Exemplary School Library Program Application

Welcome to the opportunity to showcase your school library through the Missouri Department of Elementary and Secondary Education’s Exemplary School Library Program. Please read through the application carefully. If you have any questions, please contact Lisa Scroggs, DESE assistant director of English language arts, at [lisa.scroggs@dese.mo.gov](mailto:lisa.scroggs@dese.mo.gov).

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| Form |

# Applicant Information

First Name:

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| Lori Riedel |

Last Name:

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| Christine Anderson |

School Contact Email:

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| --- |
| [Lori.riedel@lps53.org](mailto:Lori.riedel@lps53.org)  Christine.anderson@lps53.org |

Position:

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| Library Media Specialists |

School District:

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| Liberty Public Schools |

School:

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| Liberty High School |

School Address:

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| 200 Blue Jay Drive  Liberty, MO 64068 |

Link to School Librarian’s DESE Library Certification (access your certification account portal at <https://apps.dese.mo.gov/weblogin/login.aspx>). Please do not provide link to your certificate through your portal as evaluators will not be able to access it without your password. Instead, either save your certificate to an accessible link or provide a screenshot of your certificate below:

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| Certificate(s) removed prior to publishing application on DESE website. |

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| Instruction |

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| **Indicator #1:**  **Program regularly delivers differentiated instruction, either directly provided by the librarian or in collaboration with the classroom teacher**  (*AASL*—*collaborate, engage, explore, inquire*) |
| **Exemplary (2 points):** Exhibits research-based instructional practices in the consistent application of differentiated instructional design  **Approaching (1 point):** Exhibits research-based instructional practices in the application of differentiated instructional design |
| **Required Documentation/Evidence**  Lesson plans or anecdotal evidence exhibiting instructional theory or practices including differentiation, i.e. physical needs, learning styles, skill levels, etc. (Examples: Marzano instructional practices, Kagan cooperative strategies, assistive technology in use, multiple intelligences) |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**   * + 1. [**Personalized Book Recommendation Form**](https://drive.google.com/file/d/1G_TPG6R21UAzcauwe7pQDZK5ruUuoGuj/view?usp=sharing)     2. [**Library Catalog Quick Start Guide**](https://drive.google.com/file/d/1-6xLh2cc0x7Bvd4KEasthkFWo3DZYPvu/view?usp=sharing) **&** [**Sora Quick Start Guide**](https://drive.google.com/file/d/1XWBZjVpUmNdxuBKDh2Ac-5XgoZhgsth9/view?usp=sharing)     3. [**Independent Badging**](https://drive.google.com/file/d/1JbnbW_Jhl0L9Bwu_eaCQNNf_OdTDOEra/view?usp=sharing) **&** [**Sample Badge Checklist**](https://docs.google.com/document/d/1jBi3XVgn7A3DieYZDw4OFPqAG4QDBS2yDb1HIEi9bj0/edit?usp=sharing)     4. [**Biography Resources: LEAP Team**](https://drive.google.com/file/d/12lkGR6p9wqq0HLQgALkyz9Q_FcRudrpb/view?usp=sharing)     5. **ELA Read Alikes –** [**Animal Farm**](https://drive.google.com/file/d/11psHn4F_p3jBNTfISWXedips7hLsvORJ/view?usp=sharing) **&** [**Novels in Verse**](https://drive.google.com/file/d/1U9F06fsF_PFlwlLIx5jx5SvR7PwxoWG8/view?usp=sharing) |
| **Insert Documents/Narratives:**   1. [**Personalized Book Recommendation Form**](https://drive.google.com/file/d/1G_TPG6R21UAzcauwe7pQDZK5ruUuoGuj/view?usp=sharing)**: For this lesson, we instructed each ELA class about accessing library resources and circulation procedures. Book talks were included for each lesson as well as this personalized form for students who needed more recommendations. The form has been helpful for students looking for a place to start, those looking for read alikes, and those who were unable to browse under the current COVID restrictions.** 2. [**Library Catalog Quick Start Guide**](https://drive.google.com/file/d/1-6xLh2cc0x7Bvd4KEasthkFWo3DZYPvu/view?usp=sharing) **&** [**Sora Quick Start Guide**](https://drive.google.com/file/d/1XWBZjVpUmNdxuBKDh2Ac-5XgoZhgsth9/view?usp=sharing)**: For this lesson, we instructed each ELA class about accessing library resources and circulation procedures. Quick Start Guides were created for on-demand, point of need use, and future reference. Each guide includes images, text and audio directions.** 3. [**Independent Badging**](https://drive.google.com/file/d/1JbnbW_Jhl0L9Bwu_eaCQNNf_OdTDOEra/view?usp=sharing) **&** [**Sample Badge Checklist:**](https://docs.google.com/document/d/1jBi3XVgn7A3DieYZDw4OFPqAG4QDBS2yDb1HIEi9bj0/edit?usp=sharing)  **After receiving instruction and guided practice on how to use the design studio equipment, students are given an opportunity to earn a badge credential that allows them future independent access to the equipment. Students are allowed to self-select the equipment they would like badge on based on personal interest.** 4. [**Biography Resources-LEAP Team**](https://drive.google.com/file/d/12lkGR6p9wqq0HLQgALkyz9Q_FcRudrpb/view?usp=sharing)**: The LEAP Team is a freshman micro-school within our high school. This team is cross-curricular and this specific lesson blends social studies and ELA learning standards. This lesson was conducted as a live Zoom and was recorded for future reference and access.** 5. **ELA Read Alikes –** [**Animal Farm**](https://drive.google.com/file/d/11psHn4F_p3jBNTfISWXedips7hLsvORJ/view?usp=sharing) **&** [**Novels in Verse**](https://drive.google.com/file/d/1U9F06fsF_PFlwlLIx5jx5SvR7PwxoWG8/view?usp=sharing)**: In these co-taught lessons, the classroom teacher provided instruction about classic literature and literary elements. We provided instruction about library resources with common themes, elements, and structure. Students were provided book tastings, book talks, individual recommendations, and these reference documents.** |

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| **Indicator #2**  **Librarian has adequate planning time to curate, plan, and develop instruction and instructional resources.**  (*AASL*—*collaborate, curate, inquire*) |
| **Exemplary (2 points):** Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a flexible format throughout the week  **Approaching (1 point):** Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a fixed or hybrid (combination of flexible and fixed) format throughout the week |
| **Required Documentation/Evidence**  From a list provided in the application, the librarian will select the appropriate descriptor best reflecting plan time.   * Minimum of 50 uninterrupted minutes per day; flexible schedule * Minimum of 50 minutes per day; flexible schedule * Minimum of 50 uninterrupted minutes per day; fixed or hybrid (combination of flexible and fixed) schedule * Minimum of 50 minutes per day; fixed or hybrid (combination of flexible and fixed) schedule * Less than 50 minutes per day |

* Minimum of 50 uninterrupted minutes per day; flexible schedule
* Minimum of 50 minutes per day; flexible schedule
* Minimum of 50 uninterruptedminutes per day; fixed or hybrid (combination of flexible and fixed) schedule
* Minimum of 50 minutes per day; fixed or hybrid (combination of flexible and fixed) schedule
* Less than 50 minutes per day

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| **Indicator #3**  **Program addresses effective and ethical engagement in multiple types of literacy through instruction (examples of types of literacy: digital, media, technology, information, financial, traditional—among others)**  (*AASL*—*engage, explore, inquire*) |
| **Exemplary (2 points):** Exhibits strong evidence of the creation of a critical thinking environment through instruction in five or more types of literacies utilizing state-of-the-art and emerging technologies  **Approaching (1 point):** Exhibits evidence of literacy instruction in four types of literacies utilizing state-of-the-art and emerging technologies |
| **Required Documentation/Evidence**  One piece of evidence exemplifying each type of literacy taught through instruction. Examples may include descriptions of programming, descriptions of lessons, lesson plans, professional development for educators, parent instructional communications (i.e. how to use EBSCOhost from home or safe digital practices), photos of instructional practices, etc. |

