

# Parker High School Library Media Center 3-Year Plan

**Goal:** *Curriculum mapping and integration of information literacy across the curriculum with an emphasis on collaboration between teachers and LMS in the planning stages of curriculum units, lessons, and activities.*

	Year 1	Year 2	Year 3
<b>Objective #1</b>	Identify links between technology and information literacy standards and opportunities to integrate these skills across the academic standards at PHS.	Building on acceptance of links between technology and information literacy standards and opportunities to integrate these skills, work with curriculum writing groups to create a curriculum map that identifies what T&IL skills are appropriate at a given grade level and how these skills can be integrated across the curriculum. Objective 1 is based on working across the curriculum at the district level.	Work across the district; continue working with curriculum writing groups to map information and technology literacy standards across the district, revising the benchmarks at the high school level as skills are incorporated through the district at lower levels.
<b>Objective #2</b>	Cultivate positive relationships with PHS administration, departments, faculty, and mentors with an emphasis on 9 <sup>th</sup> grade Health and 10 <sup>th</sup> grade English classes, because all PHS students are required to take these. Emphasize the role technology and information literacy can play in supporting the curriculum. Special attention will be given to support new teachers and plan lessons that integrate technology and information literacy standards and benchmarks. The end result of this objective is to create at least 2 lesson plans in collaboration with 9 <sup>th</sup> grade Health, 10 <sup>th</sup> grade English, and new teachers that desire help in lesson planning.	Maintain and build working relationships from year 1. Advocate for the role that technology and information literacy in supporting the school mission. Objective 2 is teacher focused and emphasizes activities and lesson plans in specific classes.	Continue building working relationships identified in years 1 and 2. Direct discussions to the value of incorporating authentic assessments based on student performance of “ <i>real-world</i> ” activities and applications of problem solving skills.
<b>Objective #3</b>	Not applicable in year 1 – this objective builds on the accomplishments of the first two objectives in year 1 and does not start until year 2.	Start identifying other school stakeholders (school board members, parent support groups, community leaders) and communicate the progress and successes being achieved within the school with an emphasis on the value of technology and information literacy supporting school curriculum.	Continue identifying school stakeholders and communicate the progress and successes being achieved within the school with an emphasis on the value of technology and information literacy supporting school curriculum. As appropriate, motivate stakeholders to support the LMC and the role of technology/information literacy standards in enhancing learner outcomes.

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## Associate Problems/Needs

### Objective 1.

- Many do not understand how technology and information literacy and enhance student achievement across virtually the entire curriculum. This problem needs to be addressed by cultivating wider acceptance of the role technology and information literacy skills play in enhancing student mastery of academic standards and benchmarks
- Currently, it is reported that PHS administration's and faculties' expectations and understandings of the capabilities of technology that PHS LMC currently owns are very low.

### Objective 2.

- Teachers, as a result of problems 1 and 2 have limited interest; do not see the value of spending time collaboratively planning and integrating technology and information literacy skills.
- As a result of problems 1 and 2, administrators do not appreciate how academic achievement can be increased across the school population by effectively integrating technology and information literacy skills and utilizing the resources that PHS already owns.

### Objective 1.

- Finding time and creating interest in curriculum mapping can be a challenge.
- Demonstrating meaningful results that teachers will accept as positively impacting their classroom. These types of activities can seem like "busy-work" or additional work unless the result in benefits for teachers (and their students).
- The bureaucratic structure of schools can result in a great deal of "inertia."

### Objective 2.

- Teachers often do not believe that appropriate training is available in a timely manner to help them integrate technology into their classrooms.
- While training sessions are important, teacher often believe that "point-of-need" help when faculty is actually ready and interested in technical or other type of resource assistance is not available in a convenient or timely manner.

### Objective 3.

- Other school stakeholders that have interest and impact on the school can be difficult to identify.
- Once identified, they tend to be busy, so even if they are interested, finding time to work with them can be a challenge.

### Objective 1.

- As technology and information literacy skills become embedded within the curriculum, student skills and expectations change. This requires re-evaluation of when students are ready to perform different tasks.
- Technology and student readiness to apply it are dynamic and constantly evolving. Traditionally, teachers have not had to deal with fast-changes in their curriculum and some may feel that these new expectations are "overwhelming."

### Objective 2.

- Providing appropriate levels of training becomes a challenge as faculty members accept integrate technologies at different rates. This results in a wide variance in support and training needs.
- Faculty members that are not as quick to employ technology activities within their curriculum may become intimidated about asking for help when they perceive themselves "behind" others in the use of technology.
- As the LMC and LMS become more involved with curriculum, availability for "point-of-need" help becomes more of a challenge.

