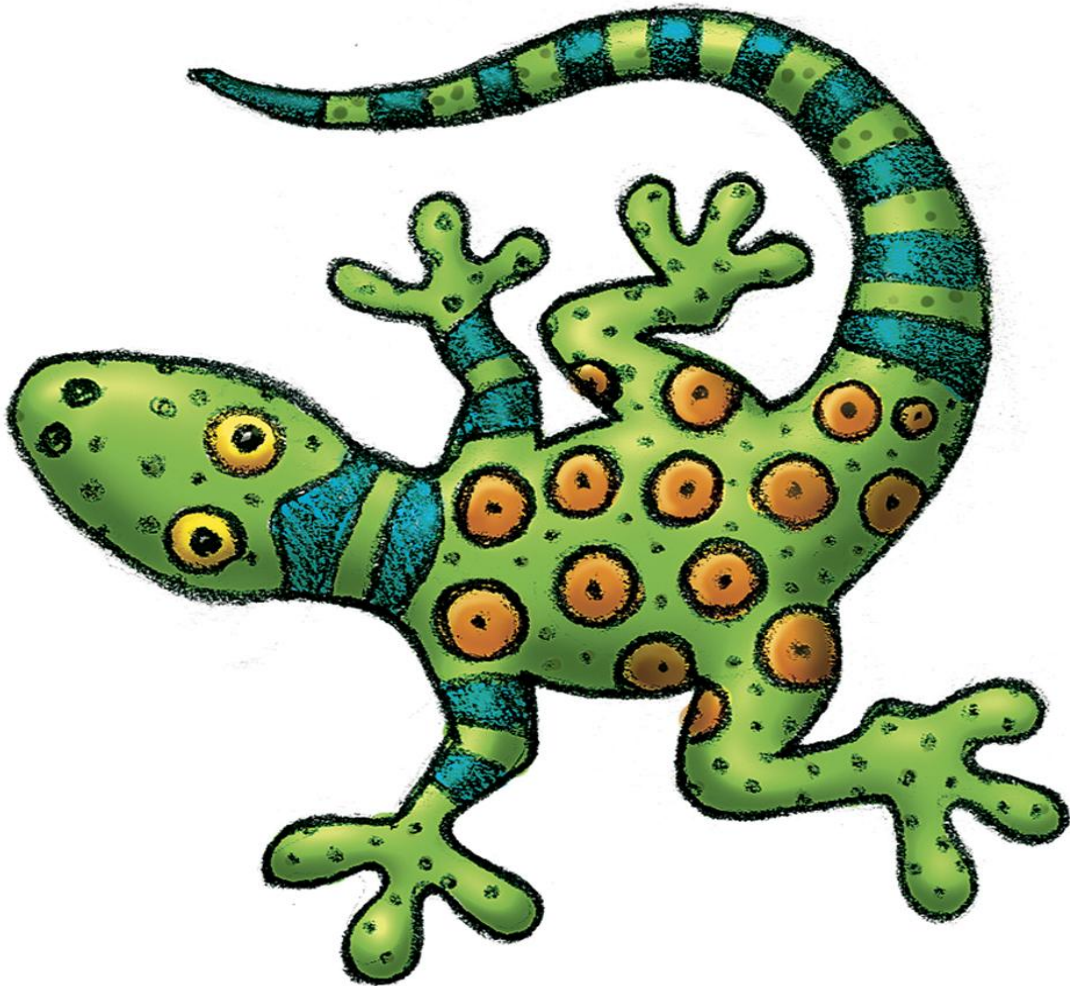


2012-2013 Budget Proposal

Chameleon Middle School Library

Megan Kohlman



## **School Introduction & Demographics**

Chameleon Middle School is located in a small town, near Wichita, KS. CMS serves 83 students in grades seven and eight. The population of the city in which the Chameleon school district is located is about 700, a slight increase in the past 10 years. This small town is a working class community, primarily one whose residents commute to Wichita.

The school is predominantly white, with only about 5% of the population identified as Hispanic or “other.” Half of the students are on free and reduced lunches, but there are no migrant students or English Language Learners. Approximately 8% of students are learning or otherwise disabled. Average daily attendance is high, at 95%. All of the teachers in this school are fully licensed by the state of Kansas, and three-quarters of classes are taught by those who are highly qualified in their particular subject area; the one exception to the highly qualified standard is the science teacher.

State test scores have been rising slightly in reading, math, and social studies, but science scores have dropped slightly over the past few years. This demonstrates support for continued support of reading, math, and social studies, but a need for increased support in science.

## **Standards**

### ***Common Core Standards for English Language Arts & Literacy***

The Common Core Standards are used for ELA because they are the new focus of the school. State assessments will begin to pilot CCS items this coming school year. The library has chosen to focus on the standards that assess the “integration of knowledge and ideas;” this concept is newly emphasized in Common Core

### ***Standards for Reading Literature***

RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film.)

RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### ***Standards for Reading Informational Text***

RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).

RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### ***Kansas State Science Standards***

While there are Common Core Standards for Literacy and Language in Science and Socials Studies, these demands, as far as collection development is concerned, are covered by the reading standards chosen. Specific Kansas state standards were selected because these will continue to be tested by the state at the seventh grade level. Science as Inquiry and Life Science were chosen as the focus standards for this year's budget. The Science as Inquiry standards will tie into the ELA standards. The Life Science standards have the most tested indicators of all sections of the state science standards, so they are an important focus.

**Science as Inquiry:** Benchmark 1: The student will demonstrate abilities necessary to do the processes of *scientific inquiry*.

Benchmark 3: The student will analyze how science advances through the interaction of new ideas, scientific investigations, skepticism, and examinations of evidence of varied explanations

**Life Science:** Benchmark 1: The student will model structures of organisms and relate functions to the structures.

Benchmark 2: The student will understand the role of reproduction and heredity for all living things.

Benchmark 3: The student will describe homeostasis, the regulation and balance of internal conditions in response to a changing external environment.

Benchmark 4: The student will identify and relate interactions of populations of organisms within an ecosystem.

Benchmark 5: The student will observe the diversity of living things and relate their adaptations to their survival or extinction.

### **Rationale**

At Chameleon Middle School, state test scores have been slowly increasing over the past five to ten years, except in science, which has shown a slight decrease in the number of students who are performing at or above proficiency. Simultaneously, the new Common Core Standards are being introduced and implemented in schools around the country. CMS is no different, and the library media center needs to be able to serve both the current and changing needs of teachers and students.

The Common Core Standards are designed to provide a national benchmark for student performance. Though Kansas state standards were considered some of the most rigorous in the nation, these new criteria will increase the rigor of texts and will emphasize the integration of subject areas. There is also a renewed focus on College and Career Readiness, ensuring that students are prepared for whatever plans they make for their postsecondary lives.

Because science test scores have dipped, the library will work on adding to the collection with both nonfiction and some fiction that supports the science standards, primarily life science. This need will be the primary focus for collection development. Providing resources to and

collaborating with the science teacher will help improve test scores, especially because of the fact that they are not highly qualified to teach that particular subject.

Reading test scores have been increasing, but the new challenge of the Common Core Standards is to increase the rigor of texts that are read and to integrate a variety of texts, including novels, nonfiction, short stories, and poetry, into a single teaching unit. This is why the library has elected to focus on English Language Arts (ELA) standards that are related to “integration of knowledge and ideas.” The library will need to increase the number of short story and poetry collections, as well as ensure that there are a variety of nonfiction books available to teachers as they work to incorporate a variety of resources into their lesson planning. This will be the secondary focus of the budget.

Math and social studies scores are strong, with close to 90% of students meeting the standard or higher. Because of these high scores, the difficult decision was made to not directly address these standards at this time, due to budget constraints. In the future, every effort will be made to increase these portions of the collection. If possible, items that overlap with ELA and science standards may be ordered.

Incorporating technology is also a key in incorporating the Common Core Standards and in increasing student motivation. The library will need to help provide that technology for students to utilize in their learning activities. Part of this will come in the form of e-books and audiovisual materials, mainly books on CD or Playaways.

CMS staff has expressed a desire to incorporate technology in a new way, one that asks students to utilize technological resources in every class and to connect assignments from a variety of classes – a digital portfolio. By creating a digital portfolio that assembles projects, tests, and assignments from all classes, students learn to use technology effectively to make connections among subject areas and to present their work for others to view.

While students spend an increasing amount of time in the library working on assignments, reading, and completing their digital portfolios, comfortable seating must be provided. The library will purchase some seating that can be used by students as they work, read, or even spend some time connecting with each other.

By considering all these factors, the library has prioritized and set these goals for their budget this year:

1. Increase the number of nonfiction and fiction books that are related to the science standards.
2. Increase the number of poetry and short story collections.
3. Purchase digital cameras and scanners in order to implement the digital portfolio project.
4. Increase student use of the library by creating a comfortable environment where students will spend time working, reading, and even relaxing.

### **Books and Materials**

For detailed spending, see Books and Materials Budget Spreadsheet

Books and materials spending will meet goals one, and two.

1. Increase the number of nonfiction and fiction books that are related to the science standards.
2. Increase the number of poetry and short story collections.

### **Library Furniture**

For detailed spending, see Furniture Budget Spreadsheet

Furniture spending will meet goal number four.

4. Increase student use of the library by creating a comfortable environment where students will spend time working, reading, and even relaxing.

## **Cohen Foundation Grant Statement of Need**

As all educators know, higher standards mean harder work for teachers and students alike. But the new Common Core Standards, which focus on College and Career Readiness (CCR), mean more than just increasingly difficult texts and concepts. They also mean that students need to be better prepared to meet the demands of both college and the modern workplace, regardless of their postsecondary plans. A key element of CCR is the ability to incorporate technology with proficiency.