**Supporting Evidence**

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| **Literacy Example 1: Type of Literacy MEDIA**   * **We have provided numerous lessons on copyright and ethical use.** * **With LINK Crew and StuCo we specifically addressed images and music, providing** [**access to royalty free resources**](https://www.lps53.org/domain/2713)**.** * **For our staff, we provided a pre-service PD about copyright.**      * **When culinary students created a collaborative fundraiser cookbook, we provided instruction about images and content.** |
| **Literacy Example 2: Type of Literacy DIGITAL**   * **In ELA classes students were provided direct instruction on how to access eBooks and audiobooks on the** [**library website**](https://www.lps53.org/domain/2712)**.** [**Quick Start Guide**](https://drive.google.com/file/d/1c847yaF60TG0JSjAvJSZBtJm3SVnkkUG/view?usp=sharing) |
| **Literacy Example 3: Type of Literacy TECHNOLOGY.**   * **We’ve provided instruction on 3D design to the following classes: AP World History, Digital Media Managers, Geometry, and Spanish.** [**3D Design Resource Document**](https://drive.google.com/file/d/1BrMXsBHQHssmt-zYjzYcYAHPee16VHEx/view?usp=sharing) |
| **Literacy Example 4: Type of Literacy TRADITIONAL.**   * **We regularly book talk with ELA classes at all levels.** [**Find Your Book Match**](https://drive.google.com/file/d/1jqvsqxo548ri4X_pp0L_4wZ-0lHQf8Z6/view?usp=sharing) [**LA Book Talks**](https://drive.google.com/file/d/1GqNVyHO2DHv0w-RbcJdalWlwZcInuH1b/view?usp=sharing) |
| **Literacy Example 5: Type of Literacy INFORMATIONAL**   * **We often provide research and database lessons for classes at Liberty High School. This specific example was for a completely virtual ELA class. We hosted a Zoom with each section, showing them all how to access and locate current and relevant information. The Zoom session was recorded for point of need access along with this supporting document.** [**Unruh Informational Text**](https://drive.google.com/file/d/13A41B0zJFBgTrDCe2m64E5kv0uqB628E/view?usp=sharing) |
| **Literacy Example 6: Type of Literacy CULTURAL**   * **We hosted a staff PD session focusing on strategies for bringing diversity into your classroom through books. This included book talks about culturally relevant topics**[**. Boosting Diversity in Your Classroom**](https://drive.google.com/file/d/1qiCcknJ7MMLKYJYBNCDRzLRHFa5BmZSd/view?usp=sharing) |

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| **Optional Narrative:**  As shown in our supporting evidence, we have provided instruction in the areas of media, digital, technology, traditional, informational, and cultural literacy. Additionally, delivery methods have included fact-to-face learning, Zoom sessions, self-paced tutorials, video tutorials, and on-demand personalized instruction. |

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| **Indicator #4**  **Program shows evidence of student growth through assessment**  (*AASL*—*collaborate, inquire*) |
| **Exemplary (2 points):** Regularly assesses the impact of instruction through documented, varied, high-quality formative and summative assessments.  **Approaching (1 point):** Assesses the impact of instruction through documented formative and summative assessments |
| **Required Documentation/Evidence**  Five assessment samples (including formative and/or summative assessments); at least two samples must be connected to the same unit of study and represent varied formats. Samples may be provided in various formats: photos, documents, etc. |

**Supporting Evidence**

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| **Assessment Example 1: Identify as formative or summative and include the unit of study**  **Culinary Cookbook: We instructed this class about how to find royalty free images and how to cite sources for content information. This cookbook is a collaborative fundraising project for their class/program. This summative assessment is the final cookbook where we checked their work for copyright compliance.** |
| **Assessment Example 2: Identify as formative or summative and include the unit of study**  Book Instruction: We instructed this sophomore ELA class about how to use the library catalog, digital collections, and how to request books. As a summative assessment, the teacher collected a list of titles that the students found and borrowed from our library collection.  [ELA 10 Book Choices](https://docs.google.com/document/d/1hHfFla82Y3JC9I-qEiMNnU4S5tar4BRK0SKR0qL6X2E/edit?usp=sharing) |
| **Assessment Example 3: Identify as formative or summative and include the unit of study**  iMovie Badge: This checklist is both formative and summative. Students received instruction on how to use iMovie. When ready to earn their digital badge, they independently completed each item on the checklist. This course is competency based so students can attempt the badge checklist multiple times until mastery is achieved. |
| **Assessment Example 4: Identify as formative or summative and include the unit of study**  ELA Research: As a formative assessment, we survey our student body at the beginning of each school year. Specifically, we ask about their comfort level as a researcher. We use this information to guide instruction throughout the year.  As a summative research assessment, we use the completed class research project to determine student achievement.  Formative:    Summative:  [Gumina Research Project Rubric](https://docs.google.com/document/d/1jPaGK3YgppI_0D2pcoAswgChVK-GNl32_GH-eKBZwZE/edit?usp=sharing) |
| **Assessment Example 5: Identify as formative or summative and include the unit of study**  Digital Media Manager Customer Service Formative and Summative: Digital Media Managers work in our library Design Lab. They receive instruction on customer service protocols. As a formative assessment, each client completes a survey. As a summative assessment, they are graded on a overall performance review.  Formative:  [Customer Survey](https://drive.google.com/file/d/1qGKBVbAw40VD8j_mDre-CJu4zr3j1s86/view?usp=sharing)  Summative:  [Performance Review](https://drive.google.com/file/d/1Kl48CpIilVujHi0ysJYGymFm7h3Nx0ZD/view?usp=sharing) |

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| **Optional Narrative:**  **In the Liberty High School Library our assessments include a blend of formative and summative strategies. Some assessments are created by and administer directly by us. In collaborative co-taught lessons, the assessments are developed by the classroom teacher who shares the final information with us. All assessment data is used for planning and to modify and improve future instruction.** |

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| **Indicator # 5**  **Program supports student mastery of the essential academic learning requirements and state standards in multiple subject areas**  (*AASL*—*collaborate, curate, explore, inquire*) |
| **Exemplary (2 points):** Establishes collaborative partnerships within and outside of the school community to support multiple subject areas in the mastery of student achievement and the enhancement of life-long learning  **Approaching (1 point):** Establishes support to multiple subject areas in the mastery of student achievement through the provision of high-quality, relevant resources |
| **Required Documentation/Evidence**  Anecdotal evidence expressing the nature of study, collaborative partner, curriculum addressed, and the collaborative nature with which the librarian was involved. An example could be collaborating with the science teacher to provide microscopes and slides of various materials within the library as an exploratory center in an effort to enhance the study of cells. An inclusion of the curricular objective of cell study would be included. Five examples should be submitted, each from a different subject area along with coding of relevant standard(s) from the Missouri Learning Standards.  (Other examples: collecting books for a unit of study; hosting a presenter on a topic; developing lesson plans supporting research goals; planning collaboratively with a public library) |

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### Supporting Evidence

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| **Support Example 1: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.** |
| **Support Example 2: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.** |
| **Support Example 3: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.** |
| **Support Example 4: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.** |
| **Support Example 5: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.** |

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| **Optional Narrative:**  [This chart contains a complete list of each collaborative partner, nature of the study and learning standards.](https://docs.google.com/document/d/1tKI1muqp7NJkc5Jef0nlAvgj71zqkzNJIq2oD8MEfsY/edit?usp=sharing) |

