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Library Facilities Plan

Philosophy

Children are natural born learners with an intrinsic desire to learn. The more opportunities children are given to learn what interests them, the more their desire to learn will grow (I. Inquire A. Think Learner 1). In the library media center children will learn for the sake of learning and share that knowledge with others. Children must be given the freedom to take risks, to fail, and to learn from their mistakes without fear of judgment or error. For students to truly learn they must interact with information through research and exploration, experiment, synthesize, and create, and share their knowledge with others. In my library media center, students will be given ample opportunities to create new understandings.

Mission

The mission of Twin Ridge Elementary—according to the information under the *At a Glance* tab on the school's website—is "Together Reaching Excellence for All Students" (School Information). To support this mission, all pk-5 learners at Twin Ridge Elementary School will visit the library media center for the purpose of accessing materials and information, as well as gleaning new knowledge from a variety of print, digital, and hands-on resources (National School Library Standard I. Inquire C. Share School Library 2.) and (National School Library Standard I. Inquire B. Create School Library 1.). The library media center will both support instruction occurring within the classroom as well as implement the curriculum set forth by the Frederick County Public Schools Media Services department. In addition, the library media specialist will teach learners how to responsibly access and use information as well as model digital citizenship for the larger school community.

Vision

In a secure learning environment, all learners at Twin Ridge Elementary School will feel safe to take risks in their learning by participating in student-centered learning opportunities designed to promote student voice, choice, and agency over their own learning (National School Library Standard I. Inquire C. Share School Library 1.) and (Allen 42). Learners will participate in Project-Based learning through research, design, and hands on experiences, will demonstrate their knowledge through art, science, and written expression, and share their learning with the learning community through their presentations (National School Library Standard I. Inquire C. Share School Librarian 1.) and (National School Library Standard I Inquire C. Share Learner 4.).

Population

Twin Ridge Elementary School (TRES) is part of Frederick County Public Schools (FCPS) and located in Mt. Airy, Maryland. TRES is located off I-70 between Frederick and Baltimore. According to the school's website, over 577 students attend daily. Currently TRES hosts one of FCPS' Learning for Life programs and offers special ed pk for three-year-old and four-year-old students. There are three or four classes per grade level for grades k-5. The school information for the 2020-2021 year were found on TRES' website and are provided in the chart below:

Race/Ethnicity (%)	Students Receiving Special Services (%)
American Indian/Alaskan Native: 0.0%	Free/Reduced Price Meals: 11.6%
Asian: 2.1%	English Language Learners: 3.1%
Black/African American: 2.1%	Special Education: 11.6%
Hispanic/Latino: 10.7%	Title 1: N/A
Hawaiian/Other Pacific Islander: 0.2%	
White: 80.8%	
2+ Races: 4.2%	

Location In the School and the Impact of the Location on the Learning Community

The library media center—along with the office, gymnasium, and cafeteria—is located on the first floor of the two-story elementary school. Students attend Music and Art on the first floor. Only the fifth-grade classrooms are on the first floor. The Learning for Life classroom and all classrooms for grades pk-4 are located on the second floor. The library media center's location is removed from most students and classroom teachers, making it difficult for it be seen as the "heart" of the school.

Since the library media center is not near most of the students, I believe it is even more important to make the space inviting and accessible to encourage students and staff to visit. Paulette Stewart's case study found that the "design of the library, the resources and the facilities seem to positively impact students' cognitive ability and social development," leading me to realize the importance of improving TRES' library media center.

Reflection of Current Facility Design

The library media center is a long rectangle with two points of entry into the library. Each entrance, located on the same wall of the library, has two sets of double doors. Bookshelves line most of the walls. On the right side of the library media center is a little nook that hosts Fiction chapter books in the following genres: Adventure Fiction, Historical Fiction, Realistic Fiction, Scary Fiction, and Mystery fiction. Currently, this Fiction nook is far away from the circulation desk which makes it difficult to observe students in this area. The administration would like to see this section closed to book browsing. Along the wall with the doors are shelves holding Fantasy Fiction and Humor Fiction as well as two display cases which exhibit Pandas' Projects and the Maryland Black Eyed Susan Award Winners. A volunteer table (table G, in the diagram) is in front of the Pandas' Projects display.

Presently, the Everybody section consists of three long rows of bookshelves which house books on both sides of the shelves. Students tend to not browse the books in this space because they do not know how to find books that interest them. The books, arranged by the author's last name, are identifiable by the spines alone. This is the only area of the library that is not generified. The younger students appear intimidated to go into that section.