### Objective 3.

- Continuing to identify stakeholders to work with will continue to be a challenge.
- While many concerned parents, community leaders, and board members are concerned about the quality of education, they may not have the time to advocate and support the changes that they would like to see.

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## Actions: LMS

### Objective 1

- 📖 Research impact of technology and information literacy skills on academic achievement.
- 📖 Establish regular meetings with administrators, department chairs, and the district curriculum coordinator to review progress made in curriculum mapping and integrating technology and information literacy skills across academic standards and benchmarks.
- 📖 Communicate this to school stakeholders via formal (i.e. targeted newsletters and school bulletins) and informal channels (i.e. face-to-face).
- 📖 Identify faculty that is comfortable with and/or interested in expanding integration of LMC into classroom activities.
- 📖 Work closely with new teachers and plan lessons that integrate technology and information literacy standards and benchmarks.
- 📖 Work closely with 9th grade Health and 10<sup>th</sup> grade English classes, because all PHS students are required to take these.

### Objective 2.

- 📖 Document effective use of LMC by starting a portfolio of lessons plans, handouts, and student work.
- 📖 Continually research professional sources and the Web for lesson plans and ideas from professional journals and books, personal contacts, and Internet resources that integrate technology and information literacy.
- 📖 Identify areas where new teachers will benefit from support in lesson ideas, creations, and planning.

### Objective 1.

- 📖 Building on year 1, identify skills that have been embedded in existing curriculum areas and apply them to other subject areas with an emphasis on Language Arts (reading is positively correlated with academic success) and Mathematics (an area Janesville would like to increase performance).
- 📖 Janesville School District utilizes district-wide curriculum writing groups to map curriculum. LMS works with each curriculum writing group to identify appropriate activities within each academic area and for each grade level.

### Objective 2.

- 📖 Building on successes from year 1, expand collaborative lesson planning within the areas identified in year 1 by continuing to revise and create activities and lesson plans that integrate technology and information literacy skills.
- 📖 Utilize successful outcomes from 1<sup>st</sup> year to approach additional teachers about integration of LMC resources into their lesson planning.
- 📖 Building on the work relationships from objective 1, identify specific classes and teachers that are ready to work collaboratively plan lessons to utilize LMC resources.
- 📖 Continue to maintain and expand the portfolio started in year 1.
- 📖 Create a Web portfolio (using password protection when copyright issues are a concern) to make “best practices” and lesson ideas available online, on demand.

### Objective 1.

- 📖 Continually reassess integration of technology and information literacy skills at all levels in the district.
- 📖 Identify skills that are being “pushed down” to younger students
- 📖 Working with curriculum writing groups, adapt high school standards and benchmarks that reflect student readiness.

### Objective 2.

- 📖 Share content of portfolio with district stakeholders and continue to revise activities at PHS to reflect LMC resources and students’ needs
- 📖 Maintain and build working relationships with other LMS professionals and educators outside of the district and share ideas, resources, and activities.

### Objective 3.

- 📖 Continue to attend school board meetings to develop a better understanding of the dynamics of how this group works together.
- 📖 In consultation with PHS administration, continue to identify stakeholders that may have some interest or influence in the areas of technology and information literacy.
- 📖 Continue working with parent support groups and community leaders that might be approachable to discuss the progress and successes being achieved within the school with an emphasis on the value of technology and information literacy supporting school curriculum.
- 📖 Identify stakeholders that can have a positive impact on the integration of T&IL skills across the curriculum and initiate dialog as to how they might get involved in