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| Leadership |

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| **Indicator #6: Librarian provides professional development to teachers, staff, and/or other librarians.**  (*AASL*—*engage, explore, inquire*) |
| **Exemplary (2 points):** Consistently facilitates intentional, purposeful professional development opportunities in a variety of formats  **Approaching (1 point):** Provides professional development opportunities upon request |
| **Required Documentation/Evidence**  List of professional development opportunities facilitated including dates and one-sentence descriptions of topic, purpose, and format. May include session evaluations. |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Introduction to Pear Deck](https://drive.google.com/file/d/12RYLM44ZG3WJd49IioFlory3tF0Letuy/view?usp=sharing)  [Creating Audio Files for Teaching and Learning on MacBooks](https://drive.google.com/file/d/1ixRcbZo2ucCZjVL3TmbR7b8xC_X0k15x/view?usp=sharing)  [LPS Zoom PD](https://drive.google.com/file/d/1GFMIFkAxSUJA31JAgRA0AJiAlj5g-Deq/view?usp=sharing)  [Sora Quick Access Guide](https://drive.google.com/file/d/1XWBZjVpUmNdxuBKDh2Ac-5XgoZhgsth9/view?usp=sharing)  [LPS Catalog Quick Access Guide](https://drive.google.com/file/d/1KOFWbNO_2CfclRo5z0jnVd8a5oo0i2Xc/view?usp=sharing)  [Bringing Diverse Books into the Classroom](https://drive.google.com/file/d/1g1KacC3Xc2BeOQsOzqUq7tdzfxBHp4C_/view?usp=sharing)  [Positive Messaging with Canva](https://drive.google.com/file/d/12jyYabSzw8OSSwkHAl3RZIraDqr_Vc8l/view?usp=sharing) |
| **Insert Documents/Narratives:**  August 2020 (Teacher Pre-Service + on demand digital access) [Introduction to Pear Deck.](https://drive.google.com/file/d/12RYLM44ZG3WJd49IioFlory3tF0Letuy/view?usp=sharing)  August 2020 (Teacher Pre-Service + on demand digital access) [Creating Audio Files for Teaching and Learning on MacBooks.](https://drive.google.com/file/d/1ixRcbZo2ucCZjVL3TmbR7b8xC_X0k15x/view?usp=sharing)  August 2020 (Teacher Pre-Service + on demand digital access) [LPS Zoom PD](https://drive.google.com/file/d/1GFMIFkAxSUJA31JAgRA0AJiAlj5g-Deq/view?usp=sharing).  September 2020 (Multiple Sessions) - Digital Access to Books: Print, Audio and eBooks. [Sora Quick Access Guide](https://drive.google.com/file/d/1XWBZjVpUmNdxuBKDh2Ac-5XgoZhgsth9/view?usp=sharing), [LPS Catalog Quick Access Guide](https://drive.google.com/file/d/1KOFWbNO_2CfclRo5z0jnVd8a5oo0i2Xc/view?usp=sharing)  October 8 and December 12, 2020 - Staff Breakfast with Books    October 16, November 4 and November 18, 2020 - Staff One Read: Monday’s Not Coming by Tiffany Jackson    February 12, 2021 - [Bringing Diverse Books into the Classroom](https://drive.google.com/file/d/1g1KacC3Xc2BeOQsOzqUq7tdzfxBHp4C_/view?usp=sharing)  February 12, 2021 - [Positive Messaging with Canva](https://drive.google.com/file/d/12jyYabSzw8OSSwkHAl3RZIraDqr_Vc8l/view?usp=sharing) |
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| **Indicator #7: Librarian attends professional development opportunities for librarians at local, state, and/or national level**  (*AASL*—*engage*) |
| **Exemplary (2 points):** Attends multiple library-specific professional learning events per year, which may include but not be limited to conferences, workshops, webinars, podcasts, graduate courses  **Approaching (1 point):** Attends a minimum of one library-specific professional learning activity (outside of school-/district-provided professional development) per school year |
| **Required Documentation/Evidence**  Brief description of sessions attended (including title, date, sponsoring entity) and impact on library program |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Library Retreat](https://drive.google.com/file/d/1R6rZ66AdpLpvezpwjLEQe9wFK7u_hUzo/view?usp=sharing)  [Project Ready: Reimaging Equity and Access for Diverse Youth](https://ready.web.unc.edu/)  [*Disrupting Deficit-Narrative Through Equity Minded Practices*](https://drive.google.com/file/d/1E5FoM2S3MbxLUr7ekG_EhQJBOSpSzLss/view?usp=sharing)  [Fostering student success and reinforcing executive functioning skills while addressing anxiety](https://drive.google.com/file/d/1JU1_lp5edZpgZ7qjWx8zynJ5RbCQfZRm/view?usp=sharing)  [LPS Diversity Week](https://sites.google.com/lps53.org/lps-diversity-festival2021/home)  [METC Virtual Conference 2021](https://metcedplus.org/mod/page/view.php?id=415) |
| **Insert Documents/Narratives:**  Date: August 13, 2020  Title: [Library Retreat](https://drive.google.com/file/d/1R6rZ66AdpLpvezpwjLEQe9wFK7u_hUzo/view?usp=sharing)  Entity: Liberty Public Schools  Impact: The library retreat is an opportunity to learn and collaborate with all of the librarians in the district. At this retreat we worked on collection development, mission and vision, planning for virtual instruction and supporting virtual students and staff, and diversity in the library.    Date: October 1, 2020 (meetings are monthly throughout the year)  Title: Project Ready: Reimaging Equity and Access for Diverse Youth  Entity: Institute of Museum and Library Services  Impact: The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources for youth of color and Native youth.  <https://ready.web.unc.edu/>  Date: October 22, 2020  Title: [*Disrupting Deficit-Narrative Through Equity Minded Practices*](https://drive.google.com/file/d/1E5FoM2S3MbxLUr7ekG_EhQJBOSpSzLss/view?usp=sharing)  Entity: AVID  Impact: Liberty High School is an AVID school. This session was focused on how mindset affects perceptions and shapes institutional culture.  We assessed our school/library climate and discussed conditions needed to foster a positive learning environment for our diverse students. We also reviewed AVID culturally responsive strategies, which can be used in the curriculum and co-curriculum to support all students.  Date: February 12, 2021  Title: [Fostering student success and reinforcing executive functioning skills while addressing anxiety](https://drive.google.com/file/d/1JU1_lp5edZpgZ7qjWx8zynJ5RbCQfZRm/view?usp=sharing)  Entity: Sonya Richardson-Thomas, Child and Family Therapist  Impact: We explored the teen brain and how we can implement strategies to help our students with resilience. All students visit the library. This will help us support students that we interact with.  Date:  January 2021  Title: LPS Diversity Week  Entity: Liberty Public Schools  Impact: Throughout the week, sessions were focused on how diversity, equity and inclusion connects to the Liberty Public Schools graduate profile. Each day, the content focused on one of the graduate profile themes. The LPS library program has its own graduate profile which is aligned with the district graduate profile.  <https://sites.google.com/lps53.org/lps-diversity-festival2021/home>  METC Virtual Conference 2021  Sessions highlight a different [ISTE Standard for Educators](https://www.iste.org/standards/for-educators) with daily virtual sessions focused on five areas: instructional practices, equity, health and wellness, student engagement and technology integration. In our library program, this conference partners well with the other PD opportunities we have explored this year, all leading to empathy for our patrons, improved instructional practices, and implementation of new technology strategies. |

