**Assessment #3: Facilities Plan**

**ISTC 601: Facilities Plan**

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**Overview**

In Dorchester County there are currently three elementary schools in the city of Cambridge. Several suggestions are that each school houses different grade levels. For example, Maple Elementary would be the early childhood center that with have pre-kindergarten through 1st grade. With careful consideration of early childhood needs with have developed a media center that would be appropriate for pre-kindergarten through 1st grade. The currently media center set-up at Maple Elementary is out-dated and the media center is severely overcrowded. Maple is hoping to eventually go through renovations so we feel that this library better suits the needs of the learner. When looking at the sketch below we can see that the non-fiction section is housed in the hallway which makes it very hard to keep organized and to allow patrons to browse in that area. Also, when teaching instructional lessons the noise of the hallway is very hard to allow students to focus. There is currently no LCD projector or document camera and staff meetings are held in the library. When patrons are checking out books it is very hard to keep everyone visible. There is also not an OPAC area for patrons to look up books or for individuals to do work. There is also not an area for pleasure reading. This current layout is not appropriate for early childhood learners.

**Currently Media Center at Maple Elementary School:**

**Samples of Programs**

 When planning for our 21st century early childhood library we searched through different online resources for ideas and to help us to determine what would be the best arrangement for our library. When researching we found wonderful ideas and many of these libraries are just for early childhood.



(Image taken from [www.openingthebook.com](http://www.openingthebook.com))

Photo 1:  There is plenty of natural lighting from the sky lights and from the windows.  The bookcases are colorful and not too tall.  They would be appropriate for patrons that are between the ages of 4 - 6.  There are different colors on the wall to differentiate the different sections of the library.



(Image taken from [www.openingthebook.com](http://www.openingthebook.com))

Photo 2:  The bookshelves would be eye level for early primary students.  The carpet is very colorful.  There are a lot of windows to provide natural lighting for the students.  There is also space in between the desk so that students have room to work and move around.



(Image taken from [www.kenttrustweb.org/uk](http://www.kenttrustweb.org/uk) )

Photo 3:  The bookshelves are movable so as a media specialist you do have more flexibility with arranging your space.  The signage is large and easy to read.  There is some bright primary colors used as accents.

 

(Image taken from [www.condoricet.com](http://www.condoricet.com))

Photo 4: Bright red walls!  The low shelving makes it possible to use the space above the shelves for displays.



(Image taken from [www.titirangi.school.mz/library\_zoo.aspx](http://www.titirangi.school.mz/library_zoo.aspx))

Photo 5:  Bright colors used on the walls along with a colorful mural that are perfect for early childhood patrons.  There is more color with the seating area for the students.  Located in this reading “knook” is also a bookshelf.



(Image taken from [www.juliesykes.co.uk/i/IMG\_0143jpg](http://www.juliesykes.co.uk/i/IMG_0143jpg))

Photo 6:  Nice use of primary colors - yellow walls and blue carpet.  There is a colorful mural on the wall to break up the yellow.  The use of wooden book boxes on wheels to house the everybody books is unique and clever.  This would allow rotation of books and make it easy for little children to find books by flipping them.  The area also looks spacious. and well lit from the overhead lighting and the big windows.



(Image taken from [www.demcointerioursco.uk/productaspx?alsc](http://www.demcointerioursco.uk/productaspx?alsc))

Photo 7:  Open, inviting, spacious, and colorful sums up this library.  The space is big and open.  It is not overcrowded with furniture.  There are blue and orange seating areas.  On the floor is a huge, colorful rug and the sun motif continues on the wall.   There is a wall of windows/doors that would provide ample natural lighting and there are also window coverings to keep out sunlight if needed.

**Floor Plan**

(Images Created at [www.floorplan.com](http://www.floorplan.com))

**Educational Specification**

 When developing our floor plan we wanted a lot of room for students to move around and to have plenty of room for leisure reading. When first entering the library there are the different sections for patrons to browse and at the same time they are in the view of the librarian. All shelves in this library are only two section high so all patrons are able to reach the books. Each section is labeled by the color of book shelves and many signs with pictures are placed above the section. On the left there is the biography section and transitional section. All books are age appropriate in the biography section with an assortment of people to choose to read about. On the top of all the shelves different books are displayed to encourage students to visit that section. Our transitional section is one of the most exciting areas for 1st graders. Towards the end of 1st grade for most students (some earlier) they are ready to begin easy chapter books. In this section different beginning chapter books will be house to help encourage the transition process. It will also make it special to our 1st graders that they are beginning the wonderful upper-level journey to reading. Some of the series that we want to highlight are Junie B. Jones, Magic Tree House, Clementine, and Frog and Toad.

