

Mysterious



**High School Library
Technology Plan**

LI 815 Information Technology

April 8, 2012

**Three year Technology Plan
Mysterious High School**

Time Period Covered by this Plan: August 1, 2012 through July 31, 2015

Library: Mysterious High School

Librarians: Sue Koenig, Megan Kohlman, and Debra Kauer

Mailing Address: 1133 East 19th Street, Mystic, Kansas 67599

Phone: 625-500-5544

Fax: 625-500-5545

Email: mysteriouslib@gmail.com

Web Address: www.mysteriouslib.edu

Creators of the Plan: Sue Koenig, Megan Kohlman, and Debra Kauer

Introduction

The Mysterious High School Library (MHS), like many school libraries, does not have a large budget for library technology. The technology department purchases and controls most of the technologies in the library, and the librarians do not have much input as to what is provided. Our school library budget is \$7,500, and from that comes the cost of the ILS and its support plan, the current databases subscribed to by the library, and other print resources and needs the library may have throughout the school year.

In January of 2012, Maynard Ready, a wealthy graduate of the high school, passed away and left a large sum to the MHS Library, to be used specifically to incorporate more technology into the Library Media Center. Maynard didn't have the opportunity to have children, but he really enjoyed them and always considered himself an early adopter of technology. He wanted to leave his inheritance to his hometown high school where it could benefit the most students possible. In order to receive the amount, \$60,000 spread over three years, the librarians must submit a three-year technology plan to the executor of his estate. The plan centers on the desire to create opportunities for teachers to utilize e-readers in the classroom.

E-readers, or electronic readers, are a growing trend throughout the United States. Using this technology in classrooms can increase student motivation and provide them with new technological skills. In addition, students can do so much more than simply reading the text; students will be able to highlight passages and make notes that they can share with the class. Moreover, E-readers will be a valuable tool in special education classroom because words can be highlighted and a dictionary definition will appear helping the students understand the meaning of the more difficult words, and the E-readers have the ability to have the text audibly read to the students.

The librarians will instruct both the students and teachers in the use of e-readers so they will be able to access and use all the special features available on the different e-readers.

Library Vision Statement

Mysterious High School Library will provide resources and services that will assist students in developing skills necessary for college and careers in the 21st Century. This will be achieved by providing training for teachers and students on the use of available technologies and resources, as well as providing students with up-to-date resources, including databases and materials such as e-readers.

Technology History

The MHS library already has a number of technologies in place because of the district technology budget. The school provides a school-wide server with wireless Internet that is supported by the technology staff; librarians are not responsible for this network. In addition, three network printers are available for student and teacher use, one of which is located in the

library. The school's technology staff also services these printers, and the supplies come from the technology budget. All filtering systems, school wide, are also part of the tech department's domain. The district supplies phone services to all the schools.

The library also includes a set of 30 desktop Mac computers. These are available for classes or individual students to come in and use. There are three televisions with DVD/VCR combos on carts for teachers to check out, and three multimedia carts with a projector, DVD/VCR combo, and speakers are available for classroom use.

Other technologies available in and for the library include:

- ILS (Alexandria) and support plan
- Electronic Library database
- Projectors
- Laminating machine
- CD disc cleaner
- 30 Headphones
- 10 Cassette/CD players for books on-tape use in the classroom
- 2 Laptop carts with 30 Laptops each, available for check out to teachers for classroom use

Technology Goals for Year 1 - 2012-2013

Goal Statement: Provide students with up-to-date technology, resources, and instruction to develop necessary skills for the 21st Century.

1. Purchase with Memorial:
 - a. 55 Kindle Touch eReaders
 - b. 55 eReader cases and screen protectors
 - c. 55 2-Year Protection Plans
 - d. 200 eBooks
 - e. 2 USB Headsets
 - f. Audiobooks (various titles at various prices)
 - g. Database - Facts on File: Issues and Controversies
 - h. Standing Order Playaway Plan for 3 Years (6 playaways a month, 72 per year)
2. Collaborate with English teachers on books to purchase for eReaders for class book discussion and request their input into which books to put on the eReaders.
3. Instruct English teachers and students in the use and care of eReaders.
4. Instruct students about internet safety and reliable resources.
5. Renew Electronic Library and World Book database.
6. Renew ILS services and support plan.
7. Acquire Kansas Library Cards for each student in the school. Instruct both teachers and students about the resources that this service provides.

8. Create tutorials/webinars for training.

Budget Required:

55 eReaders: \$150 each = \$8,250 total
Accessories (55 of each): \$30 per cover, \$8 per screen protector = \$2,090
55 2-Year Protection Plan: \$40 each = \$2,200
200 eBooks: approx. \$10 each = \$2,000
Playaway Standing Order Plan (SOP): \$4,000
2 USB Headset: \$40 each = \$80
Audiobooks = \$980
Databases: Facts on File = \$400
 World Book = \$782
 Electronic Library renewal = \$2800
Renewal of ILS: \$1,600
Miscellaneous supplies: \$318

Amount Budgeted: \$25,500

Technology Goal for Year 2 - 2013-2014

Goal Statement: Provide students with up-to-date technology, resources, and instruction to develop necessary skills for the 21st Century and increase the number of technologies available to students and teachers.