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| **Indicator #8: Librarian functions as an educational leader in the school campus and district by serving on committees and/or cohorts**  (*AASL*—*collaborate)* |
| **Exemplary (2 points):** Is consistently included in campus and district leadership planning  **Approaching (1 point):** Is occasionally included in campus and district leadership planning |
| **Required Documentation/Evidence**  Agendas/Minutes  Administrative statement about librarian’s role in planning  Librarian statement of involvement   * Exemplary could be multiple examples from both campus and district * Approaching could be multiple examples from campus and/or district with a minimum of one example in each area |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Liberty High School – Administrative Statement](https://drive.google.com/file/d/1Py8JCmXrgnk4M5QmbA-YQrY4DuaKzJVF/view?usp=sharing) |
| **Insert Documents/Narratives:**  [Curriculum Council](https://drive.google.com/file/d/13GT2CMthawqphcuztTrkAQGctsP46JTJ/view?usp=sharing)  As a member of Liberty Public Schools’ Curriculum Council, Lori Riedel influences district decisions about curriculum in general and library curriculum specifically.  She keeps all library media specialist colleagues informed of decisions made and expected practices that come down from curriculum council.  She ensures that continuous work on library media curriculum is in the correct format and includes visible learning processes.  There are three library media representatives on the district’s curriculum council; one for each level elementary, middle, and high.  Curriculum Council meets at least quarterly and includes teacher representatives from all contents and levels as well as instructional coaches.  [Curriculum Council Agenda](https://drive.google.com/file/d/13GT2CMthawqphcuztTrkAQGctsP46JTJ/view?usp=sharing)  [Collection Development-Diversity](https://drive.google.com/file/d/1dvAng4d0aewgwJfnpZa1EIvmJ0TTI8zu/view?usp=sharing)  As a member of the library department’s Collection Development--Diversity Committee, Christine Anderson is integral to collection development processes across the district. During the 2020-2021 school year, this committee has finalized the Diversity Audit Plan that currently includes a district-wide Realistic Fiction Audit and New Acquisitions Audit.  Chris’s work on this committee also includes the development and maintenance of diversity categories for the diversity audit, fine-tuning of diversity audit processes, and providing professional development and individual support to all other librarians as they complete diversity audits.  The Collection Development--Diversity Committee meets at least six times per year and includes six library media specialists from all levels as well as the library media director.  [Collection Development Agenda](https://drive.google.com/file/d/1dvAng4d0aewgwJfnpZa1EIvmJ0TTI8zu/view?usp=sharing)  [Interlibrary Relations](https://drive.google.com/file/d/14xqBjCti-ERRccpTT7aFF2Lo8rjdejaX/view?usp=sharing)  As a member of the Interlibrary Relations Committee, Lori Riedel provides invaluable leadership to the district’s team of librarians.  In the 2020-2021 school year, this committee has followed up with librarians and teachers from our mentoring program--Becoming a School Librarian, finalized request and pickup procedures for virtual students to checkout books from LPS school libraries, discussed priority needs for the overall library media budget, and analyzed library survey questions to make improvements for next year’s survey.  This committee has an ongoing commitment to ensure library media specialists and library media paraprofessionals are supported in their roles as well as in the way we share resources freely between school libraries.  The Interlibrary Relations Committee meets at least six times per year and includes only three librarians (one from each level) and the library media director.  [Interlibrary Relations Agenda](https://drive.google.com/file/d/14xqBjCti-ERRccpTT7aFF2Lo8rjdejaX/view?usp=sharing)  Project Ready  As a member of the Project Ready Committee, Christine Anderson and Lori Riedel have committed to a deep dive into equity and access in her professional practice.  This committee was formed in the 2020-2021 school year and will complete Modules 1-11 by the end of May.  Project READY (<https://ready.web.unc.edu/>) is a free online professional development curriculum for school and public librarians and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy.  The members of this committee meet every 2-3 weeks to hold deep discussions about the current module.  Discussions center around racial equity and culturally sustaining pedagogy in a way that improves collection development, library programming, library procedures, library facilities and usage, and relationships with students.  This committee provides very meaningful leadership to the larger library team and within their school buildings.  Members bring specific strategies and resources back to the library team and their building colleagues even providing professional development sessions around what they are learning.    [The Point](https://drive.google.com/file/d/1WW2tKRF2smSOZInyQrQUbosp7ltfvL3Q/view?usp=sharing)  As a member of the The Point Committee, Christine Anderson works with a small group of Liberty High School teachers, counselors, and administrators who are lead learners and organizers of efforts and activities that promote equity and diversity in our school.  The goal of The Point is to be a connecting point for our school community to explore different perspectives and develop the awareness, knowledge, and skills that create a healthy school community where diversity, equity, and inclusion are valued. Each member of this committee has been through training provided by the Teaching Tolerance organization.  The committee is focused on dialogue and experiences, training and education, and support and empowerment.  [The Point Agendas](https://drive.google.com/file/d/1WW2tKRF2smSOZInyQrQUbosp7ltfvL3Q/view?usp=sharing)  [LHS Department Chair](https://drive.google.com/file/d/1pt0eW0i9_KIOSwyEkpkxD3ly-UsE74CJ/view?usp=sharing)  As the Library Media Department Chair, Christine Anderson serves on the Liberty High School Leadership Team.  As a department chair she represents the library staff and advocates for Liberty High School by upholding clear values.  As a team, the department chairs work to positively and collaboratively lead our faculty and staff by creating a school culture invested in a growth mindset, to uphold the core values of our school at all times, and to make decisions about practices and procedures that will positively impact our students academic and social emotional success.  In this role she serves as a liaison for the library department to ensure all voices are heard.  [Department Chair Agenda](https://drive.google.com/file/d/1pt0eW0i9_KIOSwyEkpkxD3ly-UsE74CJ/view?usp=sharing)  [Liberty United](https://drive.google.com/file/d/1KBQAGdFkBaJaz0OcPZu-Auckzsyubm-d/view?usp=sharing)  As a member of the Liberty United committee, Lori Riedel provides leadership to Liberty High School by working to foster a positive school climate. The Liberty United team consists of one staff member from each department. The team creates opportunities each month to connect staff members and maintain a positive school climate for staff.  Lori Riedel’s leadership on this committee includes creating and maintaining monthly agendas, communicating information with all staff members, being the direct contact with building administration in regards to Liberty United events, and being actively involved in the implementation of each month’s events.  [Liberty United Agenda](https://drive.google.com/file/d/1KBQAGdFkBaJaz0OcPZu-Auckzsyubm-d/view?usp=sharing) |

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| **Indicator #9: Program regularly communicates and/or collaborates with building- and/or district-level administration concerning library resources, planning, etc.**  (*AASL*—*engage, include)* |
| **Exemplary (2 points):** Communicates quarterly with administration about the state of the library program  **Approaching (1 point):** Informs building administration about the state of the library program at a minimum of once annually |
| **Required Documentation/Evidence**  Copies or summary of information shared with administration that could include meeting notes, presentation, report, etc. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Library Professional Development Plan](https://drive.google.com/file/d/1_IF1AMdeLm_BZucVeMOysJ4fO7NVk7PA/view?usp=sharing)  [LMC Impact Team](https://drive.google.com/file/d/1O20ODLd1Ruf2qx3LyimTpjtcxKMQe3J9/view?usp=sharing)  [Monthly Library Data](https://drive.google.com/file/d/1SKugt2qaENwrGNyIN805B8q0tgZbs_Lu/view?usp=sharing)  Quarterly Library Reports – [Summary](https://drive.google.com/file/d/1EZJH6SpIqnJ_J8g3baHC_bfv1e3xq9Pw/view?usp=sharing) - [Agenda](https://drive.google.com/file/d/1Hxv-CJyiCGrHCdzk8BzUhjTT2DrOZxEz/view?usp=sharing)  [End of the Year Report](https://drive.google.com/file/d/1C06OO24h44ASNQl8bhYxN_7Tp8V9uox3/view?usp=sharing) |
| **Insert Documents/Narratives:**  [Library Professional Development Plan](https://drive.google.com/file/d/1_IF1AMdeLm_BZucVeMOysJ4fO7NVk7PA/view?usp=sharing)  As a library team, we crafted our Professional Development Plan for the 2020-21 school year. The plan focuses on the indicators selected by Liberty High School. We meet with our building principal when the plan is created. We meet again to update progress at mid-year and at the end of the year.  [LMC Impact Team](https://drive.google.com/file/d/1O20ODLd1Ruf2qx3LyimTpjtcxKMQe3J9/view?usp=sharing)  The Liberty High School Impact Teams were developed to maximize student achievement through teacher collaboration. There is a 30-minute block of time set aside each Wednesday for Impact Team time. Our building principal attends one of the library Impact Team meetings each month.  [Monthly Library Data](https://drive.google.com/file/d/1SKugt2qaENwrGNyIN805B8q0tgZbs_Lu/view?usp=sharing)  In Liberty Public Schools each school tracks their monthly library data. Each month the Liberty High School data is shared with our library director and our building principal.  Quarterly Library Reports – [Summary](https://drive.google.com/file/d/1EZJH6SpIqnJ_J8g3baHC_bfv1e3xq9Pw/view?usp=sharing) - [Agenda](https://drive.google.com/file/d/1Hxv-CJyiCGrHCdzk8BzUhjTT2DrOZxEz/view?usp=sharing)  Each quarter we publish our library statistics. It is shared with our administrators and all other stakeholders via email and social media. Additionally, we schedule a meeting with our building principal to discuss the state of the library and current agenda items.  [End of the Year Report](https://drive.google.com/file/d/1C06OO24h44ASNQl8bhYxN_7Tp8V9uox3/view?usp=sharing)  At the end of each school year, we complete the checklist of library reports. All information is submitted to the district library director. As indicated on the checklist, multiple items are shared with the building principal. |

