Signature Assignment

School Library Media Program Action Plan

To Improve Student Reading Performance among Fourth Grade English Language Learners

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The School Library Media Center is important in the lives of our English language learners. Not only does it provide a space for students to find resources and to enjoy reading, but it also provides opportunities for students to practice oral language and vocabulary skills as they converse about information and stories. Visit the library to see our fourth and fifth graders talk about what they are reading. And read about the value of an effective library media program on student achievement by reviewing "Effective School Libraries" (Barrett, 2010), *School Libraries Work!* (Scholastic 2008), and "Report from the Field" (Bailey & Paul, 2012). All are available at the school library.

<div align="center">School librarian role in reading instruction</div>

It may seem that the School Library Media Center (school library) and the Library Media Specialist (school librarian) play a passive role in reading instruction. But studies show that instruction and the resources made available by the school librarian within the Library Media Program (LMP) provide reading support and learning with positive results (McQuillan, J., 2006; Todd, R.J. & Kuhlthau, C.C., 2005). The school library invites students to "Start your quest at the library!" The tagline suggests that the focus of the LMP is to improve research and digital literacy skills. It promises that learners will have access to experts and resources, a space for reading and listening, and opportunities for research. Studies show that number of resources and the library space are important, especially for the student who may not have books or a quiet place to read at home (De Souza, M., 2009/2010; McQuillan, J., 2006; Todd, R.J. & Kuhlthau, C.C., 2005, Krashen, 2011).

Hampton Elementary School plans to improve reading performance in the Measures for Academic Progress (MAP) assessments for all students; the plan targets grade four learners. In response to and support of the School Improvement Plan (SIP) goal and its target group focus, the school librarian has proposed a new initiative within the LMP. *On the Same Page* is a program to get fourth grade students on the same page when they are in library class by reading what they enjoy, conversing about

text, and thinking about comprehension. The program will target English Language Learners (E.L.L.s) in grade four by providing opportunities for E.L.L.s to read in each student's preferred. Studies show that reading for enjoyment and reading in language of choice provide reading practice and success (Krashen, 1997; Krashen, 2011; Jules, 2012).

Table I will describe the proposed goal of instruction for the *On the Same Page* program and its connection to the Hampton Elementary SIP and to the School Library mission. Format for Table I is adapted from Arias (2012).

Table 1

Date: May 2, 2017 School Librarian: Kate Hartig		School: Hampton Elementary School (BCPS)
Library mission: to provide a welcoming space which promises expert guidance and reliable, diverse perspectives where readers can extend classroom learning, uncover opportunities for knowledge seeking and building, express thoughtful ideas in creative and responsible ways, develop fluency in a variety of media, and evaluate their own learning products in positive and respectful ways. (Hartig, K. 2017).		
GOAL 1	Hampton Elementary School Improvement Plan (SIP) Goal	Improve reading and English language arts scores so that seventy percent of students in all grades will meet or exceed their midyear Measures for Academic Progress (MAP) growth targets. (Section I)
	Hampton Elementary SIP Key Action Plan	Teacher will engage all students in discussions that spark their thinking through open-ended and higher level questioning using the clusters of the MDCCRS: Key Ideas and Detail, Craft and Structure, Integration of Knowledge and Ideas.
	Hampton Elementary SIP Partners	School Librarian, E.L.A. teachers, special educators including E.L.L. teachers, computer teacher
	Hampton Elementary SIP Target group	Grade four students
	Library Media Program (LMP) Goal	Increase reading scores among English Language Learners in grade four by encouraging reading practice in language of choice, incorporating a literature circle model to converse about text in English during Library class, and modeling reading comprehension strategies think aloud events. (Section II)
	LMP Target Group	Grade four English Language Learners (E.L.L.). (Section III)
	LMP On the Same Page Description	Work to get all fourth grade students on the same page: enjoy reading for enjoyment and in preferred language, talking about text to improve vocabulary, and noticing and thinking about strategies the reader uses to better understand. (Section IV).
	LMP Resources	Collection development up to 15% of allotted library budget for dual lingual and first language materials in Spanish and French; teacher library card to borrow from local public library or manage through interlibrary loan. (Section V)
	LMP Monitoring	Individual student conferencing, student reading logs, and school librarian and student participation in collaborative writing process; general and specific surveys; formative and summative assessments; and evidence based practices to link PARCC assessment and MAP assessment skill indicators to instruction. (Section VI)
	LMP Persons responsible	Hampton Elementary SIP Partners (Section VII)
	LMP Action Plan	Advocate for independent reading opportunities in E.L.L. first language with high interest text; collaborate with E.L.L. teacher, classroom teacher and E.L.A. teacher; develop collection and access resources through public library loan and interlibrary loan; conference during library class; organize culminating project using technology; begin to develop writing extension. (Section VIII)