 When entering the library to the right there is several other sections found. The everybody section is located around the outside and on top of the shelves there are many different book characters to entice students to check out these books. The non-fiction section is located near the everybody section and different object are placed on top of the shelves to help students located the books that they want. The Non-fiction section is labeled with shelf markers to help student recognize the Dewey decimal number. On this sign there is the number, subject, and a picture to help these early childhood patrons. In this area there is also a magazine rack for our subscriptions. The racks for magazine have a place to display the newest edition of magazines and then when you open the display there are passed issues located there.

In each of these sections careful thought is given to our special learners. For the physically handicapped there is plenty of room between the shelves for students to move about if they are in wheelchairs or use a walker. In all of the sections at least 5% of the books have different formats for special needs. These are mixed in the different sections but are labeled for easy access. We want all patrons to feel a part of the library so they are available for all types of learners. All section has books in Braille and large print. Books on tape will be available for those with reading difficulties or that are blind.

All of our signs for each section are easily visible and are in bright colors. Each section also has books in different languages to help the patrons and parents that do not speak English. When ordering books for these sections close attention will be focused on the curriculum in pre-kindergarten through 1st grade to provide an assortment of books that will help enhance the curriculum. In the new math series there are a list of children’s books that help teach math skills and these will be ordered.

 In the center of the library there is a pleasure reading area. Our hope is that students that complete class work early will be sent by the teacher for them to relax and enjoy reading. This area will also be used by the librarian to allow different classes of students to sit and enjoy reading.

 One of the favorite areas that we have developed is the instructional area for students. There is one area that has a rug for story time. In this area there are book carts on wheels that will be brought out will different paperbacks for the students. Each of these carts will be themed each month with different holiday books. When pre-kindergarten checks out books they will use these book carts until they are trained to use the shelves properly. It is located by several windows for the perfect lighting to read a story. There are also five tables for instructional time. These tables are low-lying for our early childhood learners and are in primary colors. They are for the height of children in wheelchairs and can be adjusted to meet all different height levels.

 Due to the amount of staff meeting, county meetings, and parent organizational meetings that are held in the library there is an LCD projector mounted to the ceiling with a document camera located in front of the table to see on the portable screen. An in ground electrical socket has been placed underneath the document camera for easy access of electricity. Located on the wall is a Flat Screen Television with a DVD and VCR. This area will be visited frequently by media classes and afterschool groups.

 Located near the non-fiction section is our OPAC center. This area has two tables with six computers. This will be for students to look up books and for small grade level teachers to meet to plan for instruction. In this area there are electrical sockets located underneath the table so there is access to electricity.

 The circulation desk is rounded for patrons to come visit. It has a computer for checking out books. Behind the circulation desk is the media specialist desk and a locking cabinet. Behind the desk are the wireless access point and the telephone connection. Further behind the desk is the technology closet where are the ports for computers are for the IT. Behind the circulation desk is the professional books which includes books for teacher use and DVD’s and VCR tapes for teacher check out only. Located there are books on tape because these are loaned to students with reading difficulties and special needs students.

 To complete our library there is a door for our new state of the art computer lab. This computer lab is primarily for media classes and afterschool trainings. In the computer labs students are arranged by cooperative learning tables for group work and individual work. The computer connections and electrical outlets are grounded underneath the tables. They are cornered so that all students can see the screen when teaching technology lessons. There are nine computer groups that have four computers at each group. This allows a capacity of 36 students or teachers to be occupying the computer lab. The LCD projector is mounted on the ceiling. The teacher desk is located in the front with the projection screen. On the desk there is a computer and a document camera for teaching. On each side of the projection screen is a dry erase board for instruction. In the back of the lab are two work tables for students to complete other assignments that do not require technology. There is also a bulletin board for decoration of the assignment being taught.