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| **Indicator #10: Program regularly communicates and establishes relationships with stakeholders in the community and beyond**  (*AASL*—*collaborate, engage*) |
| **Exemplary (2 points):**   * Identifies stakeholders * Communicates the mission, vision, and goals of the school library * Communicates to all stakeholders regarding participation in library-specific activities * Models and promotes the use of a professional learning network (PLN)   **Approaching (1 point):**   * Identifies stakeholders * Communicates the mission, vision, and goals of the school library * Models and promotes the use of a professional learning network (PLN) |
| **Required Documentation/Evidence**   * Newsletters, flyers, emails * Descriptions of stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Liberty High School Library Website – Mission and Vision Statements](https://www.lps53.org/domain/1416)  [Library Services Staff Flyer](https://drive.google.com/file/d/1W2epmrbIsNK5WUne787eofq94IBCGf48/view?usp=sharing)  [Database Quick Access Guide](https://drive.google.com/file/d/1vNalMp8_Jj05rUnjr0VYXo9UDtbajTOZ/view?usp=sharing)  [Library Media School Board Update 2021](https://drive.google.com/file/d/1iHCDGi9PlZbU1o03EmAoAva6l1I0SYo7/view?usp=sharing)  [Liberty Education Foundation – Grant Update Reporting](https://drive.google.com/file/d/1hV6ELc7QSFtV1FKy_ntdKEeWpOCvy4RY/view?usp=sharing)  [YA Diversity Reading List](https://drive.google.com/file/d/1CygHrtYSsjXCUqzrzlV1vk-CBj2v9oOw/view?usp=sharing)  PLN:  [GKCASL Email](https://drive.google.com/file/d/1D2CrkSjTBp_8AflemL2gApWCUhmEGr_k/view?usp=sharing)  [METC Virtual Conference 2021 Registration](https://drive.google.com/file/d/11m91CqWuuIRd29U1nmXqiMAkBFMp_4Hr/view?usp=sharing)  [LPS METC/MASL Virtual Conference Plan](https://drive.google.com/file/d/1KbkfAAvbgYJLRzE_Fd0KQge72PTLmrJm/view?usp=sharing)  [Career Navigators PLN](https://drive.google.com/file/d/1KzVhdWD87bRGTjm1SP0CVtNdG0K7d9XJ/view?usp=sharing)  [Secondary Library Team PLN](https://drive.google.com/file/d/15e-Sg0njOibKVU0o_yVFwMLXMwYNxwz2/view?usp=sharing)  [Project Ready PLN](https://drive.google.com/file/d/1SBcvVsTu_2vlM4FhHFVpdZ5-oP_IaEJb/view?usp=sharing) |
| **Insert Documents/Narratives:**  **Stakeholders:** The stakeholders of the library are students, staff, parents, and community. Within those groups we serve distinct communities such as Blue Jay Nation (our student/parent organization), LPS school board, Liberty Education Foundation, LHS alumni, English Language Learners, special needs students, etc.  **Mission and Vision:** [Liberty High School Library Website – Mission and Vision Statements](https://www.lps53.org/domain/1416)  Our mission and vision statements are clearly stated on our school’s website.  **Mission:** Our mission is to strengthen students’ skills in creativity, collaboration, critical thinking and communication in order to develop their passion and deepen their learning.  **Vision:** The 360° LMC provides spaces, resources, and tools to support all students in all content areas as well as to develop their personal interests.    **Stakeholder Communication:**  [Library Services Staff Flyer](https://drive.google.com/file/d/1W2epmrbIsNK5WUne787eofq94IBCGf48/view?usp=sharing) – At the beginning of the school year, this flyer was put in all staff mailboxes and emailed to our virtual teaching staff.  [Database Quick Access Guide](https://drive.google.com/file/d/1vNalMp8_Jj05rUnjr0VYXo9UDtbajTOZ/view?usp=sharing) – This guide was shared with all staff and students to highlight database resources at Liberty Public Schools and through Mid-Continent Public Libraries. [\*email example](https://drive.google.com/file/d/1Ot-6A9eoarvAz330JBVkFh9pzojvAxrO/view?usp=sharing)  **Library Social Media Posts from Twitter and Facebook**– These are school accounts that are followed and accessible by all of our stakeholder groups.      [Library Media School Board Update 2021](https://drive.google.com/file/d/1iHCDGi9PlZbU1o03EmAoAva6l1I0SYo7/view?usp=sharing) – This communication was shared with the BOE at a regular meeting. Through the [district website](https://go.boarddocs.com/mo/lpsdmo/Board.nsf/vpublic?open), this document is public information and available to the entire community and all stakeholders.  [Liberty Education Foundation – Grant Update Reporting](https://drive.google.com/file/d/1hV6ELc7QSFtV1FKy_ntdKEeWpOCvy4RY/view?usp=sharing) – We have received multiple grants from the Liberty Education Foundation. We always share information about grant impact and success with the foundation directors which they in turn share with the community.  [YA Diversity Reading List](https://drive.google.com/file/d/1CygHrtYSsjXCUqzrzlV1vk-CBj2v9oOw/view?usp=sharing) – We created this reading list for students and staff at Liberty High School. It was also shared at the [Liberty Public Schools Diversity Festival](https://drive.google.com/file/d/1Q0yXpeRDFuAQgYJGslkeiWcNmBcJSmkc/view?usp=sharing) that was for our entire community which includes all stakeholder groups.  Professional Learning Network: Our PLN consists of our district secondary library team, connections made through organizations like MASL and GKCASL, social media groups like the Future Ready Library group on Facebook, our Project Ready cohorts, and other library media specialists in our area.  [GKCASL Email](https://drive.google.com/file/d/1D2CrkSjTBp_8AflemL2gApWCUhmEGr_k/view?usp=sharing)  [METC Virtual Conference 2021 Registration](https://drive.google.com/file/d/11m91CqWuuIRd29U1nmXqiMAkBFMp_4Hr/view?usp=sharing)  [LPS METC/MASL Virtual Conference Plan](https://drive.google.com/file/d/1KbkfAAvbgYJLRzE_Fd0KQge72PTLmrJm/view?usp=sharing)  [Career Navigators PLN](https://drive.google.com/file/d/1KzVhdWD87bRGTjm1SP0CVtNdG0K7d9XJ/view?usp=sharing)  [Secondary Library Team PLN](https://drive.google.com/file/d/15e-Sg0njOibKVU0o_yVFwMLXMwYNxwz2/view?usp=sharing)  [Project Ready PLN](https://drive.google.com/file/d/1SBcvVsTu_2vlM4FhHFVpdZ5-oP_IaEJb/view?usp=sharing) |