On the long wall across from the doors, are Graphic Novels and most of the nonfiction section. The nonfiction section includes Animals, Sports, Arts and Crafts, and Sciences. The Pandas' Picks display divides the wall-to-wall shelving. Here students may display their favorite books—those which they recommend to others. From that point, more shelving continues to the end of the wall. Here are books about languages, ABC concepts, and Math concepts. At the corner of that wall begins the history section, which includes World History, American History, Maryland History. Under the window that peers into the IEP conference room the Biographies and Magazines are located.

In the center of the room there are six tables marked with numbers 1-6. Students sit at those tables for instructional time, to work on assignments, and to conduct research. The tables face the Promethean board, the class rug, and the rocking chair. Currently, the tech cart stands behind the tables, making it difficult to use the Promethean board. Around the numbered tables are six lettered tables with letters A-G. Those tables are referred to as "center tables" and host makerspace activities. Table C is located near the Cozy Corner area, and it displays extra books in bins for students to explore. Table G is a volunteer table with materials for volunteers.

The circulation desk is in the corner of the library and far from the books. Behind the circulation desk are professional resources for teachers and other library resources. Both the librarian's office and the office for the EL teacher are behind the circulation desk.

TRES Library Media Center Areas of Learning after Renovations

Although I cannot change the location of the library within the school, I can change the experience staff and students have when entering the library. Even though the media center is not in the center of the school, it can still be the "heart" of the school. To develop a media center that fulfills my philosophy, mission, and vision for my library, I will need to create a media center that has the following spaces as set forth by the Standards for School Library Media Programs in Maryland. These spaces include the following facilities standards:

Study and Research Area

As of now students do not know how to search for books using either the LS2 Kids or LS2 Pac system. They do not know how to use the computers to determine if a book is in the library. I plan to create self-browsing stations for students to use to locate books, thus supporting **National School Librarian Standard IV. Curate A. Think-***The school library provides problem-based learning experiences and environments by:1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress.* This section of the library also displays **Future Read Librarians Literacy: Inspires and supports the reading lives of both**

students and teachers [by] *Creat[ing] inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.*

Self-browsing also supports the philosophy that students are natural-born learners and have an intrinsic desire to learn. To accomplish these aims, I aim to convert table G from a volunteer table to a self-browsing station. I also will request permission to purchase two stand-up desks to be used as self-browsing stations. A Chromebook for student use will be situated on top of each stand-up desk. These stand-up desks will be located at the wall pillars in the center of the library. Students will also use their worktables (tables one-six) for research, studying, completing assignments, and discussion. I want to purchase six Sterilite containers—each with three drawers—to host students' Chromebooks, paper, pencils, or any supplies needed for that day. These changes will allow students to experience the goal of my mission statement by giving all students opportunities to access materials and information, as well as providing opportunities to learn new knowledge from a variety of print, digital, and hands-on resources. It also will allow me to achieve my mission of teaching students' how to use digital resources responsibly. Self-browsing also supports my vision of allowing students to assert their own voice, choice, and agency over their own learning.

Informal Reading Area

I plan on making significant changes to the Everybody Section and the Fiction Section. My aim is to create a space that exhibits **National School Library Standard I. Inquire C. Share**-*The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning*. This section also supports **Future Ready Librarians Literacy: Inspires and supports the reading lives of both students and teacher** [by] *Creat[ing] inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.*

My first step is to close the nook area per request of the administration. I want to purchase radius shelving for the Everybody section and caterpillar seating from Demco to attract younger students into this area of the library. Students will have an extended opportunity to browse for books in this area and sit on the caterpillar if they are at the Cozy Corner center.

I also will move the Fiction shelves—those which house the chapter books for more advanced readers—from the nook area to next to the Everybody section. We already have the low shelves needed to house the following books in two rows: Adventure Fiction, Historical Fiction, Scary Fiction, Science Fiction, Mystery Fiction. The row towards the left side of the wall will have Adventure Fiction and Historical Fiction books on one side of the bookshelves, and the Traditions and Fairytale books on the other. It is important to note that the Tradition and Fairytale books will be across from the Arts and Science Nonfiction Section. This will serve to separate the Nonfiction collection from the Fiction section. I will purchase HABA® Isla Lounge Seating which will be placed at the end of the rows. Older students can sit in this area if they are at the Cozy Corner center. By creating a more inviting reading area I will be "encourag(ing)

literacy, lifelong learning, and reading for pleasure" (Standards for School Library Media Centers In Maryland 12). This area will support my philosophy that students need both to interact with information that interests them and to have opportunities to research and explore.

