



# Elkhart Lake-Glenbeulah School District Library Media Services Plan 2026-2029

## Library Mission:

The school district libraries strive to be the center of the school community by providing a safe and welcoming place that encourages collaborative exploration of dynamic resources, fosters a love of reading, and empowers students to be lifelong, self-directed learners.



Using the Future Ready Librarians Framework as a guide, the Elkhart Lake-Glenbeulah School District Library Media Specialist (LMS) created a Library Plan as required by the [Wisconsin Administrative Code PI8.01 \(2\)\(h\)](#). The Library Plan will be revisited every three years.

The Future Ready Librarian Framework is made up of focus areas, or “wedges,” each of which centers around learner-centered literacy. To create the Library Plan, the district’s Library Media Specialist (LMS) assessed each of the wedges to determine areas of strength as well as areas of growth. In addition, 2 areas (wedges) have a goal that will be the focus of the LMS over the next 2 years.



## Personalized Professional Learning

### Current Status:

- The LMS has joined the Software Development team which will offer a variety of individual, small group, and whole group learning sessions to equip staff with the skills and knowledge to effectively integrate technology into the classroom to support student learning.
- The media specialist will relay information from various conferences and networking sites/groups that provide staff with professional learning materials, including books, online databases and articles to support their ongoing development.
- The LMS suggests digital tools/resources and asks for feedback from staff
- LMS teaches skills to promote success in the digital age - critical thinking, information literacy, digital citizenship, and understanding various technologies.
- The media specialist engages in virtual and in-person meetings with other librarians from around the state to discover new ideas, share experiences, and stay connected to the broader library community.

### Possible Areas of Growth:

- Join professional networks/organizations including: Wisconsin Educational Media Technology Association (WEMTA), American Association for School Libraries (AASL), and American Library Association (ALA)
- Attend Industry Conferences: Attend either a WEMTA and/or a SLATE (School Leaders Advocating Technology in Education) conference to stay informed about emerging trends and innovations in the field.
- Maintain Professional Licensure: Media specialist has attended DPI Foundations of Wisconsin Librarianship Conference in 2025 to ensure ongoing compliance with professional standards. Portfolio components will be completed by May 30, 2025, and submitted to the Department of Public Instruction (DPI).

**Goal:** By the end of the 2027 school year, the media specialist will have completed the portfolio process through the state of Wisconsin and become a certified library media specialist.

### Steps/Activities:

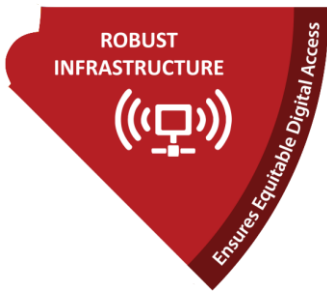
#### 2025-2026:

- Attend Wisconsin Foundational Librarianship Conference (July 29-31. 2025)
- Collect 12 artifacts to submit to the DPI
- Begin and complete the portfolio writing process by May 30, 2025.

#### 2026-2027

**Steps/Activities:**

- Apply for a 1-year emergency license
- Review and revise portfolio components
- Re-submit portfolio to DPI



## Robust Infrastructure

### Current Status:

- 1:1 Chromebooks for K-12
- Every teacher has a laptop and educational assistance have either a laptop or a chromebook
- Every high and middle school teacher is provided two chromebook chargers so students can charge their chromebooks in the classroom rather than interrupt learning by leaving the classroom to get a loaner device
- K-4 uses Classlink
- 5-12 uses Google Classroom
- Loaner devices available to students who forget theirs or have a device out for repair, etc
- In collaboration with the Instructional Technology (IT) team, maintain and support content filtering both onsite and remote as required by state and federal levels.
- In collaboration with IT, troubleshoot and repair student and staff devices.
- Maintain and update the school libraries with access to resources for students and staff to easily access content on-demand.
- Collaborate with IT to ensure that all students have access to the necessary programs and databases in their classrooms by maintaining accurate rosters and facilitating access.

### Possible Areas of Growth:

- Full time library assistant at the high school level
- Hotspot purchase and distribution for students who do not have access to the Internet at home.