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| **Indicator #11: Program participates in implementation of the district’s school improvement plan**  (*AASL*—*collaborate*) |
| **Exemplary (2 points):** Provides evidence of supporting the implementation of multiple CSIP objectives  **Approaching (1 point):** Provides evidence of supporting the implementation of one CSIP objective |
| **Required Documentation/Evidence**  Provide a link to district CSIP; identify and explain the support provided to specific CSIP objectives |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [**Liberty High School Library Media Strategic Plan 2021**](https://docs.google.com/document/d/1qD2h52FUvF7R6ducZ3vJ_Ef1rJSXX9LJQtXPnKBDM-I/edit?usp=sharing)  [**Liberty Public Schools Library Media Program Strategic Plan 2021**](https://drive.google.com/file/d/1cApvSc7pImAqnkB51WH9mgSG5UjHXExm/view?usp=sharing)  [**Liberty Public Schools Strategic Plan 2021**](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%2020202021.pdf#gid=761990951) |
| **Insert Documents/Narratives:**  The [LHS Library Media Strategic Plan](https://docs.google.com/document/d/1qD2h52FUvF7R6ducZ3vJ_Ef1rJSXX9LJQtXPnKBDM-I/edit?usp=sharing) details how we implement and support all CSIP objectives. |

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| Library Environment |

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| **Indicator #12: Program provides adequate physical space for the library, including flexible space for usage by multiple groups and/or fixed or flexible space for whole-class instruction**  (*AASL*—*include*) |
| **Exemplary (2 points):** Provides furnishing that are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses for a minimum of two (2) classes (based on the average class size in the building)  **Approaching (1 point):** Provides seating for a minimum of two (2) classes (based on the average class size in the building) |
| **Required Documentation/Evidence**  Photos accompanied by brief explanation of how spaces are used |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Liberty High School Physical Space – descriptions and photos](https://docs.google.com/document/d/1kZfFIWBw5Dvgv1DEQ5J3EMGbI7gYMRHEVF1-Divtl0o/edit?usp=sharing) |
| **Insert Documents/Narratives:**  This document includes descriptions and photos of each library instructional space.  [Liberty High School Physical Space](https://docs.google.com/document/d/1kZfFIWBw5Dvgv1DEQ5J3EMGbI7gYMRHEVF1-Divtl0o/edit?usp=sharing) |

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| **Indicator #13: Program offers a variety of programs and/or opportunities for all members of the library community in a safe and inclusive manner**  (*AASL*—*include*) |
| **Exemplary (2 points):** Offers a minimum of four distinct and cross-curricular programs throughout the year that may   * include family and/or community participation * take place either during or beyond the school day   **Approaching (1 point):** Offers a minimum of two distinct and cross-curricular programs that may   * include family and/or community participation * take place either during or beyond the school day |
| **Required Documentation/Evidence**  Calendar of events with enough detail to show the purpose and audience for each event; may include photos and/or evaluation from some events. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Student Book Club Kickoff Email](https://drive.google.com/file/d/1t6KZC0FOQJsAy6P6Q7PjjsNrZAtudjbw/view?usp=sharing)  [Staff Book Club Schedule Email](https://drive.google.com/file/d/1L3jBHayEGiRH6bGNHC9Ym61HAmna6Rgt/view?usp=sharing)  [TeenTober Week-by-Week Plan](https://drive.google.com/file/d/1rbezCMf5wP0fLxvCVbBpyMKVPleTWVvW/view?usp=sharing)  [Diversity Festival Dates/Flyer](https://drive.google.com/file/d/1ytWqe3_sSNDuIJVSki7TBHZLv6dJ2tvY/view?usp=sharing)  [Academic Fair Date Flyer](https://drive.google.com/file/d/152r8VPOgY7ZCgce1ffOMxaooeXZuOHcK/view?usp=sharing)  [Holiday Mart DMM Event Email](https://drive.google.com/file/d/1zd7AlYj1z08sj3tW-yTZvYmJV_u3xna-/view?usp=sharing) |
| **Insert Documents/Narratives:**  Book Clubs (Student & Staff)  At Liberty High School we offer two book clubs. This year, the student book club meets virtually on Wednesdays. Book selections vary based on student interest.  [Student Book Club Kickoff Email](https://drive.google.com/file/d/1t6KZC0FOQJsAy6P6Q7PjjsNrZAtudjbw/view?usp=sharing)  [Student feedback form](https://drive.google.com/file/d/1Cem2YEOS7G3Dx3Mtkl9Z8bwhAEPnBUlg/view?usp=sharing)  [Student Book Club Flyer](https://drive.google.com/file/d/1YSe-z99fGcI1rZyKjppNeIJ0n4PWtWuM/view?usp=sharing)  The staff book club – which includes teachers, administrators, social workers, counselors, administrative assistants, and paraprofessionals – schedules one book per semester and meets at the beginning, middle, and end of the reading.  [Staff Book Club Schedule Email](https://drive.google.com/file/d/1L3jBHayEGiRH6bGNHC9Ym61HAmna6Rgt/view?usp=sharing)  [Staff Book Club Flyer](https://drive.google.com/file/d/1nbcXmyaOSZam1W7GvSq7qGMsR2jf3gn9/view?usp=sharing)  TeenTober  In celebration of ALA’s teen library month, we celebrated with an entire month of activities. Some activities were pushed out to students and staff only. Trivia and book recommendations were shared widely through email and on social media to encourage participated from parents, alumni, and other community members. This is a popular library promotion and participation was high within our school and from our community.  [TeenTober Week-by-Week Plan](https://drive.google.com/file/d/1rbezCMf5wP0fLxvCVbBpyMKVPleTWVvW/view?usp=sharing)  [Literary Pumpkin Contest](https://drive.google.com/file/d/1n1E8k8NU3grLjPpPfETwBNogwJBMsbD0/view?usp=sharing)  [Book Trivia Challenge](https://drive.google.com/file/d/1UPrv4z8uMcvozZaLlsROZatqi9IMVjJB/view?usp=sharing)  [Trick-or-Treat Circulation Fun](https://drive.google.com/file/d/1js5LMLUBg8Fq3Kcag0NcOSE_Ih9PWX2V/view?usp=sharing)  Diversity Festival  We worked with the LPS Diversity Committed to provide content and programing for the Annual LPS Diversity Festival. This event is for all students, staff, families, and the entire Liberty community.  [Diversity Festival Contributor List](https://drive.google.com/file/d/1cWeDUVmhxuQ8AwC48myN1jntuU1t8GMX/view?usp=sharing)  [Diversity Festival Dates/Flyer](https://drive.google.com/file/d/1ytWqe3_sSNDuIJVSki7TBHZLv6dJ2tvY/view?usp=sharing)  [Diversity Festival Academic Day](https://drive.google.com/file/d/17CfPL70btBV6PGECupTFt3pVpTpcC8Si/view?usp=sharing)  [Diversity Festival Book Recommendation Lists](https://drive.google.com/file/d/1hxCgHk1rkFLHYjIPGgXmdTbONNNPsbPK/view?usp=sharing)  LHS Academic Fair  The purpose of this event is to promote departments and programs. Information is provided to help guide our families as the plan their student’s high school experiences.  [Academic Fair Date Flyer](https://drive.google.com/file/d/152r8VPOgY7ZCgce1ffOMxaooeXZuOHcK/view?usp=sharing)  [Academic Fair LMC Presentation](https://drive.google.com/file/d/1UZjKPRaLBrjLoNXJwPo0mlOu863d0fNK/view?usp=sharing)  Digital Media Management – Entrepreneurs  Our Digital Media Managers offer custom design and production services to our school community. These services range Make-and Take events to individualized orders. This year they have hosted in person events for staff and created custom shirts and podcasting training for the community.  [Holiday Mart DMM Event Email](https://drive.google.com/file/d/1zd7AlYj1z08sj3tW-yTZvYmJV_u3xna-/view?usp=sharing) |