The more comfortable students feel with their environment, the more they will want to stay in the space and learn. Stewart's case study showed that students are more attracted to libraries that are aesthetically pleasing, current, and modern. This is exactly the environment that I wish to foster. These changes will also both aide in providing opportunities for students to experience my mission of accessing print resources as well as fulfilling my vision of creating a safe a secure environment.

Production and Group Project Area

Production and Group Projects will occur in multiple areas of the library. Students may use tables 1-6 and tables A, B, D, E, and F, and the green screen area for research and group projects Both sets of tables supports **Future Ready Librarians Literacy: Inspires and supports the reading lives of both students and *teachers*** *[by] creat[ing] inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.*

The description of each area is below:

Tables 1-6 will be used primarily for research, Chromebook usage, and quiet reading—if the student does not want to go to a center. Students will have assigned seats at the number tables. These tables will serve as a "home base" from which students may start their media class period, and to which they may return to after makerspace activities. Home base tables also serve as a retreat should students want time away from the other areas of the library. Students will have assigned worktable seats (1-6) with a sign on the table telling them which center table they are going to that day. At the center tables students will participate in a makerspace activity. Every week those tables will visit a different makerspace table (A-F). Tables 1-6 are where students will experience the aspect of my mission statement of learning information from different types of print and digital sources.

Tables A,B, D, E, and **F** will be used for makerspace opportunities. Table B currently has (and will retain) flexible seating around the table. Since table B is the largest workspace, it will be used for the biggest makerspace activities. Tables A, D, E, and F will host smaller makerspace activities. It is at these tables where students will experience **National School Library Standards V. Explore B. Create School Library-** *The school library facilitates construction of new knowledge by: 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving.*

The green screen area will be in the nook area where the fiction books were previously housed. In this area, students will be able to be able to access a green screen. Alternatively, students may use this quieter space to create audio and video recordings. The new morning announcement news show will also occur back there. I will purchase the Fatboy soft point stools for students to

use in that area. These stools will be easy to move around for group work. This area will support **Future Read Librarians Curriculum, Instruction, and Assessment** [by] *Empower[ing] Students as Creators [and by] encourag[ing] and facilitat[ing] students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.* The green screen area will also support **National School Library Standard III. Collaborate B. Create-** *Learners participate in personal, social, and intellectual networks by:1. Using a variety of communication tools and resources.*

Lastly, the Production and Group Project Area of the library supports my philosophy that students have an intrinsic desire to learn, should be encouraged to learn for the sake of learning, and should be given opportunities to take learning risks without judgement. This space also supports my vision that students will participate in student-centered learning opportunities designed to promote student voice, choice, and agency over their own learning (Allen 42).

Instructional Area

Instruction will occur on the teaching rug with my rocking chair, easel, felt board, and Promethean board. This space will be used for multiple purposes such as read alouds, puppeteering, teaching with felt pieces, and providing instruction on how to use databases and conduct research. I have already put in a work order to move my teaching tech chart from the center of the room to right next to the Promethean board. This requires an electrical plug and the proper internet wiring to be installed. I will purchase a new rug with thirty spots on it so all students will have a defined place in which to sit. This space is where I will address **Future Ready Librarians Use of Space and Time:** *Designs Collaborative Spaces. Provides flexible spaces that promote inquiry, creativity, collaboration, and community.* This is the area of the library that will foster **National School Library Standard III. Collaborate D. Grow School Library**- *The school library supports active learner participation by: 1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community.* It is in the instructional area where students can share their knowledge with each other, thus supporting my philosophy and exercising my vision for the library media center.

Administrative Area

I will continue to have my personal office space and the storage area in the same place. The circulation desk will be moved to the center of the room to have a better view of students when they are browsing in the Fiction and Everybody Section. It is important to note that during class, check-out will occur on the mobile cart and not at the circulation desk. The circulation desk will be used only in the morning during open media time and when the librarian is checking in books. The shelving carts will also be housed next to the circulation desk. My personal office is where I fulfill **Future Ready Librarians Budget and Resources:** *Invests Strategically in Digital Resources Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.* This is where I conduct research on which materials I should purchase for the library, write emails, order books from Mackin and Follet, and work on my collection development plan. By doing these tasks I am

meeting **National School Library Standard IV. Curate D. Grow-** *The school library engages the learning community in exploring resources by: 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies.* This is where I can thoughtfully ensure that I am curating a collection that will allow me to fulfill my mission of having all students learn from a variety print, digital, and hands-on resources.