I. Hampton Elementary School Improvement Goal

School improvement goals at Hampton Elementary School for 2016-2017 include the goal to improve reading and English language arts scores so that seventy percent of students in all grades will meet or exceed their midyear Measures for Academic Progress (MAP) growth targets. The Elementary school has used instruments including a stakeholder satisfaction survey, the climate survey and the Measures for Academic Progress (MAP) assessment to gather data to design this goal (Kaiser, 2016).

Grade four is a target group because previous year's scores on the yearly PARCC assessment have shown that only 60 percent of the students were able to meet or exceed expectations. It is clear that a portion of students in the community need reading and language support. Some barriers for academic growth in reading and English language arts may exist because English is not the first language.

II. Library Media Program Goal

The Library Media Program (LMP) may be able to focus on students for whom English is a second language and to recognize that though some students can read, they may not be comprehending text and learning the needed English vocabulary. In grade 4 there are four students who are receiving extra support for E.L.L. and E.L.A. However many students at Hampton Elementary are children of medical professionals who come from a variety of countries throughout the world and work at nearby hospitals. The language section (400s) has plenty of learn how to speak a language books in these languages: Korean, Mandarin Chinese, Hindi, Arabic, Greek, French, and German; there is a section of Spanish language books (Lamborn, C., 2017 April Private communication).

Considering the Universal design for learning, all students can benefit from adapting the instruction to reach specific students.

The School Library Media Center Program and the school librarian have set a goal to increase

reading instruction during library time in order to address the school-wide goal. Objectives are detailed

in the School Library Media Center Action Plan 2016-2017. (Appendix I)

The School Library Media Program's vision is integral to teaching and learning, and to fulfilling

the information needs and the reading interests of students, faculty, staff, and families at Hampton

Elementary. It is within the vision and mission of the LMP to support the school wide goal to support

reading improvement.

III. LMP Target Group

The school librarian is targeting English Language Learners in grade four. To improve reading

and vocabulary skills, these students will be encouraged to read texts in their own language and discuss

the text in English. They will also be encouraged to read books and articles in their own language for

enjoyment. First language materials will be available in the library and the classrooms. In addition, the

library media specialist, with support of the assistant principal, E.L.L. teacher, E.L.A. teacher and the

fourth and fifth grade teachers, will encourage opportunities for all students, especially those second

language learners, to allow time for students to read during the school day. In addition there will be a

portion of library class allowed for sustained silent reading time. During literature circles opportunities

in library class, students will talk about text with peers. Students will reflect on their reading

comprehension strategies in conferences about their reading. They will join peers during read aloud

events where the school librarian will use think alouds to talk about reading comprehension strategies.

IV. LMP *On the Same Page* Description

The school librarian will introduce an initiative which is called: *On the Same Page: Building*

literacy and cross-language connections, through reading, conversation, and reflection. The school

librarian will more actively support reading instruction within the fourth grade library class in three

ways. First the school librarian will increase exposure and accessibility to first language on-level texts to advance reading practice within the library, the classroom, the resource room, and the student home. Through individual meetings with teachers, communication with families, and collaboration with teachers, the school librarian hopes to learn about student reading interests and to make resources available to students through purchase, referral to public library, or interlibrary loan.