**Outcomes and Responsibilities**

**Maryland State Voluntary Curriculum: School Library Media (Pre-K-1)**

|  |  |
| --- | --- |
| Outcome | Responsibility |
|  A.1.c. Explore and discuss use of story structure terminology  | Through our story time area we will be able to introduce and use correct terminology with students. With multiple choices of books we can help student’s think of other stories with similar characters or that have the same setting. In this early childhood setting we can begin to use story structure terminology to facilitate discussion comparing and contrasting multiple stories. |
| A.1.d. Use informational materials to build background knowledge  | With our early childhood non-fiction and biography section we will be able to emerge factual concepts to students. When presenting these books we will help students make text-to-self connection to build background knowledge. |
| A.4.a. Recognize connection between the ability to read and success in daily life  | Through our different sections we will be able to share examples from daily life where reading is important. Students will learn to read directions to do different tasks, read to fill out forms, and read for fun. Through our easy reading biography sections students will be able to check out books to see how reading impact different lives. |
| A.1.a. Select books to match topics of interest or need  | In the early childhood library students will be able to find their own request of different types of books. Through the layout and the signage students will recognize the difference between fiction and non-fiction materials.  |
| A.1.b. Explore age appropriate computer/online resources  | In the new library by 1st grade students will know how to operate the OPAC to locate different books. In pre-kindergarten and kindergarten we will model how to locate a book. When modeling we will verbalize the decisions that we are making and indentify the search term that we used. Through doing this awareness of what is involved in using these resources will be developed. |
| A.2.a. Use concepts related to content of and arrangement on the shelf  | Different objects will be placed on top of the shelves to help students identify the non-fiction sections. Signage will be developed with the dewey decimal number, subject, and picture of the subject to help early childhood patrons. Students will also learn then need to move down to the right when moving from A to Z while searching for material shelved in alphabetical order.  |
| A.2.b. Recognize the difference between content of narrative (Fiction) and expository/informational (Non-fiction) materials. | Through the layout and the signage students will recognize the difference between fiction and non-fiction materials. When browsing or reading these materials students will learn the different terminology and content found in these different types of books. |
| A.2.c. Recognize there are advantages and disadvantages related to using print, non-print, and computer/online resources  | Through our state of the art computer lab students will see online resources and will have the special equipment needed to be able to use the resource. Through the use of the document camera we will be able to make comparisons to the requirements for using a book and other computer resources. Students will also be able to view the advantage of live action or animation motion media. |
| A.3.a/b. Explore ways to express questions in order to help them find what they need/want to know  | When researching in the computer lab we will encourage students to come up with effective research questions as a whole group or individuals. With the new technology we will be able to demonstrate why a question is too broad or too narrow.  |
| A.1-3 Use print, non-print and computer/online resources effectively  | With the new library our message to students that our library is organized in a systematic way in the library and that information is organized within each resource. Text features will be taught and utilized by students. Skills will be introduced to students as they become more independent and gain and understanding of the systems used to organize materials within the library media center and within a specific resource. |
| A.4-6 Evaluate content of specific resources  | When using different resources throughout the library we will discuss the author’s credentials or the date that it was produced. With a message like this at a younger age students will learn how to judge the value and reliability of the information they are collecting. |
| A.7. Use age appropriate graphic organizers to record relevant information  | In the instructional area graphic organizers can be created to record relevant information. In the computer lab we can model how to record data to facilitate interpretation and to raise student awareness as to the importance of this step in the overall research process. |
| A.8. Use own words to capture concepts and avoid plagiarism  | In this 21st century library students will start fresh not to learn the bad habits. Copying word for word will be unacceptable. Modeling will be provided by recording key words and phrases not whole sentences. The concept of what a fact is will be developed. |
| A.9. Record appropriate bibliographic information to cite sources  | When using different resources with students we will verbally state where it was created and where it came from. Also, documented the source of the handout will be done. This will raise awareness for students to understand the concept of “mine” and “not mine” or “someone else’s”. Citations will only be verbal or done by the media specialist. Use of a citation style sheet is not expected at this level.  |
| A.1. Generate appropriate formats for displaying and managing data/information  | During instructional time much of what is done happens in a group setting with the media specialist doing the recording. Student responses to a prompt can be displayed in a simple graph. A web can be generated during the discussion of a topic to demonstrate the important links and relationships. |
| A.2. Interpret data/information displayed in a variety of formats  | In the computer lab in whole groups’ students will use simple graphs and webs to relate to topic of books or interest to initiate discussion. Different examples can be shared of how to use the same data but present it in different formats and discuss the ease of gaining information from the different formats. |
| A.3. Match appropriate strategy/format with inherent structure of content to be organized  | When discussing different topics in the instructional area or computer lab we will mention how information is related to the topic and how it is structured or organized. After reading stories encourage students to compare and contrast the story with other stories that have been shared. With computer software students can categorize objects and point out how the same object can be categorized in multiple ways.  |
| A.1.b. Character or author’s point of view  | In the reading area when stories are being shared we will ask questions or make comments about the message the author is trying to make. Through modeling students will understand the importance of how to draw relationships to the theme of the story. Questions will lead up to considering how the story might be different if the underlying message was different. |
| A.2. Apply critical thinking and problem solving strategies  | Through the discussion of stories and information books students will learn to apply different strategies for thinking skills and problem solving. Asking students to predict what will happen next during story time will help them make inferences. While reading books to students we will encourage them to make movies in their mind and to visualize what is going on.  |
| 6.0 Share Findings | Sharing findings will occur throughout the media center. Students will share information that they have learned. Students will learn to navigate age appropriate computer programs such as Kidspiration which will enable them to create products to share what they have learned. Through the computer programs our message will be the focus on communicating the content rather than the bells and whistles. |
| 7.0 Ethical Use of Information | In the instructional area of the library and the computer lab the basic concept of plagiarism will be introduced. If we allow students to copy complete sentences from a resource at this age it will be difficult to understand why all of the sudden they can’t in an upper grade. To avoid this problem we will gather information in a group setting with adult supervision and direction. We will also model and verbalize how to paraphrase. We hope that by modeling these behaviors we can instill respect for the intellectual property right of others. |