Equitable Access

TRES' library media center is available to all students and staff. All students participate in a 40-minute media class once each week and may visit the media center from 8:30am-8:55am. Students will be instructed on how to use the TRES media webpage to access the LS2Kids and LS2PAC system. I will also show them how to access our databases from their home. Once they learn how to access these resources at home, our media center will fulfill **National Library Standards IV. Curate C. Share**-*The school library facilitates the contribution and exchange of information within and among learning communities by: 3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day.* By making my library media center available to all students and staff I am achieving **Future Ready Librarians Literacy: Inspires and supports the reading lives of both students and teachers [***by] creat[ing] inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.* By having students access information at home, they will be able to continue researching after they leave our school. Students can continue to experience my philosophy of learning for the sake of learning at home without any fear of judgment and error. Students will also be able to understand my mission of being able to access resources by browsing the library resources that are available through the school, being able to place a hold on a book from their home and by accessing e-books. Students can also oversee their own learning and willingness to take risks. The degree to which students engage in such activities, will be the measuring stick by which I assess how well I am at fulfilling my vision for the media center.

Other Aspects to Consider:

<u>Lighting & Aesthetics</u>

Currently, there are fabric covers on the overhead lighting. They are attached with Velcro. I plan to experiment with removing those to see if it improves the lightening. If the lighting is too harsh, I will put them back up. Currently there are new green chairs, purchased by the previous library media specialist, around the numbered tables. The new rug, which I plan to purchase, will complement the green chairs. The HABA® Isla Lounge Seating and the Novum By Gressco Happy Caterpillar seating will look aesthetically pleasing with the existing chairs and dark brown shelving.

<u>Computer Lab</u>

TRES no longer uses the school's computer lab. Chromebooks were available in classrooms and in the media center. However, due to distance learning, Chromebooks were given to students last

school year. Not all Chromebooks were returned, creating a shortage of Chromebooks in classrooms and the library media center. Technical support is currently working with central office and the administration to ensure we have enough Chromebooks for students to use throughout the building. The goal is for the library media center to have a set of thirty Chromebooks.

iPads and Kindles

There are only a few iPads and Kindles available. They are currently stored in the library media specialist's office. iPads and Kindles will be used sparingly by students. This form of technology may only be used for specific purposes during class projects, makerspace activities, or to explore an app or book during centers.

E-books, Audio Books, Audio Cassette Tapes, CDs and DVDs

On TRES' library media website, students can access e-books through LS2 Pac and LS2 Kids. Students can use our library media website to access e-books and reserve audio books through Frederick County Public Libraries. We currently do not house an audio cassette tapes or DVDs in the library. Next to the Graphic Novels section there are a few audio books and books recorded on CD available to students for check out. These items will remain in the same location after the renovations.

Organization of Materials

Looking at the current floor plan (Plan A), one can see the location of the materials. On the left of the library (if the library storage closet and offices are at the bottom of the page) Graphic Novels are housed along the wall. Graphic Novels are arranged on the shelves in alphabetical order by the authors' last name. Each shelf is labeled with an alphabet range which informs the librarian or volunteer where to place the book. This makes it very easy to locate the exact text when a student or teacher uses the LS2Pac or LS2 Kids system. Further down that wall is the generified nonfiction section of the library. The nonfiction section begins with Animals. A sign with paw prints on the top of the shelf shows where the Animal section starts. Each shelf in this section has tags with pictures of the animals on the shelf. The books are organized by animal and not by author's last name or call number. The bookshelves are interrupted by the Promethean board and the teaching rug. On the other side of the Promethean board begins the nonfiction Sports section. A sign with a referee is on top of the shelves marking where the section begins. On these shelves there are tags showing pictures of the different types of sport books available. Books are broken into basketball, football, soccer, baseball, wrestling, cheerleading, gymnastics, and dance, Olympics, extreme sports, etc. The Arts and Science section comes next. There are multiple signs in this area and tags showing students where to find the books they are looking for. The Arts section includes: music, drama, magic, arts, and crafts, what can I make? etc. The Science section includes multiple science disciplines, experiments, robots, technology and computers, weather, and seasons, etc. Again, each shelf has pictured tags telling students where to find desired books. In the back corner are concept books which include languages, ABCs, and math concepts.