Next the school librarian will continue to incorporate a model which encourages conversation about texts to allow for vocabulary skills practice and higher level comprehension and thinking skills within the school library class. The literature circles model (Daniels, 2002), introduced to students in grade 3, provides roles that students take on to enrich conversation about text; question-asker, artist, word-wizard, connector, and passage-picker roles allow students to think about the text and participate in discussion confidently. Thirdly, the school librarian will incorporate think alouds in read-aloud events in order to increase student understanding of strategies for reading comprehension. Pausing in the read-aloud to talk about how to figure out word meaning or when to check back to reread for better understanding will enable students to think about their own reading comprehension strategies. Individual conferencing between school librarian and student as well as student reading journals and book logs will enable formative assessment of growth. See the Marketing flyer in Appendix II.

V. LMP Resources Required

Resources required include Spanish and French language texts, dual language texts, translations of popular works into Spanish or French, and portions of text in the language preferred by the student. A collection development objective is to use up to 15 % of the budget to increase the collection and to use the resources of the public library to make additional resources available. Copying of materials for single instructional use will be made on an individual as needed basis. The use of laptops during library time to key in reviews or testimonials after revision will be necessary. Use of time outside the library so

that students may complete written work will be requested from classroom teachers, resource teachers, or computer teacher if needed. The school camera will be used to take pictures of students holding their favorite book or magazine; this will go with the written work for display and for a final culminating work.

VI. LMP Monitoring Tools

The school librarian will use formative and summative assessment tools to observe and measure changes, growth, and improvement or to adjust and adapt instruction. Surveys will enable communication from teachers, students and families to determine direction of the program. At intervals, student participation in literature circles discussion will be observed and discussed. A summative quiz measuring text comprehension after each text or book discussion will measure comprehension of all fourth grade students with special focus on E.L.L. students. A general timeline of monitoring and information gathering events can be found in Appendix III.

VII. LMP Persons Responsible

The school librarian seeks to gain support from all stakeholders. A meeting with the principal or the assistant principal to approve a program which allows time in the day for students to read what they would like to read and to read in their preferred language will need approval from the administration. If it is not possible to allow time in the students' day, then the proposal which allows students to read high interest material during library class can be supported by research and should be approved. The next step is to collaborate with E.L.L. and E.L.A. teachers who see students for whom English is a second language. The school librarian hopes to showcase resources that the school library has, invite suggestions for materials, and offer to make resources available to teachers as needed; this can include professional resources if available through interlibrary loan. The third step is to meet with fourth grade teachers to ask that they join the resource teachers to fill out a short survey about the reading habits of

any E.L.L. students they see during the week. This information will help to order dual language

material or first language material to include in the circulating collection. Finally, it would be beneficial

to meet periodically with the computer teacher because there will be ongoing short written reviews and

testimonials developed by the students which will require use of computer for publication and

celebration. Copies of surveys for teachers and students are available for review upon request, from the

school librarian

<div align="center">VIII. LMP Action Plan</div>

The complete action plan is available in Appendix I.

The school librarian, as a leader/information specialist seeks to encourage the administrators and

teachers to allow time for students, especially E.L.L. to read for their own enjoyment and to read in their

preferred language. Reading for pleasure is missing in the school program because its outcomes cannot

be measured directly and quantitatively. Sustained silent reading time or *Drop everything and read*

(*DEAR*) time has been shown to support reading improvement (Krashen, 2011). A program of

individual conferencing where comprehension is observed and improved through interview, discussion,

and collaborative meaning-making (Johnston, 2005) can be used to formatively measure progress;

another way is graded reading logs. Reading for pleasure has marked effect on readers as they practice

reading; the conferencing will support and enhance comprehension and monitor success. And the test

score comparisons can show growth. An introduction to a specific program that measures growth by a

written product is not a part of this plan but may develop into a separate goal for the school librarian and

the LMP.