1. Purchase with memorial:
 - a. 60 Nook Simple Touch eReaders
 - b. 60 eReader cases and screen protectors
 - c. 60 2-year Protection Plans
 - d. 60 Adaptors
 - e. 400 e-Books
 - f. Audiobooks (various titles at various prices)
 - g. Renew database - Facts on File: Issues and Controversies
 - h. Standing Order Playaway Plan (6 playaways a month, 72 per year)
2. Renew World Book and Electronic Library
4. Renewal of ILS.
5. Check out the Nooks to the Sophomore English Teachers first semester
6. Check out the Nooks to the Freshman English Teachers second semester
7. Instruct freshmen and sophomores in the use and care of e-readers.
8. Refresher training for teachers of sophomores and freshmen, as well as any teachers needing it.
9. Update webpage.
10. Use teacher and student evaluations to determine which eReader to purchase in the third year of the plan.

	First Semester	Second Semester
Year 1	Kindles - seniors	Kindles-junior
	checkout extras-seniors	checkout extras-jr/sr
Year 2	Nooks- seniors	Nooks-juniors
	Kindles-sophomores	Kindles-freshman
	checkout extras-any student or teacher who has completed training	checkout extras-any student or teacher who has completed training
Year 3	checkout to any class	checkout to any class
	checkout extras-any student or teacher who has completed training	checkout extras-any student or teacher who has completed training

Budget Required:

60 eReaders: \$100 each = \$6,000
 Accessories (60 of each): \$30 per cover, \$8 per screen protector= \$2,280
 60 2-Year Protection Plan: \$35 each = \$2,100
 60 Adaptors: \$9.95 each = \$597
 400 eBooks: approx. \$10 each = \$4,000
 Playaway Standing Order: \$4,000
 Audiobooks = \$623
 Database: Facts on File = \$400
 World Book = \$782
 Electronic Library = \$2,800
 ILS renewal: \$1600
 Supplies: \$333

Amount Budgeted: \$25,515

Technology Goal for Year 3 - 2014-2015

Goal Statement: Provide students with up-to-date technology, resources, and instruction to develop necessary skills for the 21st Century and increase the number of technologies available to students and teachers.

1. Purchase with Memorial:
 - a. 25 Nook Simple Touch Tablets
 - b. 30 Kindle Touch e-readers
 - c. eReader cases and screen protectors
 - d. 2-Year Protection Plans
 - e. Adaptors for the Nooks
 - f. 400 eBooks
 - g. Audiobooks (various titles at various prices)
 - h. Renew database - Facts on File: Issues and Controversies
 - i. Standing Order Playaway Plan (6 playaways a month, 72 per year)
2. Renew Databases
3. Renew ILS
4. Provide instruction as needed for students and teachers.
5. Update website

Budget Required:

25 Nook eReaders: \$100 per reader = \$2,500
30 Kindle eReaders: \$150 per reader = \$4,500
Accessories (55 of each): \$30 per cover, \$8 per screen protector= \$2,090
25 2-Year Protection Plan (Nook): \$35 each = \$875
30 2-Year Protection Plan (Kindle): \$40 each = \$1,200
25 Adaptors (Nook): \$9.95 each = \$248.75
100 eBooks (Nook) & 300 eBooks (Kindle): approx. \$10 each = \$4,000
Audiobooks: \$186.25
Playaway Standing Order: \$4,000 for 6 playaways a month (72 total Playaways)
Database: Facts on File = \$400
 World Book = \$782
 Electronic Library = \$2,800
ILS renewal: \$1,600
Supplies: \$358

Amount Budgeted: \$25,540

Statement of Training

Librarians and library staff will be trained on the new equipment. The school librarians will train teachers. Initial training will take place during pre-school in-services in August. Additional trainings will be offered throughout the year both after school and during in-service days and by webinars of teachers' choosing.

The school librarian, in conjunction with classroom teachers who have chosen to utilize the technology, will also train students. Trainings will take place during class time. Additional instruction is available before and after school.

Training on new technology will be an ongoing process when new staff, teachers, and students come into the school and when new technology is integrated into the library's holdings.