In my revised plan (Plan B), Realistic Fiction will be along that back wall, including the small bookshelf in front of the IEP meeting room. Although this section is generified by Realistic fiction, on the shelves the books are arranged by call numbers which are alphabetical by the author's last name. In front of the Realistic Fiction shelves, other fiction books will be placed on two parallel rows of bookshelves. The side closest to nonfiction will house Traditions and Fairytales with pictured tags. The other side of the bookshelf will house Adventure Fiction and Historical Fiction. The second row of bookshelves will house Scary Fiction, Science Fiction, and Mystery Fiction. Again, these books are marked by alphabet ranges. The books are put on the shelves by call numbers which are alphabetized by the author's last name. At the bottom of this section, I will have the HABA® seating to encourage students to sit and look at books.

To the right of the Fiction section will begin the Everybody section. We will have new radius shelving with the purpose of opening the space and making it more appealing. The caterpillar section and mobile book cabinets—to display featured books—will make the area more inviting. The previous nook will house makerspace supplies, the door to the guidance counselor, the green screen and tech cart for the green screen, the Chromebook carts, and bookshelves for professional resources and miscellaneous library supplies. The wall with the two sets of double doors will house a self-browsing station, a display cabinet for Pandas' Projects, the Fantasy Fiction section, Humor Fiction, and display case for Maryland Black Eyed Susan Books. In the lower right corner of the library nonfiction Bibliographies and Magazines will be housed. The bottom of the diagram shows both the EL office and my library office. The rest of the wall will house World, American, and Maryland History Nonfiction –this section is generified with pictured tags. The entrance to the storage closet and the door to the electrical closet is in the bottom left.

ADA regulations

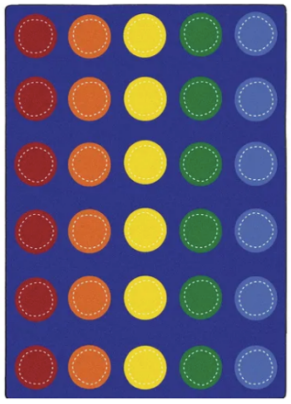
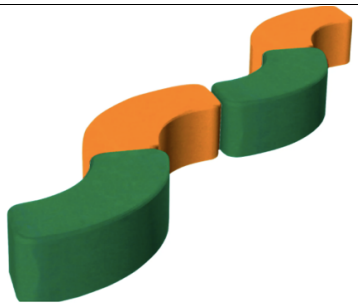
Part of creating a library that fulfills the expectations of Future Ready Librarians is the **Use of Space and Time: Designs Collaborative Spaces** [*by] provid[ing] flexible spaces that promote inquiry, creativity, collaboration, and community.* It is important to note that flexible spaces must promote learning for all of our students, and thoughtfully include those who have physical disabilities. TRES' library media center will be equipped for access by all students in the following ways according to the guidance of Barbara Paciotti and ADA regulations:

- Entry/Exit Doorways- all doors will have between 48-60 inches of clearance for easy entry and exit complying to 404.2.4 Maneuvering Clearances.
- Walkways- the spaces between library shelves are 36 inches complying with 403.5.1Clear width.
- Tables- all students will be able to access the letter tables and number tables with an enough wheelchair space of a minimum of 48 inches according to 802.1.3 Depth.
- Circulation desk- I will use a mobile cart during media classes, which will allow me to go to the students' tables to check out their books. In the morning, students may approach the official circulation desk which is low enough to comply with 904.4.1 Parallel Approach because it is less than 36 inches from the ground.

Products Desired and Plans

The following pages outline the products I plan to purchase for the library. Diagrams of the current library (Plan A) and the library after renovations (Plan B) are also enclosed.