As an instructional partner, the school librarian will work to collaborate with the teachers who

work with second language to make materials available and to discover student interests and reading

levels. A portion of the library budget will be used to order materials that these learners can check out of

the library and read. Materials would be in the students' first languages or be multilingual including

English. It is planned that materials purchased will most often be in Spanish, French, Spanish and

English, or French and English.

As a program adviser, the school librarian will make use of resources to support a program

which circulates high interest text. Students who are second language learners will need resources that

the school library does not provide. The librarian may borrow materials from the public library to make

available. In addition, the librarian may arrange a visit to the public library so that students can get a

library card, encourage students to visit the public library, and show students the public library website

and its resources.

As a teacher, the school librarian will use think alouds to demonstrate reading strategies during

read aloud time and during other opportunities where students listen to or work with written text.

Collaboration with teachers who work directly with English language learners will inform the types of

strategies used and curricular content to support. Conversation about text will be encouraged in grade

four library class, with opportunities for all students to read a short story, poem, or portion of a book and

talk about it. The school librarian will schedule time to compare fourth grade reading data from test and

MAP scores to connect individual indicators with library program instruction.

As an advocate, the school librarian will support educators who work directly with E.L.L.s by

communication and resource support.

As a communicator, the school librarian will work to celebrate student reading interest and

success by taking pictures of students with a favorite book, comic book, or magazine. Each student will

write about what they like about the reading material and something about how they use the library.

Pictures and testimonials will be displayed at an evening event for families which includes an author,

classroom visits to see student work displayed, and library tours; the late winter reading event is scheduled to coincide with Dr. Seuss's birthday celebration.

As literacy extends to writing and communicating about reading, there will be a culminating project where students can celebrate their literacy growth and their learning experiences in the school library by participating in making a book. They will take a student survey to measure student reading interest from beginning to end of the school year. Writing will be enabled by a collaborative process for the E.L.L.s where teacher conferencing and peer review will help students through the process.

Students might produce a writing fragment each time they conferenced about reading. This conversation about the text would extend to peer sharing. Conversation, reviewing and reflecting on it would enable a collaborative meaning-making as described by Johnston (2005).

IX. Results/Next Steps

The initial thrust of the program is to encourage E.L.L. students to practice reading by making high interest text available in their preferred language and allowing time to read in the school day. Studies show that this has growth as measured by higher scores in reading (McQuillan, 2006). An ongoing process of monitoring success and extending comprehension is part of the program. So conversation, conferencing time, compilation of collaborative writing examples, and time for whole class and individual reflection about reading strategies monitor and support success of the program.

Using and recalling literature circles skills will take instructional time. Students may need to practice the skill frequently as a whole group. They may all read the same text at first which is onlevel and translated for the E.L.L. By November, students should all be able to work independently in groups. Results of the summative assessment of text comprehension following discussion will show positive results or will invite further review of the process.

Conferencing time will be held during independent reading time. Students who are not conferencing will have to practice waiting for a break between conferences to ask their questions. Conferencing question can include strategy probes: how did you figure out that word? What just happened in the story? How can you tell? This is a difficult part of the story. What are you doing when you don't understand? What does the text say to you in English? The school librarian will make notes about student learning and perception of strategies. Open-ended questioning will also be used to probe comprehension.

Whole class or small group read-aloud events will invite think aloud moments where the school librarian can share strategies to help comprehend text.

Writing will be a helpful communicator and means for assessment. The school librarian may have to transcribe and then ask the student questions about what was said and what was meant. The work is then edited collaboratively to try to use important English vocabulary. Time to write and to talk about writing will need to be scheduled in. Collaboration with other teachers for student writing time will be very helpful. An objective to develop a writing program within the LMP is being developed which will blend conferencing about reading with writing and allow for student rewriting about text within other classes. Ongoing surveys will show that students are enjoying the free reading time and the activities to support learning.