**Standards for the 21st Century Learner**

|  |  |  |  |  |  |  |
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| **Objective from the Standard** | **Book Sections** | **Instructional Area** | **Computer Lab** | **OPAC** | **Pleasure Reading Area** | **Book Displays** |
| **1.1.1** Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this | **x** | **x** | **x** |  |  |  |
| **1.1.2** Use prior and background knowledge as context for |  | **x** |  |  |  |  |
| **1.1.3** Develop and refine a range of questions to frame the search for new understanding. |  | **x** | **x** |  |  |  |
| **1.1.4** Find, evaluate, and select appropriate sources to answer | **x** | **x** | **x** |  |  |  |
| **1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. | **x** | **x** | **x** | **x** |  |  |
| **1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. | **x** | **x** | **x** | **x** | **x** | **x** |
| **1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |  | **x** |  |  |  |  |
| **1.1.8** Demonstrate mastery of technology tools for accessing information and pursuing inquiry. |  |  | **x** | **x** |  |  |
| **1.1.9** Collaborate with others to broaden and deepen understanding. | **x** | **x** | **x** | **x** |  |  |
| **1.2.1** Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. | **x** | **x** | **x** | **x** | **x** | **x** |
| **1.2.2** Demonstrate confidence and self- direction by making independent choices in the selection of resources and | **x** | **x** | **x** | **x** | **x** | **x** |
| **1.2.3** Demonstrate creativity by using multiple resources and formats. |  | **x** | **x** |  |  |  |
| **1.2.4** Maintain a critical stance by questioning the validity and accuracy of all information. | **x** | **x** | **x** | **x** |  |  |
| **1.2.5** Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. |  | **x** | **x** | **x** |  |  |
| **1.2.6** Display emotional resilience by persisting in information searching despite challenges. | **x** |  |  | **x** |  |  |
| **1.2.7** Display persistence by continuing to pursue information to gain a broad perspective. | **x** |  |  | **x** |  |  |
| **1.3.1** Respect copyright/ intellectual property rights of creators and producers. | **x** | **x** | **x** | **x** | **x** | **x** |
| **1.3.2** Seek divergent perspectives during information gathering and assessment. |  | **x** | **x** |  |  |  |
| **1.3.3** Follow ethical and legal guidelines in gathering and using information. | **x** | **x** | **x** | **x** | **x** | **x** |
| **1.3.4** Contribute to the exchange of ideas within the learning community. | **x** | **x** | **x** | **x** | **x** | **x** |
| **1.3.5** Use information technology responsibly. |  | **x** | **x** |  |  |  |
| **1.4.1** Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. |  | **x** |  |  |  |  |
| **1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process. |  | **x** | **x** |  |  |  |
| **1.4.3** Monitor gathered information, and assess for gaps or weaknesses. | **x** | **x** | **x** | **x** | **x** | **x** |
| **1.4.4** Seek appropriate help when it is needed. |  | **x** | **x** | **x** |  |  |
| **2.1.1** Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. | **x** | **x** | **x** | **x** | **x** | **x** |
| **2.1.2** Organize knowledge so that it is useful. | **x** | **x** | **x** | **x** |  |  |
| **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations. |  | **x** | **x** |  |  |  |
| **2.1.4** Use technology and other information tools to analyze and organize information. |  | **x** | **x** |  |  |  |
| **2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. |  | **x** | **x** |  |  |  |
| **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. |  | **x** | **x** |  |  |  |
| **2.2.1** Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |  | **x** | **x** |  |  |  |
| **2.2.2** Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. |  | **x** | **x** |  |  |  |
| **2.2.3** Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. |  | **x** | **x** |  |  |  |
| **2.2.4** Demonstrate personal productivity by completing products to express learning. | **x** | **x** | **x** | **x** | **x** | **x** |
| **2.3.1** Connect understanding to the real world. | **x** | **x** | **x** | **x** | **x** | **x** |
| **2.3.2** Consider diverse and global perspectives in drawing conclusions. |  | **x** | **x** |  |  |  |
| **2.3.3** Use valid information and reasoned conclusions to make ethical decisions. |  | **x** | **x** |  |  |  |
| **2.4.1** Determine how to act on information (accept, reject, modify). |  | **x** | **x** |  |  |  |
| **2.4.2** Reflect on systematic process, and assess for completeness of investigation. |  | **x** | **x** |  |  |  |
