hearts;" fantasy books/fiction books; Harry Potter and the Deathly Hallows, City of Heavenly Fire, Clockwork Prince Allegiant, Mockingjay, Scorch Trials, City of Glass; I have read so many books that I liked that it would be much easier to list the ones I don't like and it would also take a lot less paper.

#### **5. What does your school library need that it does not have now?**

I don't know; more books about animals; it needs book II from A Series of Unfortunate Events; it needs more scanners; nothing!; I don't think it needs any change, I think it's perfect just the way it is; I think the school library is great the way it is but if I were to make a suggestion maybe some desktops; a new rug; our school library needs any day library; I want new and improved books of all the ones that are old and falling apart; more history books; more high level books; a better place to read the books, e. g. chairs, we can get bean bags; it needs more Andrew Clements; need more computers and more of a choice of books; need more new books; more dots [color coding?]; new crayolas; a new room, better computers, new shelves; IPADS, more books; needs more series books; nothing, my school library is perfect the way it is; nothing, our school library has everything; nothing, it is perfect; my school library has about everything so it needs nothing; our library is perfect, it doesn't need anything; my school library does not need anything else in my opinion; I think that our school library doesn't really need anything more as it gives students a nice environment to read, research, and write; more games, activities and more book series; I think our library has all that it needs; I don't think it needs anything; more than one copy of a book; I don't know; the school library does not need any renovation; a bunch of color or rugs or posters that gets you excited to read; a class pet!; more classics; we have plenty of books, but we need more 'cause it could never hurt; a cat or a small lap dog; audio books because some people prefer to listen rather than actually read; basketball court; more book shelves and books; more books because you can never have enough; audible versions of books; a bit more shelving space, kind of running out of room.

**Student Questionnaire re: New Library Materials – Wellston City Schools  
February 2016**

**Student's Building:**

Bundy Elementary (6); Wellston Intermediate (8); Wellston Middle School (8); Wellston High School (7)  
Total questionnaires -- 28

**Student's Grade:**

K; 1<sup>st</sup>; 1<sup>st</sup>; 2<sup>nd</sup>; 2<sup>nd</sup>; 1<sup>st</sup>; 3<sup>rd</sup>; 3<sup>rd</sup>; 4<sup>th</sup>; 4<sup>th</sup>; 4<sup>th</sup>; 5<sup>th</sup>; 5<sup>th</sup>; 5<sup>th</sup>; 6<sup>th</sup>; 6<sup>th</sup>; 6<sup>th</sup>; 7<sup>th</sup>; 7<sup>th</sup>; 8<sup>th</sup>; 8<sup>th</sup>; 8<sup>th</sup>; 10<sup>th</sup>; 11<sup>th</sup>; 11<sup>th</sup>; 11<sup>th</sup>; 12<sup>th</sup>; 12<sup>th</sup>

**1a. How often do you visit your school library each week?**

1; 1; 1; 1; 1; 1; 3; 3; 2; 3; 2-3; not very often; 2-3; 1; 2; 1; 1; 1 or 2; 2; 3; none; 1; 2; 2; 5; 1 or 2; 3

**1b. Why do you go to the school library?**

To read; to read books; to read books; so you can get better at reading; to get books and watch movies; read books and get smarter; to get a book to read and take a reading test on the computer; to check out books, read and get points; to check out books and to read books; to check out books and to have a quiet place to read; it is a nice place to read, all nice stuff; to read; like to read new books instead of just mine; to get a book to check out; to get fictional books; get books that I can't get in class or that interest me; go to the school library to get a book; find a book to read; find a book I like so I can read it and sometimes I use the computer; to get more interesting books that I like; check out new books; I don't really, I'm in trouble too much; to see if there is reading material I like or to be away from \_\_\_; to get books and study because its quiet; work on school assignments and rarely to check out books; to use the computers and check out new books; to get books to read outside of class; because I like being surrounded by stories of adventure, mystery, action, and science fiction—like being pulled into a place where these things are possible

**1c. What do you do when you are at the school library?**

Get a book; watch a movie; to read books on my own; read books, check books out, color; check out books and read; talk quietly to my friends and watch the movie that is on and read books; read books; read books, take tests, and play games on the computer; when you're at the library you check out books, read them and be quiet; I read and take tests; I read and check out books; I read and be quiet; read and be quiet; checkout new books and read them; read and we get on lap tops; I give the librarian my old book then I get a new one, then I sit down and read it; check in my old book, get a new book and read it; I get a book, sign it out and sit down and read it; look for a book and read it; I find a book and sit down and start reading it; I read my books; I get a book and sit down and read it; read books about cars and wrestling; read, write, draw, nothing out of the ordinary; sit there and read or look for a book to read; work on the computer; I read, check my emails and work on stuff for other classes; browse the shelves for some good books; I read and find stories that make it feel like in it that makes me want to know the answer—I want a book that makes me want to keep reading.