## Budget & Resources

### Current Status:

- Utilize Common School Funds (CSF) effectively and strategically to purchase various types of materials that are used to support the curriculum as well as reading for enjoyment.
- Promote and continually update materials such as digital resources, eBooks, Open Educational Resources (OER), databases, applications, and software.
- Continue to email, survey, and provide material suggestions to students and staff in order to purchase and select library resources that drive curricular initiatives and programs.
- Analyze database usage to inform purchasing decisions
- Use Titlewave Collection Analysis data to support weeding and purchasing decisions to ensure the library remains relevant
- Survey staff regarding wants and needs to support weeding and purchasing decisions to ensure the libraries remain responsive to its users
- Weed outdated or unused materials to ensure a relevant, high quality collection that reflects current learning standards and student interests
- Work with vendors to get trials for databases before purchasing to make certain they fit curricular needs.
- Promote free resources such as Badgerlink, WiseLearn and other open educational resources.
- Offer a variety of resources including books and electronic resources including databases, audiobooks, and eBooks
- Purchase STEM-related makerspace items to engage students in hands-on, future ready learning experiences.
- Host book fairs to support the purchasing of books for classrooms and to host author visits and other events

### Possible Areas of Growth:

- Follow and purchase materials from the DPI's Tiered Purchasing Plan of ACT 31 Recommended Resources
- Strive to achieve a more diverse collection of high-quality materials that actively, fairly, and accurately portray people of all backgrounds by actively seeking opportunities to grow the collections in these areas.

**Goal:** By attaching the middle school building to the high school, there will be many changes in the library. Identifying and organizing books by age group will be more important and will require more rigor than in the past. By the end of 2028, the library will have identified books that are appropriate for K-4 students, 5-12 students, and 9-12 students. This will require books being labeled appropriately, and there might be some crossover of books that belong in both the K-4 library and in the 5-12 library. The LMS will need to figure out a budget plan for ensuring that both libraries are getting the resources they need.

**Steps/Activities:**

**2025-2026:**

- Continue to identify books and rearrange the current libraries with a focus on Elementary/Middle School library. There are many books that belong in the section for 2nd grade and up students (Bad Guys, Diary of a Wimpy Kid, etc) that are currently in the wrong section.
- Use Titlewave Analysis and weed the non-fiction section at the high school to make room for a 5-12 library and to ensure the resources that remain are relevant and reflect the needs of the students

**2026-2027:**

- Have a solid foundation of library sections established.
- Identify books that could crossover into both libraries. Create lists and determine (based on usage statistics) which books need to be located in both buildings. Identify a budget plan for ensuring that both libraries are stocked with the books students and staff need and want.

**2027-2028**

- Begin and complete the transfer of books between libraries with the focus on purchasing books



## Community Partnerships

### Current Status:

- The LMS and the public library director will continue to work together to promote literature, find resources, research materials, and promote the summer reading program.
  - Meet as needed (usually monthly) with the public library director and staff to build relationships and collaborate on projects.
- Students engage in field trips to the Public Library, fostering a love of reading and learning through participation in various programs and special events.
- ES/MS library hosts the *Early Riser Reader* program in partnership with the PTA that is held once a month before school, to promote a love of reading.
- A Scholastic Book Fair is held bi-annually for students, staff, and community members.
- Solicit volunteers (staff, retired teachers & community members, etc.) to offer programming for students in the ES/MS library (Read Across America Week).
- Work with local schools and research various entertainments (magicians, authors, motivational speakers, etc) to bring to our students and community members.
- Collaborate with the school's PTA in the creation of library events and activities that promote reading.
- Regularly communicate with families and members of the school community (via Facebook and Infinite Campus) about library programs and events.



## Data & Privacy

### Current Status:

- Students in K-6th grade are instructed in digital citizenship in the library classroom. Most of the lessons come directly from Common Sense Media and focus on media balance, privacy and safety, digital footprint and identity, relationships and communication, cyberbullying and online harm, news and media literacy and Artificial Intelligence (AI). Lessons outside of this age group are done in collaboration with classroom teachers.
- Collaborate with classroom teachers and staff to increase understanding about fair use, plagiarism, copyright and privacy laws.
- Collaborate with IT to guarantee strict adherence to student data privacy policies across the district.
- GAT+ is available so teachers can monitor what students are doing on their Chromebooks
- Classlink is used in grades K-4 to allow easier access

### Possible Areas of Growth:

- Continue to update digital citizenship lesson and expand lessons on AI use for both students and staff
- Continue to learn about AI as an educator so I am knowledgeable

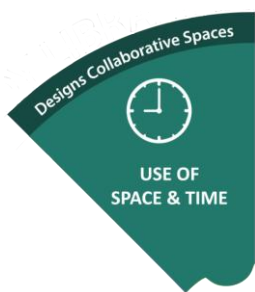


## Collaborative Leadership

### Current Status:

- The LMS collaborates with teachers to promote the use of library materials.