| **2.4.3** Recognize new knowledge and understanding. | **x** | **x** | **x** | **x** | **x** | **x** |
| **2.4.4** Develop directions for future investigations. |  | **x** | **x** |  |  |  |
| **3.1.1** Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning. |  | **x** | **x** |  |  |  |
| **3.1.2** Participate and collaborate as members of a social and intellectual network of learners. | **x** | **x** | **x** | **x** | **x** | **x** |
| **3.1.3** Use writing and speaking skills to communicate new understandings effectively. |  | **x** | **x** |  |  |  |
| **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. |  | **x** | **x** |  |  |  |
| **3.1.5** Connect learning to community issues. | **x** | **x** | **x** | **x** | **x** | **x** |
| **3.1.6** Use information and technology ethically and responsibly. |  | **x** | **x** |  |  |  |
| **3.2.1** Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. | **x** | **x** | **x** | **x** | **x** | **x** |
| **3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. |  | **x** | **x** |  |  |  |
| **3.2.3** Demonstrate teamwork by working productively with others. |  | **x** | **x** |  |  |  |
| **3.3.1** Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. |  | **x** | **x** | **x** |  |  |
| **3.3.2** Respect the differing interests and experiences of others, and seek a variety of viewpoints. |  | **x** | **x** |  |  |  |
| **3.3.3** Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. |  | **x** | **x** |  |  |  |
| **3.3.4** Create products that apply to authentic, real-world contexts. |  | **x** | **x** |  |  |  |
| **3.3.5** Contribute to the exchange of ideas within and beyond the learning community. |  | **x** | **x** |  |  |  |
| **3.3.6** Use information and knowledge in the service of democratic values. |  | **x** | **x** |  |  |  |
| **3.3.7** Respect the principles of intellectual freedom. |  | **x** | **x** | **x** |  |  |
| **3.4.1** Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. |  | **x** | **x** |  |  |  |
| **3.4.2** Assess the quality and effectiveness of the learning product. |  | **x** | **x** |  |  |  |
| **3.4.3** Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. |  | **x** | **x** |  |  |  |
| **4.1.1** Read, view, and listen for pleasure and personal growth. | **x** | **x** | **x** | **x** | **x** | **x** |
| **4.1.2** Read widely and fluently to make connections with self, the world, and previous reading. | **x** | **x** | **x** | **x** | **x** | **x** |
| **4.1.3** Respond to literature and creative expressions of ideas in various formats and genres. | **x** | **x** | **x** | **x** | **x** | **x** |
| **4.1.4** Seek information for personal learning in a variety of formats and genres. | **x** | **x** | **x** | **x** | **x** | **x** |
| **4.1.5** Connect ideas to own interests and previous knowledge and experience. |  | **x** | **x** |  |  |  |
| **4.1.6** Organize personal knowledge in a way that can be called upon easily. |  | **x** | **x** |  |  |  |
| **4.1.7** Use social networks and information tools to gather and share information. |  | **x** | **x** |  |  |  |
| **4.1.8** Use creative and artistic formats to express personal learning. |  | **x** | **x** |  |  |  |
| **4.2.1** Display curiosity by pursuing interests through multiple resources. |  | **x** | **x** |  |  |  |
| **4.2.2** Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. |  | **x** | **x** |  |  |  |
| **4.2.3** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. |  | **x** | **x** |  |  |  |
| **4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. | **x** | **x** | **x** | **x** | **x** | **x** |
| **4.3.1** Participate in the social exchange of ideas, both electronically and in person. |  | **x** | **x** |  |  |  |
| **4.3.2** Recognize that resources are created for a variety of purposes. |  | **x** | **x** |  |  |  |
| **4.3.3** Seek opportunities for pursuing personal and aesthetic growth. |  | **x** | **x** |  |  |  |
| **4.3.4** Practice safe and ethical behaviors in personal electronic communication and interaction. |  | **x** | **x** |  |  |  |
| **4.4.1** Identify own areas of interest. | **x** | **x** | **x** | **x** | **x** | **x** |
| **4.4.2** Recognize the limits of own personal knowledge. | **x** | **x** | **x** | **x** | **x** | **x** |
| **4.4.3** Recognize how to focus efforts in personal learning. |  | **x** | **x** |  |  |  |
| **4.4.4** Interpret new information based on cultural and social context. |  | **x** | **x** |  |  |  |
| **4.4.5** Develop personal criteria for gauging how effectively own ideas are expressed. |  | **x** | **x** |  |  |  |
| **4.4.6** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs. |  | **x** | **x** |  |  |  |