**2. Give an example or two of how visiting the library has helped you with your school work this school year.**

It has helped me learn to read; It has helped me become a better reader; Makes me enjoy reading for fun now; practice reading; It makes me a better reader; It helps me read better; sub [?]; It helps me to read better and get a higher scaled score on Star reading; I can get points and get better at reading; has helped me get more points on my A.R.; helped me read better, understand words and it also helped me spell; to get my reading A.R., it increases my reading; have increased my reading and A.R. points; learned a lot about the summura [sp?] from the books that I get there; helps me to find information for projects that we do in class and helps me read my class work; helps me with my work by getting information and in reading class with my A.R.; because it helped me do a project in my class and boosted my reading level; my level has went (sic) up and I read more than I used to; helps me have a book to read for my reading log in Language Arts; It helps me do research on the computer and with a reading log I had to fill out and I like to read more now; I don't know; there are books that help me with reading class or science; it hasn't, we don't really, there for school work; well, for a handful of assignments I worked on them in the library; helped me with my school work because some

books has (sic) the information that I need; it gave me the chance to complete my government assignments when I couldn't at home; it has helped me improve my reading skills and find reading materials to help me with my essays; the books I get have expanded my vocabulary and my knowledge of different things, also helped with English class and with finding vocabulary words; It's helped me with my English by showing me how the words are used in a story and helps me remember what they mean

### **3. What do you like best about your school library?**

Movies; it has a lot of good books; when the teacher reads stories and coloring; check out books; I don't know; books; I like reading books a lot; I like the books the best; there are a lot of books in the school library; I can go in there, sit down, check out a book and start reading; there are a lot of books; our librarian, books and computers; like that you can pick any book and not like a book club; it has books I like about fishing and hunting and I like getting on lap tops; I like the comfortable chairs that we get to sit in; has a big selection of variety of books and that they're labeled where they are at; It is quiet and there is (sic) rules; it has many selections of books; that we have so many different books to choose from; that we can choose what kind of books you want and what you like; there are books to read that are interesting; whenever they get new books but that's rarely; its warm design along with a varied selection of reading material; it's a good place to study, its quiet and no one goof off in there and it's a really great place to do work; the computers it has to work with so I can use Word documents to type up my papers; I like the fact that our library has such a large selection of reading materials to choose from; there is a wide variety of books that appeal to the taste of everyone, a book that fits everyone and I do not run out of options to read; I like having a choice in what I read because there it's not for a class or an assignment, it's for me—it's that I can go anywhere I want to go just by opening a book

### **4. What is your favorite book or books?**

Sponge Bob; "I Survive" books – they are about real kids that have survived different things; Monster High; Magic Tree House; I don't know; basketball books; I like to read animal life cycles; Magic Tree House and I Survived; "Thunder from the Sea" and "Brian's Hunt;" From the Black Lagoon Series and the Diary of a Wimpy Kid books; Granmow Stilsten (???) and Diary of the Wimpy Kid; Diary of the Wimpy Kid; Diary of a Wimpy Kid books and Diary of a Wimpy Kid Rodrick Rules; fishing, hunting and four-wheeler books; the Harry Potter Series; Thirteen Days Till Midnight, Game Slaves and Shutter; Diary of the Wimpy Kid, Goose Bumps, Judy Moody; fictional books; Heaven is Paved with Oreos by Catherine Gilbert Murdock; fiction; my all time favorite book is Where the Red Fern book and I like to read fiction books; car, football, running track and wrestling books; The Outsiders, Code Name Verity, Night, and Hatchet and also enjoy the Hunger games, C. S. Lewis works, J. K. Tolken and what not; Witch and Wizards, The Essay, The Magic touch, and a lot more; Harry Potter Series, Steven King books; Divergent, Hunger Games and Angel Burn Series; there are too many to count—I like The Selection Series, Harry Potter Series, Three Rivers Crossing, adventure books, teen fiction, historical fiction and action books; Malice, Superhuman, Colony 9, Erebus

### **5. What does your school library need that it does not have now?**

IPODS; more books at my reading level; more doggie books; IPADS; instead of a movie, [have] music and we can dance; helpers; they have everything they need; it needs a heater in the winter; school library needs more than one of the same book; to have an assistant librarian so there is always [someone] watching my fellow students; nothing that I know of, but I love my library so much; nothing, I love my library; needs movie books like "The Fault in Our Stars" that's a movie so when they come out I think we should get them; needs book about boats, best bait for fishing, cooking books, tractor book, farm books, trapping books; needs more computers; more ghost books and scary books; more sport books; the books are sometimes hard to find; the books are sometimes hard to find; I don't know; needs to have a way to where you can check books out anytime; new books and new labels and chairs—there (sic) tore up!!; softer seats, maybe even a davenport and a record player with either smooth jazz or classical; The Walking Dead comic books; newer books and the more popular books so I would be interested in checking them out; the only thing I can think of would be more books that help you with your everyday classes; I do not think there is anything the library needs, maybe more space so there is more room for books that may be given to the library; more books I'm sure that there will be ones I like