<div align="center">Conclusion</div>

The school librarian has set a goal within the Library Media Program which will support a Hampton Elementary School Improvement goal. It will invite students to read texts in their first language which has shown to improve reading skills in English language learners (McQuilllan, 2006). In addition it will bring reading instruction strategies and conversation into the library class. Formative assessments will include conferencing which is research supported (Dorn & Soffos, 2005; Wilhelm,

2008). It is hoped that examining data from the MAP and other standardized assessments will show growth among grade four students. Students will work throughout the year to highlight progress as they talk about books that they enjoy and use written testimonials to showcase text and the school library in their lives. It is hoped that reading text that they enjoy in their preferred language, talking about it in English, and reflecting about how they read during read-aloud opportunities in library class will enable reading improvement which can be demonstrated formally with an improvement in midyear MAP. Although the initial target group is fourth grade E.L.L. students, it is hoped that *all* fourth grade students will benefit from increased access to first language materials and opportunities for talking about text and thinking how they read.

Portions of this Action plan have been taken from the LMP Marketing plan (Hartig, 2017). See the Appendix II for a marketing plan handout for the proposed program, *On the Same Page.*

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Appendix I

Hampton Elementary School
School Library Media Center Action Plan
2016-2017

SIP Goal/Objective:
The Library Media Program and the school librarian will increase reading scores among English Language Learners in grade 4 by developing instructional events that will allow for students to read high interest text in their preferred language, talk about the reading in English, and reflect on reading comprehension strategies.

Students in grades 4 include English Language Learners who are receiving special education services in ELA. In school year 2015 only 60.7 percent of 4th grade students had met reading growth targets. The School Progress Plan for Continuous School Improvement: Raising the Bar and Closing the Gaps addresses the concern. The school has set a goal that seventy per cent "of students in *all* grades will meet or exceed the midyear MAP [Measurement of Academic Progress] growth targets in Reading/English Language Arts" (Kaiser, 2016, p.16). One of the strategic initiatives which enables educators to achieve the goal with instruction seeks to "deepen comprehension of complex text through collaborative conversation and higher level questioning." Key action plan 3 (p.18) details steps and links initiatives to standards within MDCCRS under headings Key ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas; it states that the "Teacher will engage all students in discussions that spark their thinking through open-ended and higher level questioning (p.18)."

Action Steps	Person(s) Responsible	Resources Needed	Monitoring Tools or Data Points (formative & summative)	Monitoring Date and by Whom:	Results (include evaluation of processes for effectiveness and efficiency)
Leader/Information Specialist. In August provide a professional development opportunity which demonstrates research about the importance of free reading and reading for pleasure (which may include first language materials) for the English Language Learner (E.L.L.) when developing reading and language skills. Gather information and communicate results in an ongoing effort to describe free reading environment that the E.L.L. may be working in. "The amount of free voluntary reading has also been found to	-Library media specialist -Assistant Principal -Reading Specialist	Short Powerpoint describing academic research about advantages of reading for pleasure to support reading proficiency; vocabulary checklist for identifying grade 4 level words used in free reading examples developed by the school library media specialist (LMS); scheduled time to develop checklists and compare to classroom wordlists.	Any helpful results of identification checklists developed by LMS including vocabulary from high interest materials being read by students; results of survey tool to students and families to determine student reading interests and print access; results of Individual Individual student reading interest survey tool to teachers to inform about E.L.L. student reading habits	Sept. Teachers' meeting – share another vocabulary identification checklist which may include 4th grade required vocabulary and vocabulary from high interest materials selected by students; informally survey teachers regarding use of sustained silent reading time and free reading time allowed in a month. October Teachers' meeting- share results of the student survey regarding printed material at home. Ask teachers to fill reading habits survey each of their E.L.L. students. November-May incorporate moments for informal teacher survey regarding free time to read and open sharing of reading	End of year informal of teachers' use of free reading in their classrooms and presence of first language materials in the classroom (provided by individual student, classroom library, or school library. Brief review of reading score comparisons after a school year of observable free reading encouragement.