**SIT Goals for Elementary Schools**

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| --- | --- |
| **Outcome/Indicator** | **Responsibility** |
| The Elementary School PAC will meet at least 3 times during the school year. Notes from each meeting will be kept in the school’s Title I binder. | The Parent Administrator Community meeting can be held in the instructional area with the LCD projector and document camera to review documents. |
| Using the information from the School-wide plan, will develop a Title I Family Involvement Plan Year at a Glance. This document will be in parent friendly language and meet all of the NCLB guidelines.  | Meeting can be held in the instructional area or in the computer lab. |
| Continue implementation of core reading program and research-based programs. | Library will house books that are recommended to students while completed different themes in the anthology. |
| Utilize a variety of diagnostic tools to evaluate specific reading needs of individual students. | Software for SRI’s will be loaded on the computer lab computers for classroom testing. |
| Provide an assortment of technology applications to enhance reading and writing instruction and assessment results. | Different software will be loaded on the computer lab computers for class testing and extra practice. |
| Teachers will work collaboratively to plan instruction. | Training for Performance Matters will be held in the Computer Lab and for team planning teachers can use the OPAC center. |
| Teachers will demonstrate appropriate use of the MSA and Benchmark data to accurately differentiate instruction.  | Training for Performance Matters will be held in the Computer Lab and for team planning teachers can use the OPAC center. |
| Teachers will demonstrate appropriate use of the MSA and Benchmark Data to inform instructional decisions. | Training for Performance Matters will be held in the Computer Lab and for team planning teachers can use the OPAC center. |

**Environmental Design Elements**

Energy Efficient Lighting

The light in an interior space can affect the emotional and physical well being of its occupants, so therefore careful consideration should be given in an effort to achieve a high quality energy efficient lighting system. A high quality system will capitalize on natural, as well as electrical lighting sources. The equipment will be carefully chosen based on the design of the interior space with a strong emphasis on energy efficiency.

At the present time most of the older school buildings within the county, are utilizing T-12 florescent lighting, which is not as energy efficient as T-8 lights, nor does it deliver the best light quality. Additionally, at the time the schools were built the personal computer did not exist. As a result, the standards for lighting are much different and considerations for the different activities which occur within the media center must be considered.

Daylight and electric sources should be integrated to achieve optimum results. A few different types of lighting have been considered for the renovated space. They are as follows: A common on/off switch lighting can be used in groups where the lights may need to be turned on or off depending on the type of activity that is occurring. For example, if a presentation is being given the lights may need to be dimmed. This type of lighting should be utilized within the instructional space when using an LCD projector or a document camera. Additionally, sections of lights, where daylight is plentiful, at certain times of the day may also be turned off. These types of spaces include the general reading area and around the circulation desk. It is essential to install blinds within these spaces to control the light at various times of the day. Occupancy Sensors are another consideration for the renovated space. Occupancy sensored lighting allows for the lights to be turned on automatically when the space becomes occupied, the lights will stay on without interruption for as long as the space is occupied and the lights will turn off after a preset amount of time has passed after the space has been vacated. Within our newer schools, if motion is not detected within 15 minutes, the lights turn off. This lighting can be utilized within offices, as well as instructional spaces. Stack lighting is important and should be positioned to allow for optimum lighting among the book shelves. It should be bright so that patrons can see materials within the shelves. The recommended footcandle requirements for stack lighting are 30 footcandles with a lux of 300.

Acoustical Considerations

 Unfortunately in a renovation of an existing space, acoustical considerations are more difficult to address. When looking at the research it seems that often acoustics are overlooked and the function and aesthetics of the space are given a higher priority. However, there are several things that can be done to address the acoustics within the space. It is important to give consideration to the noise that comes from outside the building that may interfere with the space, the noise that may enter the space from adjacent spaces and the amount of control over the noise within the space itself. In an effort to control noise, most media centers require well insulated ceilings and walls and the installation of a commercial grade carpet is preferred for the flooring as it provides for a reduction of noise. ADA requirements must be considered when choosing the carpeting. The carpet pile must be the appropriate thickness in order to be handicap accessible. Carpeting will be recommended within the instructional areas.

Geothermal Heating and Air Conditioning System

 The newest school within our county utilizes a closed loop geothermal HVAC system and would be the consideration for our school renovation. At the present time, the elementary schools within Dorchester County are not climate controlled very well. The schools were built using open space. Throughout the years, walls have been put in place to divide the space and create more traditional classrooms. As a result, the heating and cooling systems do not function well because the design of the school has changed. Some areas are very cold and some very warm depending on the location of the space. Additionally, we are unable to switch back and forth between heat and air conditioning easily. The geothermal HVAC system would solve this problem.

The geothermal HVAC system uses pumps to move fluid through the pipes in the building to wells located behind the building that are underground. The movement of water from the building through pipes causes an exchange of heat between the fluid in the pipes and the ground. The ground temperature at depth, remains a relatively constant 50-55 degrees throughout the year. During the cooling season, the warm fluid in the system is cooled by the ground. During the heating season, the cool water in the system is heated by the ground. Within the building the fluid goes through heat pumps which either heat or cool the fluid. The pump can be reversed so it delivers heat in the winter and cool air in the summer.