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| **Indicator #14: Program provides a variety of current technologies in the library, including means of remotely accessing library resources at any time**  (*AASL*—*curate, explore, include*) |
| **Exemplary (2 points):** Provides a website with a curated selection of technology resources and openly licensed digital resources, learning management system, and/or social networking to offer 24/7 access to library  **Approaching (1 point):** Provides links to district-supported resources with 24/7 access |
| **Required Documentation/Evidence**  Link to website  Copies of communication sharing technology resource links with library stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [**LHS Library website: Digital Research Resources**](https://www.lps53.org/domain/2713)  **Students and Staff have 24/7 access to a variety of research tools. The tools range from citation tools, databases, and audio, video and image resources.  Remote access usernames and passwords are provided to students and staff. All LPS students and staff are also provided Mid-Continent Public Library (MCPL) accounts. MCPL digital research resources are available to students and staff 24/7.**  [**LHS Library website: Reading Resources**](https://www.lps53.org/domain/2712)  **Students and staff have 24/7 access to a variety of eBooks and audiobooks in the LPS Overdrive collection. All LPS students and staff are also provided MCPL library accounts. Students and staff have 24/7 access to MCPL digital collections.**  [**LHS Library website: Studios**](https://www.lps53.org/domain/2714)  **Students and staff have 24/7 access to a variety of Audio, Video and Design production studio resources and tutorials.** |
| **Insert Documents/Narratives:**  **Liberty Public Schools is a 1:1 district. Student and staff devices may be taken home to allow for 24/7 access to digital resources. All LPS students and staff are also provided Mid-Continent Public Library accounts.** |

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| Library Management |

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| **Indicator #15: Program implements flexible scheduling to meet the authentic instructional needs of students**  (*AASL*—*collaborate, explore, include*) |
| **Exemplary (2 points):** The library facility uses a flexible schedule during the length of the school day with all scheduling at the discretion of the professional librarian.  **Approaching (1 point):** The schedule of the library facility during the length of the school day does not exceed 25 percent fixed scheduling (such as being part of a school’s specials rotation); the remaining 75+ percent of the day’s schedule is flexible and implemented at the discretion of the professional librarian. |
| **Required Documentation/Evidence**  Schedule reflective of four consecutive weeks |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Liberty High School LMC Schedule 2020-2021](https://docs.google.com/spreadsheets/d/1SG2XikItngeRT6rm98mSAVIqXlg_le--K8D5gqIFTFE/edit#gid=1637150819) (Live Website Link) |
| **Insert Documents/Narratives:**  The Liberty High School LMC schedule is located on the library webpage. Staff can view the schedule and email or call to schedule collaboration, instruction or facility use.  [Week 1](https://drive.google.com/file/d/1qWMrkF8JgdrzknelCX7kbNzc5o6DGDTZ/view?usp=sharing)  [Week 2](https://drive.google.com/file/d/1WsCqdPFLVUKXzW200HT8u8wmRDD9AI6H/view?usp=sharing)  [Week 3](https://drive.google.com/file/d/1PlQAbsvZa-xyFszyNSRkAxeSVO88_8EC/view?usp=sharing)  [Week 4](https://drive.google.com/file/d/1D6GaoZQvIo5z9oxwB2WmO3PcNGU-JOsI/view?usp=sharing) |

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| **Indicator #16: Librarian regularly evaluates the library program**  (*AASL*—*This indicator includes addressing all AASL Integrated Frameworks while evaluating the school library program.*) |
| **Exemplary (2 points):** Regularly designs throughout the school year evaluative tools and acquires evaluative information regarding the school library program from all stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students  **Approaching (1 point):** Annually designs evaluative tools and acquires evaluative information regarding the school library program from four of the following five stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students. |
| **Required Documentation/Evidence**  Evaluative tools(s) utilized with each stakeholder regarding perception of the library program. These may be in the form of surveys, audio discussions, digital photos of physical documents as well as other data collection methods. These evaluations may include the complete library program, book clubs, special celebrations such as Read Across America Week or Banned Book Week, resource collections, resource development, etc. |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Annual Student Survey](https://drive.google.com/file/d/1LLX71VKeBTt2PDICKd-FNnDv5LUvw1rk/view?usp=sharing)  [Annual Staff Survey](https://drive.google.com/file/d/1RwcbBI_af0G2yjNZmRA_F5OF3qL-JLVJ/view?usp=sharing)  [Survey Action Plan](https://drive.google.com/file/d/10PYyPu_8JBv2uihzQ4zc-ta8-eOJcMqn/view?usp=sharing)  [Panorama Family Survey – LHS School Climate](https://drive.google.com/file/d/1c9M9g30nmZ9LXg8Gi5vaWIhsgAh1YBuZ/view?usp=sharing)  [Panorama Family Survey – LHS Diversity Questions](https://drive.google.com/file/d/1c9M9g30nmZ9LXg8Gi5vaWIhsgAh1YBuZ/view?usp=sharing)  [Diversity Audit Checklist](https://drive.google.com/file/d/1_6mhVFArx3o99yfoZ9Mib0Yw5Mi4fGra/view?usp=sharing)  [Collection Improvement Plan](https://drive.google.com/file/d/1ApnIZxNq-2jN-gQVqwkmhTYuBPfaNoUm/view?usp=sharing)  [Return to Learn Census Survey](https://drive.google.com/file/d/17gG0FMwxd81lSdYEy_6POQJU9cdSNnLN/view?usp=sharing)  [Library Virtual Student Checkout Procedures](https://drive.google.com/file/d/1X2IzT_08vRKY9mUEj4QsEfuX_tDE_DaA/view?usp=sharing)  [Digital Resources for Virtual Students](https://drive.google.com/file/d/18LGTJR-QogsJ7KdmtYXHSBVUtz0RxKux/view?usp=sharing)  [Book Club Survey](https://drive.google.com/file/d/1uL9aF0WNKwC1Sau7VzTdAJXZ5wmSQWFk/view?usp=sharing) |
| **Insert Documents/Narratives:**  **Annual Library Surveys**: Each January we survey our entire school population. Student surveys are open to all students grades 9-12. Staff surveys are open to all certified staff, administrators, and support staff. At the end of the survey window, we evaluate the data and create a survey action plan that highlights the strengths of our library program and identifies any concerns and actions steps for improvement.  [Annual Student Survey](https://drive.google.com/file/d/1LLX71VKeBTt2PDICKd-FNnDv5LUvw1rk/view?usp=sharing)  [Annual Staff Survey](https://drive.google.com/file/d/1RwcbBI_af0G2yjNZmRA_F5OF3qL-JLVJ/view?usp=sharing)  [Survey Action Plan](https://drive.google.com/file/d/10PYyPu_8JBv2uihzQ4zc-ta8-eOJcMqn/view?usp=sharing)  **Diversity Surveys:** This year Liberty Public Schools used the Panorama Survey to collect information from Liberty parents and students. The results were shared by building. In the library we have access to all survey results for Liberty High School. We use the questions about school climate and diversity to make programming, policy, and collection decisions.  [Panorama Family Survey – LHS School Climate](https://drive.google.com/file/d/1c9M9g30nmZ9LXg8Gi5vaWIhsgAh1YBuZ/view?usp=sharing)  [Panorama Family Survey – LHS Diversity Questions](https://drive.google.com/file/d/1c9M9g30nmZ9LXg8Gi5vaWIhsgAh1YBuZ/view?usp=sharing)  **Realistic Fiction Diversity Audit:** This year we are conducting an audit of our realistic fiction collection. The information from this audit is being used to make purchasing decisions and to weed our existing collection. This information along with our school and community demographics is being used to create our annual collection development goals.  [Diversity Audit Checklist](https://drive.google.com/file/d/1_6mhVFArx3o99yfoZ9Mib0Yw5Mi4fGra/view?usp=sharing)  [Collection Improvement Plan](https://drive.google.com/file/d/1ApnIZxNq-2jN-gQVqwkmhTYuBPfaNoUm/view?usp=sharing)  **Return to Learn Census:** In August, Liberty Public Schools surveyed all families to determine their preferred school structure during the COVID pandemic. Based on these results, as a library program we developed consistent library policies and procedures for our virtual learners. It was our goal to remove all barriers and provide equal access to all students.  [Return to Learn Census Survey](https://drive.google.com/file/d/17gG0FMwxd81lSdYEy_6POQJU9cdSNnLN/view?usp=sharing)  [Library Virtual Student Checkout Procedures](https://drive.google.com/file/d/1X2IzT_08vRKY9mUEj4QsEfuX_tDE_DaA/view?usp=sharing)  [Digital Resources for Virtual Students](https://drive.google.com/file/d/18LGTJR-QogsJ7KdmtYXHSBVUtz0RxKux/view?usp=sharing)  **Book Club Survey:** To accommodate all of our book club members (hybrid and virtual students) we are hosting a virtual book club. We periodically send brief surveys to gather information and monitor reading progress.  [Book Club Survey](https://drive.google.com/file/d/1uL9aF0WNKwC1Sau7VzTdAJXZ5wmSQWFk/view?usp=sharing) |