Access to technologies is a primary concern of schools during this time. Technology is an integral part of CCR, but many schools do not have the budget to incorporate it as they would like. Likewise, in a school with 50% of students receiving free and reduced lunches, access to technology at home is less common than in other parts of the state and country.

At Chameleon Middle School, teachers, administrators, and students have a strong desire to incorporate one element of College and Career Readiness through the creation, grading, and presentation of digital portfolios. These portfolios would cross all curricular areas and be an integrated display of student learning. In addition to assessing what students have learned, the creation of digital portfolios will expose middle school students to technological skills that will be important in their education and future careers.

## **Project Description**

Chameleon Middle School will add a new component to their requirements of moving on to the next grade level, a digital portfolio. This digital portfolio will span all classes that students take during their middle school years. It will include daily assignments, projects, tests, essays, presentations, quizzes, and other learning assessments. Students will be allowed to select from Microsoft Office products, primarily because the school already has licenses to these. Options will include Power Point, Publisher, and One Note.

In order to implement the digital portfolio, each teacher will receive several hours of training at a back-to-school in-service on using the software options that will be made available to students. This will enable teachers to introduce requirements to students and help trouble shoot. The primary responsibility for determining how to put together the portfolios will be that of each individual student. Students will be granted time to explore the programs available to them and learn by experimenting and experience.

CMS students will compile work throughout the years, both by self-selection and by teacher suggestion. These assignments will be either inserted into or linked to from the portfolio, depending on student preference. Digital cameras will be used to photograph work or record presentations. Scanners are also available to create digital copies of student work. Design and organization will be determined by individual students to reflect their personal style and skill.

If the program goes well, it may be expanded to Chameleon High School in the future.

## **Outcomes**

- Students will create and update a portfolio of assignments, tests, and projects that demonstrate their mastery of skills throughout seventh and eighth grade.

- Students will utilize technology, including (but not limited to) digital cameras, scanners, computers, and publication or presentation software.

**Materials Needed**

The materials needed to carry out the digital portfolio project are few but expensive, as most technology is. Scanners and digital cameras will be available for students to photograph or scan work that is not digital and to record presentations or other activities. Additional supplies, such as memory cards and batteries will also be purchased. The memory card will have large amounts of storage in order to record videos. Some funds will be reserved for unforeseen supplies that must be purchased. Students will save their work on their personal hard drives available through the school’s network.

| Material                     | Number | Price | Total Price |
|------------------------------|--------|-------|-------------|
| Canon digital camera         | 12     | \$80  | \$960       |
| Scanner                      | 3      | \$150 | \$450       |
| Memory card – 8 GB           | 15     | \$23  | \$345       |
| Batteries – AA & Incidentals |        |       | \$245       |
|                              |        |       | \$2000      |

**Evaluation Rubric**

Teams of four teachers, administrators, and support staff will score the digital portfolios at the end of both the seventh and eighth grade years, using the following rubric. The rubric scores from each team member will be averaged. Every effort will be made to ensure that students have different teachers scoring their portfolio each year.

**Digital portfolio evaluation rubric**

| Task   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Student has chosen work from each class for each quarter of the year.                              |   |   |   |   |   |
| Portfolio is organized in a logical manner. It is easy to navigate and find different assignments. |   |   |   |   |   |
| Portfolio is clearly labeled. It is obvious which class work is from and when it was completed.    |   |   |   |   |   |
| Student has chosen work that represents a variety of skills.                                       |   |   |   |   |   |
| Portfolio demonstrates creativity. It is visually appealing.                                       |   |   |   |   |   |
| Portfolio demonstrates a mastery of the technology used.   |   |   |   |   |   |
| Portfolio is completed on time. (5 or 1 only)  |   |   |   |   |   |

### **Proposal for Sharing Results**

In May of each school year, students will have a half day to share their portfolios with one another. Portfolios will be opened on individual computers and all middle school students will be able to view the portfolios of others as they desire. On the same day, in the evening, there will be a community open house to share the digital portfolios with parents and others in the community who are interested. Local newspapers and even television stations will be contacted and invited to join the community.

Portfolios can also be shared digitally with the Cohen Foundation. This is an efficient and cost-effective way to report results back to the company who generously provided the funding.

### **Conclusion**

Chameleon Middle School has a limited budget. By prioritizing the needs of the school community, the library was able to spend that money in ways that best meet those needs. The books and materials budget, as well as the Cohen Foundation Grant, will cover many new expectations that arise from the Common Core Standards as well as addressing the needs demonstrated by the science scores.

### **References**

Kansas State Department of Education. (2011). *Chameleon\* Middle School*. Retrieved from <http://svapp15586.ksde.org/rcard/>.

\*Name has been changed to reflect assignment guidelines.