\*\*See diagram of the pipes for a geothermal system and how a typical heat pump works. Notice the flow of the fluid reverses from heating to cooling.

 Humidistats are also an important consideration. They help measure and control the humidity in the areas. They also help control heating and cooling. If the relative humidity gets too high (greater than 60%), mold and mildew begin to grow. People will get sick and books will be damaged. Books are like sponges and attract water in the air. At the present time, we have to run dehumidifiers in most of our media centers to help control the humidity. If a media center HVAC system is new or renovated, we can control the humidity with humidistats that are built in the system.

Electrical Requirements

 Electrical service within the media center is a must! When the original school was designed the personal computers were not a consideration. Today we have two to three dozen computers within the actual media center or contained within a separate lab adjacent to the media center. We have added power strips to accommodate the equipment. It is safer, more convenient and preferable to have the electrical service delivered by properly installed outlets.

 In the overall electrical design of the media center electrical outlets will be spaced a minimum of twenty four inches apart and six inches above work stations to facilitate equipment. In addition, there will be enough electrical lines and outlets with sufficient wattage for all of the equipment. It will be determined whether a wireless system will be used and whether LAN cabling will provide for the needs of the future. Surge protectors will be made available for all equipment. There will be a central access point for cable television as well as the telephone service within the media center.

**Accommodations for Special Learners**

Physical Access

All patrons of the school should be able to successfully use the media center. All areas of the library should be accessible for persons with different kinds of disabilities. A person in a wheelchair should be able to reach all departments, a visually impaired person should be able to walk with a cane and find his/her way around safely.  A deaf person should be able to communicate with the library staff.

Getting into the Media Center

A student in a wheelchair or using crutches/walker or a visually impaired student should be able to enter through the doors of the media center without encountering obstacles.  Our media center uses a revolving door that can allow easy entrance for special learners.

There should be:

* Sufficient space in front of the door to allow a wheelchair to turn around
* Entrance door wide enough to allow a wheelchair to enter
* Automatic door opener reachable by a person in a wheelchair
* No doorsteps -- for easy wheelchair access
* Glass doors marked to warn visually impaired persons
* Stairs and steps marked with a contrasting color

Access to materials and services

All parts of the library should be accessible. The space should be logically arranged with clear signs and a floor plan posted close to the entrance. Service desks should be located close to the entrance. Wheelchairs should be able to move around inside the whole library. There should be no doorsteps and all doors should have automatic openers. Ideally, shelves should be reachable from a wheelchair. A certain number of tables and computer workstations should be adapted for persons in wheelchairs.
The physical space:

* Clear and easy-to-read signs with pictures
* Shelves reachable from a wheelchair
* Reading and computer tables of varying heights throughout the library
* Chairs with sturdy arm rests
* Unobstructed aisles between bookcases
* Visible and audible fire alarm
* Staff trained to assist patrons in case of emergency

Circulation desk

* Adjustable desk
* Induction loop system for hearing impaired persons

Children’s Section

* Clear signs with pictograms leading to children’s department
* A colored (yellow for visibility) tactile line leading to the children’s department
* Unobstructed aisles between shelves
* Availability of talking books and other special media
* Computers accessible for children with disabilities
* Shelves and picture book containers accessible from a wheelchair

Department for persons with reading, hearing, and other disabilities
Patrons with reading disabilities need special attention when they visit the library. The library staff should be knowledgeable about various disabilities and how to serve patrons with these disabilities. Materials specifically produced for persons with reading disabilities should be easy to find. These materials may include talking books, easy-to-read books, Braille books and large print books, which in some countries are commercially produced and in other countries produced by the Library for the Blind.

* A centrally located department with talking books and other materials for persons with reading disabilities
* A colored (yellow for visibility) tactile line leading to this special department
* Clear signs
* Comfortable seating area with bright reading light
* A tape recorder, CD player, DAISY (Digital Audio Information System) player 1) and other equipment to complement the audiovisual collection
* Magnifying glass, illuminated magnifier, electronic reader or closed-circuit television (CCTV)
* Computers with screen adapters and software designed for persons with reading and cognitive disabilities
* DAISY, a digital talking book system used by many libraries for the blind.

Media Formats

All library materials should ideally be accessible for all patrons. There are various ways to achieve this goal. Libraries should acquire talking books, video/DVD books with subtitles and/or sign language, Braille books, accessible e-books, easy-to-read books or other non-print materials. School Media Specialist should know how to borrow such materials from other libraries, including the National Library for the Blind.  Below are some formats that would be useful for students with disabilities:

* Talking books, talking newspapers, and talking periodicals
* Large print books
* Easy-to-read books
* Braille books
* Video/DVD books with subtitles and/or sign language
* E-books
* Tactile picture books

Service and Communication

Making the library accessible for persons with disabilities includes the provision of services and programs that meet the needs of these user groups. Communication between library staff and patrons should be clear and concise. It is important to make all patrons feel welcome so that they are likely to return. Library staff should keep in mind that persons with disabilities have to overcome not only physical obstacles, but also psychological barriers to come to the library and communicate their needs.