				interest survey results.***	
correlate with content knowledge, spelling, and grammatical knowledge." McQuillan, (2006).					
Instructional Partner. Collaborate with E.L.L. teacher and classroom teachers to provide materials to support students' high interest reading in original language and in English De Souza, M. (2009/2010)	- Library media specialist -Grade 4 teachers -Parents of E.L.A. students	Allow time in the week to develop and provide access to booklists of age appropriate materials which include dual language opportunities.	-Reading scores from previous year -Quarterly Measures of reading aptitude noticeable in reading instruction unit tests	Schedule periodic short interviews with E.L.L. teacher to monitor reading improvement and discover student reading interests that have come out in small group activities.	Yearly assessment of reading scores improvement on the PARCC or other standardized test. End of year informal query about use of first language materials.
Program Administrator. Throughout the year: Provide high interest reading in students' first language by using the public library resources, arranging a library visit, and setting aside a portion of the library budget to purchase books and audiobooks (up to 15 percent) Todd, R.J. & Kuhlthau, C.C. (2005)	- Library media specialist	Monetary resources from the existing school library budget and teacher library card will make available high interest materials to the dual language reader.	Individual conferencing with teachers, students	Survey in Fall which measures student reading interests and format of material; informal survey in spring to teachers to determine observed improvement; short vocabulary identification checklists related to student reading; individual conferencing to determine reading interests and needs.	Improvement of special area for language materials which may include comic books, newspaper articles, and recipes in other language. (Example additions: Jacqueline Jules see jacquelinejules.com and her Sofia Martinez and Zapato Power books; Claudia Davila's Luz books (graphic novels; Tomas and the Library Lady by Pat Mora (picturebook); Magic Windows/Ventanas magicas by Carmen Lomas Garza (bilingual);)
Teacher. With each unit, increase conversation about text in the media center by short read alouds followed by reading strategy think alouds. Select text that is Multilanguage or contains cultural references for all fourth grade students and enable E.L.L. students to relate experience and practice English language skills in small group conversation. Daniels, H. (2002). Geitgey, G.A. & Tepe, A.E. (2007)	-Library media specialist in consult with classroom teacher, E.L.L. and reading specialists, students and families.	High interest texts with diverse characters to share in read alouds and discussion; examples to allow think aloud about strategies for reading comprehension and vocabulary understanding	Link standardized test reading scores to curriculum standards to increase support of discussion to support reading comprehension in library class. CCSS Reading Informational Text: Key Ideas and Details: RI.4.1, 4.2, 4.3; Craft and Structure: RI.4.6; Integration of Knowledge and Ideas: 4.7, 4.8, 4.9 and including a Speaking & Listening component: S.L.4.1b, 4.1c, 4.1d, 4.2, and 4.3 and Language especially Vocabulary Acquisition	Using an evidence-based procedure, view PARCC reading scores for E.L.L. students, identify specific strengths to support and weaknesses to address, connect to library media standards, and design instruction related to conversation toward comprehension.	Quarterly assessment of student improvement in conversation by way of short survey of teachers observations in the classroom or in the E.L.L. CCSS: Range of Reading and Level of Text Complexity: "By end of year, [better] read and comprehend informational texts…"