Budget

Budget Summary

3-Year Plan	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
<u>Income:</u>			
Gifts/Donations	\$20,000	\$20,000	\$20,000
School Budget	\$7,500	\$7,500	\$7,500
TOTAL	\$27,500	\$27,500	\$27,500
<u>Expenses:</u>			
ILS (Destiny or Alexandria)	\$1,600	\$1,600	\$1,600
Print Materials (includes books magazines & newspapers)	\$2,000	\$1,985	\$1,960
Supplies	\$318	\$333	\$358
Databases	\$3,582	\$3,582	\$3,582
TOTAL School Budget	\$7,500	\$7,500	\$7,500
Technology (eBook readers and accessories, including protection plan and Adaptors for Nooks)	\$12,540	\$10,977	\$11,413.75
eBooks	\$2,000	\$4,000	\$4,000
Playaways	\$4,000	\$4,000	\$4,000
Database	\$400	\$400	\$400
Audiobooks	\$980	\$623	\$186.25
Supplies	\$80 (Headset)		
TOTAL Memorial Budget	\$20,000	\$20,000	\$20,000
TOTAL (both Budgets)	\$27,500	\$27,500	\$27,500

Statement of Evaluation Methods

Librarians will evaluate the use of the technologies in several different ways. The first, and most simple, will be the checkout statistics. This will show the staff whether the technology is being used, how often it is used, and by whom is it used. Library staff can then determine whether more of the same technology should be purchased or whether the technology budget needs to veer in a different direction. Librarians can also check database statistics in order to determine whether they are being used and how often. This can inform them as to which databases should be continued and which might be replaced.

After each training, teachers will be asked to complete an evaluation of its effectiveness.

Questions will include:

1. This training provided useful information (please circle, 1 being no, 5 being yes):
1 2 3 4 5
2. What was the best part of this training?
3. What could be improved?
4. How do you see yourself using this information/technology in your classroom?

After each time teachers utilize the technologies in their classrooms, they will be asked to complete the following survey:

1. What technology did you use?
2. How did you use it?
3. What were the benefits to you and your students?
4. What were the drawbacks?
5. What other training do you feel would be useful to help you make the use of technology more effective in your classroom?

Students will be asked:

1. What technology did you use?
2. How did you use it?
3. What did you like most about using this in class?
4. What did you dislike about using this in class?
5. What other technology would you like added to the library for student use?

Upon completion of the checkout period, the teacher will assess the skills learned by the students and convey results back to the librarian. The teacher will also discuss the positives and the negatives of the device used.

Appendix: Mysterious High School Library Technology Plan

Work began on this project early in March and notes were first exchanged via emails between the project members. We started by sharing our backgrounds, which lead to our first major discussion about the type of library we would choose. As it turns out, Debra and Megan are teachers and Sue has experience in elementary school libraries and public libraries, so it seemed a good fit for us to choose a school library. Since we were allowed to create a library, we choose to follow that path. Deciding on a name took a little more time.

Debra then posed a question on the KASL listserv to professional school librarians to obtain insights on school library technology budgets (D. Kauer, personal communication, February 24, 2012). Sue conducted research through her contact through the Wichita Public Schools website, and Megan gathered information from the school libraries in her district.

Our discussion continued about how we should record and gather our information. We discussed the options - a wiki, Word Document, and Google Docs. We finally decided to move our discussion to Google docs; one was set up and shared by Debra, where the members began to contribute ideas and suggestions on what to do for the project. Our first task was to copy the listserv responses, and then Megan set up the framework for our plan.

As our discussion began on Google Docs, we brainstormed the information we gathered writing our responses in the shared document in different colors so we could see who was sharing what, and once we were finished with our comments, we sent an email to our collaborators about new changes. This process has worked very well for us. Then Sue started a new framework in this paper format to start consolidating our ideas.

Before we began the actual plan, we did share some samples of technology projects, but we discovered from the information we gathered about school tech plans that a majority of technology in a school library actually comes out of the tech department's budget rather than the library's budget. Since that was the case, we decided to focus our budget on current technologies, so we researched various websites for e-readers, e-books, playaways, and books on tape. Sue emailed some stats on the price of Kindle Touch, protection plans, screen protectors, and playaways and took time to find prices for the Nooks from Barnes and Noble including the price of their protection plan. From there we researched databases, and Debra sent another email via KASL listserv, which generated a good list of databases currently being used in Kansas high schools across the state (D. Kauer, personal communication, March 25, 2012). We also discussed needed training and resources for teachers and students so they would be able to use these technologies in the classroom.

We came to a consensus that a donation would be made to the library to add more technology, and we decided the greatest part of the donation would be spent on e-reader technology. This would create a library technology budget that is separate from the school or district technology budget for a time.

Since notes were in Google docs, we did not divide out the sections. Instead, we all contributed something in all the different areas; for instance, Sue developed the chart for the years the eReaders would go to the different classes. Sometimes, we would ask questions of each other for clarification, but keeping everything in one place helped us all to see what the others were contributing and saying. Our notes and comments are so intertwined that it would be impossible to attribute specific sections to one person, so this is a truly combined work with input from every member of the group. The original Google doc is found at https://docs.google.com/document/d/1gUvIP5LgHh_XkBQYWJneoktp5TE5nfBNrv5YHFJRkNs/edit and an invitation to the site has been sent along with this project. The final that we worked on for our project is located at <https://docs.google.com/document/d/1znuICUvBZad5LPDVnFlih7kdqoK2FLfu0FHToxo7JbM/edit>. With access to both sites, it is hoped you can obtain a better look at the work in progress if you need it.

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