- The LMS collaborates with other area schools and public librarians.
- The LMS serves on the software team.
- The LMS collaborates with classroom teachers on projects and lessons to help students use a variety of resources, conduct research, and present their findings.
- The LMS collaborates with IT to ensure student data privacy is adhered to and that students and staff have access to working technology.
- The LMS will offer small group and large group professional development opportunities to equip educators with the skills and knowledge needed to effectively integrate technology into their classrooms.



## Use of Space & Time

### Current Status:

- EL/MS library is arranged so that a variety of areas can be used at the same time (small group instruction and large group)
- All fiction sections are organized by genre - making it easier for students to find books of interest.
- Libraries are used for staff meetings, book fairs, author visits and other presentations, as well as by clubs and organizations
- Libraries are used by community groups outside of school hours

- EL/MS library has started a flexible/comfortable seating area but could use some newer furniture
- EL/MS has three desktops used for accessing library resources (Destiny). HS has one desktop

### **Possible Areas of Growth:**

- Flexible/comfortable seating for both buildings - need a budget for this
- Improve signage to clearly identify sections in both libraries - need budget for this
- Charging stations in all buildings
- Weeding HS materials - especially the nonfiction section
- Add decor that improves the environment of the libraries such as artwork, plant life, signage, light fixtures, and other potential enhancements.

**Goal:** By attaching the middle school to the high school building, there will be many changes in the library. Identifying and organizing books by age group will be more important and will require more rigor than it has in the past. By the end of 2028, the library will have identified books that are appropriate for K-4 students, 5-12 students, and 9-12 students and will have moved them to their appropriate section in the library.

### **Steps/Activities:**

#### **2025-2026:**

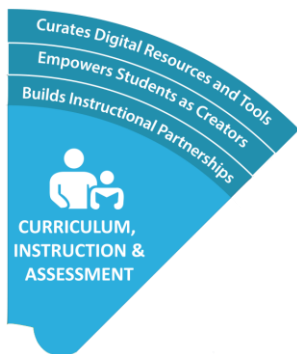
- Identify books and rearrange the current libraries with a focus on EL/MS library. Ensure books are in the appropriate grade level sections.
- Use Titlewave Analysis and weed the non fiction section at the high school to make room for a 5-12 library and to ensure the resources that remain are relevant and reflect the needs of the students

#### **2026-2027:**

- Have a solid foundation of library sections established.
- Identify books that could crossover into both libraries. Create lists and determine (based on usage statistics) which building will get current copies of books. Use that list to determine if a second copy needs to be purchased.
- Play an active role in the library layout plan
- Visit other 5-12 libraries to learn about their organization and how they ensure books are given to the appropriate age group
- Research/work with IT and Follett software representatives to determine how students can be enrolled in both buildings and find a process to check out materials to students and transfer them between buildings.

#### **2027-2028**

- Begin and complete the transfer of books between libraries
- Train students and staff on library organization so everyone can find the resources they need



## Curriculum, Instruction & Assessment

### Current Status:

- Follow International Society for Technology in Education (ISTE) and American Association of School Libraries (AASL) standards along with the Wisconsin DPI Library Media Specialist Standards
- Use Wisconsin Schools Digital Library Consortium (SORA) to access online resources
- Provide STEM opportunities to students – Ozobots, [Code.org](https://code.org), CoDrones, VEX, etc.
- Facilitate Common Sense Digital Citizenship curriculum K-12
- Teach green screen skills for digital projects
- Collaborate with teachers in a variety of ways including research projects, digital production projects, and literacy activities
- Collaborate with teachers to provide resources, instruction and technology support
- Collaborate with teachers to incorporate the four C's in lessons (critical thinking, collaboration, creativity, and communication) in an effort to meet various standards
- Provide citation instruction and assistance to students
- Provide instruction on plagiarism avoidance—with an emphasis on critical thinking and synthesis

- Provide instruction on copyright and fair use
- Provide information and media literacy instruction
- Provide instruction on library skills and resources
- Provide instruction on AI - what it is, how it works and ethical use of the tool
- Curate both print and digital resources to support lessons
- Provide book talks and book speed dating opportunities that engage students and foster a love of reading

Possible Areas of Growth:

- Continue to develop curriculum to support students and staff alike
- Continue to enhance my knowledge of AI by attending conferences
- Begin an AI guidance tool for staff and students