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| **Indicator #17: Program has a budget that is adequate to purchase books, materials, supplies, etc., to meet the library’s strategic plan**    (*AASL*—*curate, include*) |
| **Exemplary (2 points):** Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a strategic five-year plan that outlines the vision and progression of the school library program goals in connection with the school and/or district strategic plan  **Approaching (1 point):** Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a three-year plan that outlines the vision and progression of the school library program strategic plan |
| **Required Documentation/Evidence**  Submission of collaborative budgetary plan denoting the library’s strategic plan and its connection to the building or district strategic plan. Submission must include the dollar amount (total and per student) provided by the district to support the library plan. Examples: written reports, spreadsheets. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Liberty High School 5 Year Budget Plan](https://docs.google.com/document/d/1Y_j_SOfjhR3SNy9in3Gmcr1e1JID6CWmYgjfUevE2cA/edit?usp=sharing) |
| **Insert Documents/Narratives:**  To ensure equity across buildings, Liberty’s library media budgets are developed at the district level.  Each library has a book, supply, resource, and periodicals budget line.  Each of the four budget lines are adjusted based on the student population in each building.  [Liberty High School 5 Year Budget Plan](https://docs.google.com/document/d/1Y_j_SOfjhR3SNy9in3Gmcr1e1JID6CWmYgjfUevE2cA/edit?usp=sharing) |

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| **Indicator #18: Program maintains a current, relevant, and diverse collection of print and/or digital resources that is responsive to the needs of the community and is tied to curriculum**  (*AASL*—*curate, explore, include)* |
| **Exemplary (2 points):**   * Maintains current collection as follows:   + Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 12 years.   + Fiction: The average age of a fiction collection is less than 15 years old. * Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves * Supplemental resources extend beyond the school community to connect with the global community   **Approaching (1 point):**   * Maintains current collection as follows:   + Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 15 years   + Fiction: The average age of a fiction collection is less than 17 years old. * Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves |
| **Required Documentation/Evidence**  Collection analysis reports that clearly show the currency, relevance, and diversity of the library’s collection |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [**Liberty High School Library Media Collection Analysis**](https://docs.google.com/document/d/1sPcfS0lRuFPkSj2_Y0063HnVI5ry5WBBCozFW9RQjpE/edit?usp=sharing)  **Digital Content Links:**  **Nonfiction Resources**  [Liberty High School Digital Resources/Databases](https://www.lps53.org/domain/2713)  [Mid-Continent Digital Resources/Databases](https://www.mymcpl.org/research-and-learning/research-databases-a-z)  **Fiction Resources**  [Liberty High School Website – eBook/Audiobook Access Page](https://www.lps53.org/domain/2712) |
| **Insert Documents/Narratives:**  The Liberty High School library supports access to all subjects that meet the needs, interests, and abilities of all persons in the community the library serves.  This includes print and digital resources on all curricular subjects students and teachers need as well as high-interest topics for students.  Stakeholders provide input into collection development through the yearly survey and through requests to the librarian.  The library purchasing processes are flexible and responsive enough to allow for point-of-need purchases based on the discretion of the library media specialist.  Read the complete collection analysis here: [**Liberty High School Library Media Collection Analysis**](https://docs.google.com/document/d/1sPcfS0lRuFPkSj2_Y0063HnVI5ry5WBBCozFW9RQjpE/edit?usp=sharing) |

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| **Indicator #19: Program maintains policies, procedures, and practices as set by the local school board**  (*AASL*—*curate, engage)* |
| **Exemplary (2 points):** Has an up-to-date policy (within the last five years) including **all** of the following:   * Fines/Damaged materials * Challenged books * Collection development * Volunteers * Donations * Borrowing policy * Inventory * Acceptable use * Confidentiality * Intellectual freedom * Weeding   **Approaching (1 point):** Has an up-to-date policy (within the last five years) including nine of the following:   * Fines/Damaged materials * Challenged books * Collection development * Volunteers * Donations * Borrowing policy * Inventory * Acceptable use * Confidentiality * Intellectual freedom * Weeding |
| **Required Documentation/Evidence**  Link(s) to policies |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Liberty High School/LPS Library Media Policies and Procedures](https://docs.google.com/spreadsheets/d/1tStjvj2b8wrVSCNBw_iG0OmsE9g3v_uKuJDFwOqfp8U/edit?usp=sharing) |
| **Insert Documents/Narratives:**  Liberty Public Schools Library Policy and Procedures are reviewed at the beginning of the year during our library retreat and throughout the year in various library committees.  [Liberty High School/LPS Library Media Policies and Procedures](https://docs.google.com/spreadsheets/d/1tStjvj2b8wrVSCNBw_iG0OmsE9g3v_uKuJDFwOqfp8U/edit?usp=sharing) |

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| Staffing |

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| **Indicator #20: Program maintains an appropriate librarian-to-student ratio**  (*AASL*—*include, inquire*) |
| **Exemplary (2 points):** Exhibits the following:   * 1.0 full-time librarian assigned full time to a library in a school\* with a student population of 1-750 * 1.5 full-time librarians assigned full time to a library in a school\* with a student population of 751-1,500 * 2.0 full-time librarians assigned full time to a library in a school\* with a student population exceeding 1,500   **Approaching (1 point):** Exhibits ratio of one full-time librarian assigned full time to a library in a single school\*  *\*Because of the variety of library/school configurations among Missouri schools (one library for two campuses, two libraries on a single campus, etc.), applicant must include a description of the configuration in his/her school and explain how all stakeholders are sufficiently served within this configuration. Library staffing must be such that the library is open to students at any time during the regular school day.* |
| **Required Documentation/Evidence**  Written verification from school or district administration *regarding student access to library at any time during the regular school day* in addition to librarian’s required description of configuration (see above) |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  This document contains both the written verification from the administration and librarians.  [Librarian-Student Ratio Liberty High School](https://drive.google.com/file/d/1FgemGWrQ_YITl_d8Sqrbo6E6JxMwL8YW/view?usp=sharing) |
| **Insert Documents/Narratives:** |

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| **Indicator #21: Program maintains an appropriate library support staff-to-librarian ratio**  (*AASL*—*include, inquire*) |
| **Exemplary (2 points):** Has one full-time paraprofessional library support staff per librarian without additional outside duties during instructional day to ensure the library is open to students and staff through the entire school day  **Approaching (1 point):** Has equivalent of one paraprofessional library support staff per librarian performing library-related duties in the library a minimum of 75% of the instructional day to ensure the library is open to students and staff through the entire school day |
| **Required Documentation/Evidence**  Written verification from school or district administration verifying paraprofessional hours and library accessibility hours |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  This document contains both the written verification from the administration and librarians.  [Paraprofessional Support – Liberty High School](https://drive.google.com/file/d/1iYGVZKYgZrqXn8lbEas_iu06O8iaiyb1/view?usp=sharing) |
| **Insert Documents/Narratives:** |

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