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	<ul style="list-style-type: none"> <li>☐ Identify areas where 9<sup>th</sup> grade Health and 10<sup>th</sup> grade English will benefit from support in lesson ideas, creations, and planning.</li> <li>☐ Identify common planning time and establish meetings with 9<sup>th</sup> grade Health, 10<sup>th</sup> grade English, and new teachers to collaboratively plan lessons in the LMC.</li> </ul>	<p><b>Objective 3.</b></p> <ul style="list-style-type: none"> <li>☐ Regularly attend school board meetings to develop a better understanding of the dynamics of how this group works together.</li> <li>☐ In consultation with PHS administration, identify stakeholders that have made positive contributions in the past.</li> <li>☐ In consultation with PHS administration, identify parent support groups and community leaders that might be approachable to discuss the progress and successes being achieved within the school with an emphasis on the value of technology and information literacy supporting school curriculum.</li> </ul>	<p>the process of implementing and expanding the use of LMC resources to reinforce academic skills across the curriculum.</p>
<p><b>Actions: Others</b></p>	<p><b>Objective 1.</b></p> <ul style="list-style-type: none"> <li>☐ Teacher/administrator participation in dialog as to how technology and information literacy standards and opportunities to integrate these skills across the academic standards at PHS.</li> <li>☐ Take the time to review information as to how students will benefit from integration of technology and information literacy skills and how it will enhance their curriculum.</li> <li>☐ Openly and honestly share their thoughts, concerns, and ideas about the role of technology and information literacy skills as it relates to their classroom and student achievement.</li> </ul> <p><b>Objective 2</b></p> <ul style="list-style-type: none"> <li>☐ Teachers/administrators will need to take the time to review information as to how integration of technology and information literacy skills can be used to introduce and reinforce content area standards.</li> </ul>	<p><b>Objective 1.</b></p> <ul style="list-style-type: none"> <li>☐ The district already has process to organize and plan curriculum mapping through existing curriculum writing groups. They will need to be willing to start a dialog as to how technology and information literacy impacts their curriculum.</li> <li>☐ Currently, the district and these groups have acknowledged that these skills are important and need to be written into the curriculum</li> <li>☐ This expressed interest, however, needs to be channeled into actually creating curriculum maps that illustrate how Janesville schools integrate technology and information literacy skills in each subject area at each grade level.</li> <li>☐ This will involve finding the time to add this focus to their work in progress.</li> </ul> <p><b>Objective 2.</b></p> <ul style="list-style-type: none"> <li>☐ Teachers that have worked with LMS in year 1 will need to be willing to share their successes with other faculty members.</li> </ul>	<p><b>Objective 1.</b></p> <ul style="list-style-type: none"> <li>☐ Teachers and curriculum writing groups will need to review lessons, update activities to reflect increasing student-readiness, and create new activities to reflect wider acceptance of technology and information literacy standards across the district.</li> <li>☐ Teachers and curriculum writing groups will need to be willing “push-down” activities that younger students are ready to accomplish as technology and information literacy skills are embedded across the curriculum. Letting go of activities and lessons, when appropriate, can be a difficult thing to do.</li> </ul> <p><b>Objective 2.</b></p> <ul style="list-style-type: none"> <li>☐ Teachers will need to openly share their successes and concerns about integration of LMC resources into their curriculum.</li> <li>☐ Teachers need to share ideas with colleagues and LMS</li> </ul>

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	<p>activities that reinforce content area standards can enhance student performance.</p> <ul style="list-style-type: none"> <li>☐ Take the time to communicate with LMS as to their needs as teachers and the needs of their students.</li> <li>☐ Ask for help when they have questions or concerns and utilize the expertise of the LMS in utilizing LMC resources.</li> <li>☐ Share thoughts, concerns, and ideas about the role of technology and information literacy skills as it relates to classroom activities and desired learner outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Teachers/administrators will need to take the time to review information as to how integration of technology and information literacy skills can be used to introduce and reinforce content area standards.</li> <li>☐ Teachers/administrators will need to maintain open minds as to how PHS LMC activities that reinforce content area standards can enhance student performance, take the time to communicate with LMS as to their needs as teachers and the needs of their students, and ask for help when they have questions or concerns and utilize the expertise of the LMS in utilizing LMC resources.</li> </ul> <p><b>Objective 3</b></p> <ul style="list-style-type: none"> <li>☐ Other stakeholders will need to be willing to participation in dialog as to how technology and information literacy standards and opportunities to integrate these skills across the academic standards at PHS.</li> <li>☐ Take the time to review information as to how students will benefit from integration of technology and information literacy skills and how it will enhance their curriculum.</li> <li>☐ Openly and honestly share their thoughts, concerns, and ideas about the role of technology and information literacy skills as it relates to their classroom and student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Teachers that are successfully implementing technology and information literacy skills will need to help communicate the outcomes of those successes to other faculty and staff.</li> <li>☐ To create meaningful training sessions and provide “point-of-need” support for LMC resources, teachers will need to communicate questions and concerns about integrating LMC resources with LMS.</li> </ul> <p><b>Objective 3.</b></p> <ul style="list-style-type: none"> <li>☐ Stakeholders will need to be able and willing to maintain dialogs as to how technology and information literacy standards and opportunities to integrate these skills across the academic standards at PHS.</li> <li>☐ When other stakeholders are unable to maintain active in these discussions, they will need to help locate new stakeholders that might be interested in getting involved and maintain the work that has been started.</li> <li>☐ Stakeholders will need to continue to take time to review benefit from integration of technology and information literacy skills</li> </ul>
<b>Criteria for Evaluating Success</b>	<p><b>Objective 1.</b></p> <ul style="list-style-type: none"> <li>☐ LMS regularly meets with building principal, curriculum coordinator, department chairs</li> <li>☐ LMS regularly rotates attendance at department meetings.</li> <li>☐ Teachers accept link between technology</li> </ul>	<p><b>Objective 1.</b></p> <ul style="list-style-type: none"> <li>☐ Curriculum writing groups work with LMS and start embedding technology and information literacy skills in their curricular areas.</li> <li>☐ This starts the process of creating a</li> </ul>	<p><b>Objective 1.</b></p> <ul style="list-style-type: none"> <li>☐ Collaborating with curriculum writing group, revise and update at least 2 lessons within each curriculum group to reflect increased student abilities as a result of wider adoption of LMC resources across the curriculum.</li> </ul>