Products Desired

Products for Seating	Source(s) and Quantity(ies)
	Joy Carpets Spaces and Places™ Demco.com
	Novum By Gressco Happy Caterpillar Demco.com
	HABA® Isla Lounge Seating Demco.com
	Fatboy® Soft Point Stool Demco.com Order 6

Products for Organization and Storage	Source(s) and Quantity(ies)
	Whitney Brothers® Double Sided Mobile Book Cabinet Order 2 Demco.com
	Demco®Libra Craft Radius Wood Library Shelving Demco.com
	Sterilite 3 Drawer Cart, White Frame with Clear Drawers and Black Casters, (2-packs) Order 3 sets Amazon.com

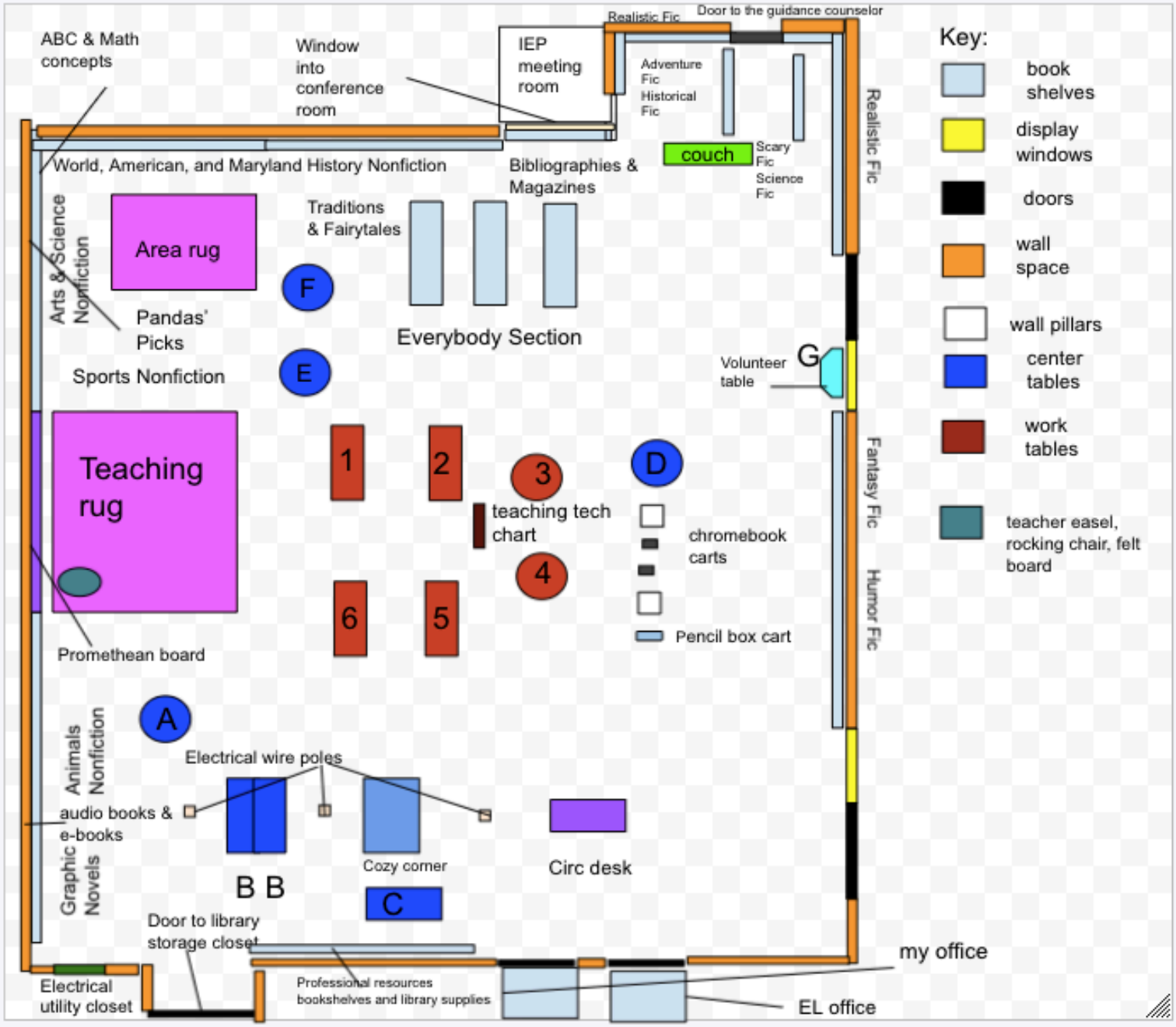
Products for Makerspaces	Source(s) and Quanty(ies)
	SEDGEWIN Green Screen, Collapsible Chromakey Panel for Photo Backdrop Video Studio, Portable Pull Up Wrinkle-Resistant Greenscreen Background, Auto-Locking Frame, Live Game, Streaming ((79"x46") Order 1 amazon.com