Chart for Information to patrons with disabilities

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Disability groups** | **Large print** | **Tape/DAISY****CD/****DVD** | **Braille** | **Website** | **Videos with subtitles and/or signlang.** | **Text telephone** |  **E Easy to read** |
| Visually impaired | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Deaf and hearing impaired | ✔ |  |  | ✔ |  |  | ✔ |
| Reading difficulties | ✔ | ✔ |  | ✔ |  |  |  |
| Physical disabilities | ✔ | ✔ |  | ✔ |  |  |  |
| Cognitively disabled | ✔ | ✔ |  | ✔ |  |  | ✔ |

**Relocation and Moving Plan**

**Time Line for Library Renovation**

|  |  |  |
| --- | --- | --- |
| Time | Action | Description |
| April 1st | Substitute Hired | Substitutes will be hired to cover the classes of the School Library Media Specialist at the three Cambridge Elementary Schools as they prepare for the three library renovations |
| April 1st | Weed/Store | Media Specialist at the 3 Cambridge schools (with additional support if needed) will work together at each school to weed the collection and sort the books. Books that will be going to other schools will be placed in appropriately marked boxes. These boxes will be stored at the worksites in temperature controlled trailers. |
| May 1st | Inventory | Media Specialist will do an inventory on the books left at their library. All books marked lost will be deleted.  |
| May 15th | Boxing of Books | Media Specialist will volunteers will box the remaining books in appropriately marked boxes to be stored in the temperature controlled trailer. |
| May 20 | Emptying Cabinets | Media Specialist will empty cabinets and put materials in marked boxes to be stored on the stage in the cafeteria. |
| May 25 | Removal of all furniture | Filing cabinets will be locked and removed from the media office and stored on the stage in the cafeteria. All cabinets, drawers, desks will be cleared out and boxed and marked. Shelving, desks, chairs, etc will be removed and taken to the BOE. There it will be sorted. What can be reused will be kept what can’t will be recycled or disposed of properly. |
| June 1st | Remodel Begins | Contractors will begin working in the media center. |
| Mid August | Shelving Books | After final inspection, the Media Specialist (with volunteers) will begin shelving books, placing furniture in the appropriate places. |
| 3 Days before School Opens | Walk through | Conduct a final cleaning and walk through |
| Day Before School Opens | Grand Opening | Host a Grand Opening of the New Primary Library |
| Last Week of August | School Opens | Welcome Students on the First day of School |

**Signage and Displays**

Signage

 Consideration to the following guidelines should be considered in the decisions on what to purchase, according to the following website <http://www.access-board.gov/ufas/ufas-html/ufas.htm#4.30>)

* Character Proportion – the letters and numbers on the signs will have an appropriate height to width ratio between 3:5 and 1:1 and a stroke width to height ratio between 1:5 and 1:10.
* Color Contrast – the characters and symbols shall contrast with their background – either light characters with a dark background or dark characters with a light background.
* Raised characters or symbols- the letters and numbers on the signs shall be raised1/32 in minimum and shall be sans serif characters. There will be symbols or pictographs on the signs with the same 1/32 minimum.
* Mounting Location and Height – Interior signage shall be located alongside of the door on the latch side and shall be mounted at a height of between 54 and 66 in above the finished floor.

The renovation will be completed in order to create an early childhood library, therefore the signs must be helpful to all users. Since many of the children will be learning to read, pictures will be necessary to mark the locations for the users. Big, bright, bold writing will be necessary if the children are to eventually be able to read it. The signs will be consistent in design. The following sections will be labeled with signage, including labels and pictures: circulation desk, everybody/ easy book section, transitional fiction book section, non-fiction section, magazine section, listening center, computer lab and the biography section. Additionally, a book return will also be labeled so the children will clearly know where to return materials that they are finished with.

Bibliobanners offers picture acrylic display cubes that pictures can be inserted in to signal students where books are located. They also include the Dewey number or easy fiction letters in big bold letters. A variety of images are available to help design the media center as needed. Acrylic design cubes will be used to sit on top of the book shelves. Check out the link to see an example of how the design cubes will be used in the setting. <http://www.bibliobanners.com/displaycubes.htm> . The cubes are beneficial as they are able to change and adapt to a growing and changing collection within the center. Signs and lights will draw attention to the users by being placed above the locations.



(Image taken from [www.demco.com](http://www.demco.com))

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