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	<p>and information literacy standards and opportunities to integrate these skills across the academic standards at PHS as measured by both formal (lesson plans and LMC usage) and informal (conversations and discussions at meetings) indicators.</p> <p><b>Objective 2.</b></p> <ul style="list-style-type: none"><li>☐ LMS builds positive relationships with faculty and staff as measured by both formal (lesson plans and LMC usage) and informal (conversations and discussions at meetings) indicators.</li><li>☐ LMS collects lesson plans and activities from LMC users</li><li>☐ LMS collaboratively generates at least 2 lesson plans in collaboration with 9<sup>th</sup> grade Health, 10<sup>th</sup> grade English, and new teachers that desire help in lesson planning.</li></ul>	<p>skills are appropriately used across the curriculum to enhance student achievement.</p> <ul style="list-style-type: none"><li>☐ Drafts are actually written by curriculum writing groups that start to reflect how the district plans on integrating technology and information literacy skills across the curriculum.</li></ul> <p><b>Objective 2.</b></p> <ul style="list-style-type: none"><li>☐ LMS maintains dialogs from year 1 and actively collaborates at the lesson planning stage across a variety of subject areas.</li><li>☐ This results in creation or enhancement of lessons used in LMC.</li><li>☐ LMS maintains and expands the portfolio from year 1 and establishes an online version with appropriate links to share ideas and maintain visibility for LMC and its role.</li></ul> <p><b>Objective 3.</b></p> <ul style="list-style-type: none"><li>☐ LMS regularly attends school board meetings.</li><li>☐ Within PHS's parent support group, at least 2 members are identified that are accepting the role of the LMC in supporting technology and information literacy across the curriculum.</li><li>☐ Within Janesville, at least 2 community leaders are identified that accept the role of the LMC in supporting technology and information literacy across the curriculum.</li><li>☐ Stakeholders identified above that support the integration of T&amp;IL skills are able and willing to assist in helping educate others as to the value of the LMC to the mission of the Janesville School District. How they participate, however, will depend on their interests, special skills, and availability.</li></ul>	<ul style="list-style-type: none"><li>☐ Working with curriculum writing groups, identify at least 3 activities that can be "shoved-down" to younger students as a result of increased student readiness that results from wider integration of technology and information literacy skills.</li></ul> <p><b>Objective 2.</b></p> <ul style="list-style-type: none"><li>☐ Collaborating with teachers, create at least 2 new activities each quarter that reflect greater integration of information and technology literacy skills across PHS and the district.</li><li>☐ Conduct a survey to generate objective, quantitative data from teachers and students about the outcomes of previous 2 years of information literacy initiatives.</li></ul> <p><b>Objective 3.</b></p> <ul style="list-style-type: none"><li>☐ LMS continues to regularly attend school board meetings.</li><li>☐ Working with stakeholders that support the integration of T&amp;IL skills identified in year 2, identify at least 2 strategies to assist in helping educate others as to the value of the LMC to the mission of the Janesville School District. How they participate, however, will depend on their interests, special skills, and availability.</li><li>☐ Outside stakeholders are likely to change over time and their ability to remain committed to projects may vary. When a stakeholder identified in year 2 cannot participate or needs to limit participation, identify another potential community leader/stakeholder to cultivate a positive working relationship with so that some continuity may be maintained within this objective.</li></ul>
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