Products to Promote LS2Pac & LS2 Kids	Source(s) and Quanty(ies)
	Sunon Pneumatic Height Adjustable Rolling Standing Desk Cart Rectangle Desktop Mobile Sit-Stand Desk with Blake Wheels (Virginia Walnut) Order 2 amazon.com

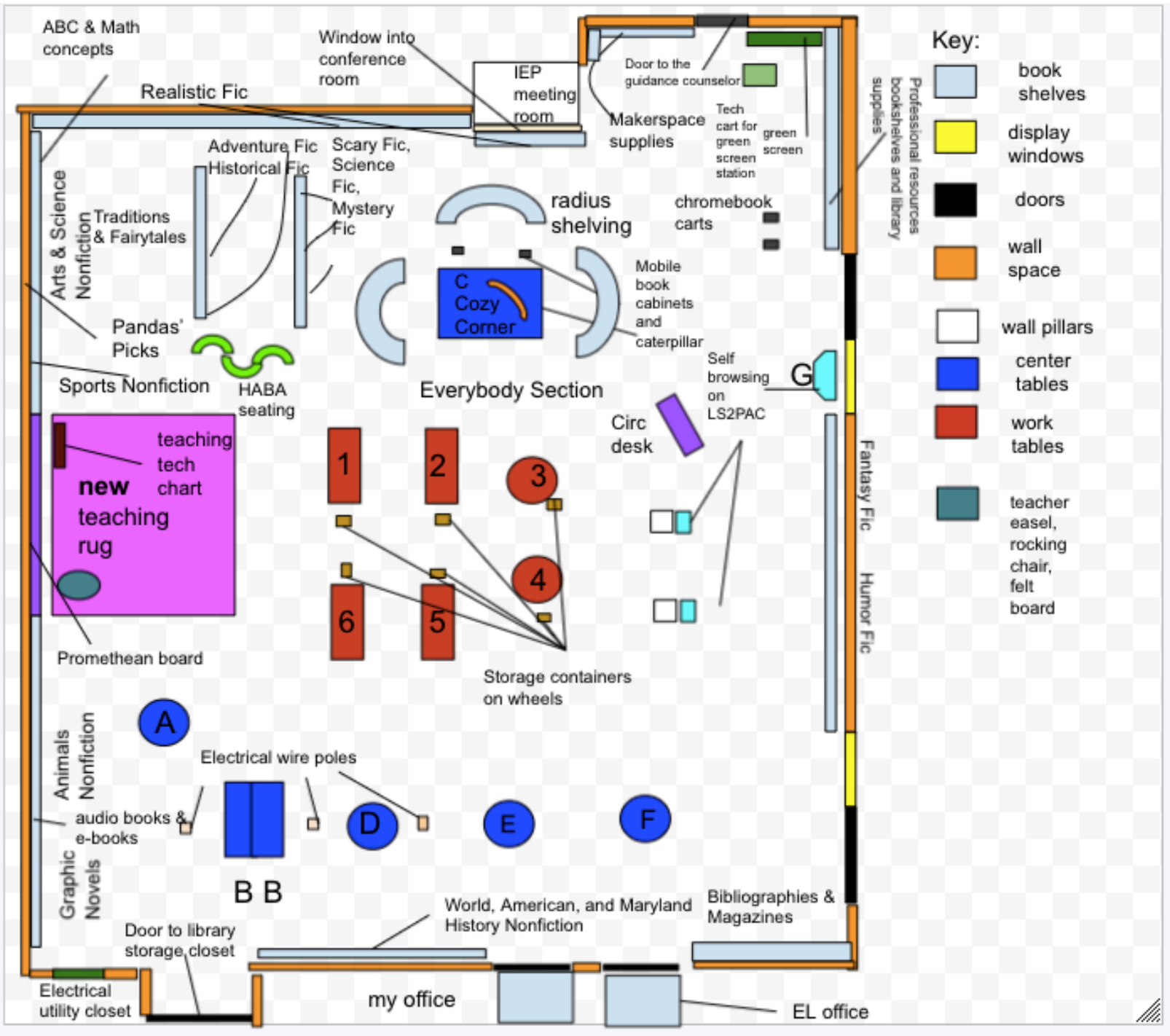
Twin Ridge Elementary School's Library Media Center Floor Plans

Plan A: Current Floor Plan
Plan B: After Revisions Floor Plan

Plan A: TRES' Current Floor Plan



Plan B: After Revisions Floor Plan



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