			and Use L.4.4a Teacher Created Materials (2013)		
Advocate. In support of E.L.L. educators and classroom teachers, the school librarian will make resources available and through individual student periodically support strategies for vocabulary enrichment and knowledge level comprehension of text. Dorn, L.J. & Soffos, C. (2005) Wilhelm, J.D. (2008)	Library Media Specialist	Time	Individual conferencing within library class with E.L.L. students, especially in grade 4 target group Student reading log and librarian conferencing measure will enable one on one reading strategy support and reflection..	After initial discussion about conferencing importance, this will run throughout the school year.	Comparison of logs and conference measure throughout year to mark improvement; increase score on MAP at indicators of vocabulary and knowledge level comprehension.
Community Communication. Library tours will be offered during the November parent-teacher conferences and during the Dr. Seuss reading event scheduled one evening during the first two weeks in March. Student pictures with favorite reading material and testimonials about their reading and the value of the school library to them.	Library Committee and Library Media Specialist	No cost. Available resources: Camera, time for writing, color printer, paper.	Conferencing and journaling of student success to keep track of progress; photo journaling to record success and written work to demonstrate student testimonial of event (general rubric to be developed and include student's opinion of reading, feelings about the library space, what was special about the book, what else they like to read)	Throughout the year with eye to celebrate in November and in March.	With each photo poster, there will be a short testimonial to reading and the library space. Writing improvement should be seen with each testimonial. Best work will be sent back to the classroom teacher and the E.L.L. teacher. Families will view in November and in March.
Extension Collaborative writing time will be scheduled in library class; discussion with teachers may allow independent writing opportunity in the classroom or resource room	School librarian; E.L.A. teacher, E.L.L. teacher, classroom teacher; computer teacher	Time	Work for display in the library during parent conferencing, before P.T.A. meetings, during Family Reading night.	Primary monitoring by school librarian, but may be monitored by E.L.A. or E.L.L. teacher	Work may be compiled into a book to made available to each fourth grade student. Support from the computer teacher and lab could enable publication of the book.

Appendix II

Library Media Goal: Increase reading scores among English Language Learners in Grade 4 through a program called *On the Same Page* In support of Hampton Elementary school improvement goal to ensure that "seventy percent of students in all grades will meet or exceed their midyear MAP growth targets in Reading/English Language Arts."	
On the Same Page program:	In order to get students on the same page, the library media specialist will encourage students for enjoyment and to converse about it in English. From time to time all students will to read the same on level text in English or their preferred language and talk about it in English to practice reading comprehension and to practice English vocabulary.
Action steps Summary (See Appendix I for detailed plan)	Encourage time in the day for reading for enjoyment. Make available text in English and in E.L.L. students first language.
	Time set aside for teacher/school librarian individual conferencing and student journaling about reading.
	Collaborate with teachers who work with E.L.L. students to allow students to read text in first language if prefer during time for reading enjoyment.
	Acquire materials in first language of E.L.L. students through purchase or interlibrary loan; encourage family use of the public library.
	Use read aloud as time for identifying reading strategies through "think-alouds."
	Incorporate literature circle model for conversation about text and for use of vocabulary.
	Schedule time to link library program instructional objectives to standardized test skills indicators and improve instruction.
	Encourage students to share favorite stories and books and write short testimonials. Take pictures and display in the library.
	Invite parents and community into the library space when visiting for conferences (November) and Dr. Seuss reading night (March)
Extension	Writing support to create a finished product: book with students written reviews about favorite texts and testimonials about how the library has supported their reading. Technology component under development with computer teacher.
Timeline	Appendix III
Sample Survey	Appendix IV
Cost	Within budget (up to $500 for materials in French or Spanish. See Appendix IV
Fact-book Information	Appendix IV-VI
Communication	Surveys throughout the year will inform collection development and skill support of reading strategies. Events (Parent Conferences (November) and Family Reading night (March) will bring in larger community. During book fair and prior to P.T.A. meeting nights the school library also will be open)

Appendix III
Timeline

Task	Aug/ Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr	May/ June
Teacher use of library survey	▓								▓
Teacher use of library survey shared	▓								▓
Teacher provided E.L.L. student reading interest survey interview with E.L.L. teachers		▓						▓	
E.L.L. student reading interest survey results shared (Appendix III)			▓						
Student reading interest survey			▓						
Data from student reading interest survey graphed				▓					
Free reading support, conferencing, and journaling		▓	▓	▓	▓	▓	▓	▓	▓
Reading log		▓	▓	▓	▓	▓	▓		
Literature circle participation			▓	▓	▓	▓	▓	▓	▓
Teacher collaboration for E.L.L. reading support	▓		▓		▓		▓	▓	
Evidence-based procedures to view test scores		▓		▓		▓			▓
Ongoing writing support in collaboration with E.L.A. teacher (objective in development)		▓	▓	▓	▓	▓	▓		
Writing project culmination collaboration with computer teacher (in development)							▓	▓	▓