

Action Plan

An Example

Information Scan for Needs Assessment

Roxaboxen Elementary

⁴(Idaho State Department of Education website, 2009. <https://www.sde.idaho.gov/>)

Total enrollment: 321

Dual Language program

28% Limited English Proficient (LEP)

2009 Free and Reduced Lunch Rate: 90%

IRI Scores

Percentage of students reading below grade level
(rounded to whole numbers)

Kindergarten students below grade level, Fall 2009: 51%
(100% of these students are LEP)

Fall 2008		Spring 2009		Fall 2009		Summer Slump
Kindergarten	51	Kindergarten	15	First	53	38
First	43	First	39	Second	63	24
Second	64	Second	41	Third	53	12

Action Plan: Outreach and Partnerships

Library: Roxaboxen Public Library

Vision:

The Public library and school administration collaboratively promote summer reading, resulting in a high percentage of student participation in summer reading programs.

Goal	Where we are now	Next Steps/Resources	Who?	When?	Completed
<p>Needs Assessment: We regularly assess the needs of various target audiences, and actively identify emerging trends and emerging audiences.</p> <p>Information Scan</p> <p>Information Scan</p> <p>Information Scan</p> <p>Research</p>	<p>1</p>	<p>Explore resources for conducting a needs assessment you can use to identify community needs. After you conduct the assessment, define your needs in a "Needs Statement." Then identify library resources and services to better meet those needs. Resource: A Closer Look at Writing a Needs Assessment</p>			
		<p>➤ Roxaboxen Elementary is a dual language K-6 school in a high poverty area of town. 90% of its students qualify for free and reduced lunch. (Idaho State Department of Ed., 2009)</p>			
		<p>➤ Only about 7% of Roxaboxen's students participated in the library's summer reading program in 2009. (Public Library's Participation Rates, 2009)</p>			
		<p>➤ Idaho Reading Indicator scores for Roxaboxen consistently show that there is a high rate of students reading below grade level in the fall. These scores improve over the school year and by spring many students have made significant gains in their reading levels. After a three month hiatus from school, many of these students return to school reading significantly below grade level again. (See Roxaboxen's IRI scores, attached.)</p> <p>➤ Scientifically-based research has shown that on average, children from low-income families lose an average of three months of grade-level equivalency during the summer each year, compared to an average of one month lost for middle-income children. (3)</p>			

Needs Assessment Statements Continued...

<p>Research</p>	<p>▶</p>	<p>The academic gap between rich and poor children, as measured by test scores, increases throughout the elementary school years. Summer losses in achievement add up year by year and seem to be the major reason why the academic gap between low- and high-income children grows throughout the elementary school years. Since the losses are largest in the summers of the first three to four years of school, preventing these losses, particularly over the first few summers, could make the gap much smaller. (5)</p> <p>[Note: This age group is the primary target audience of public library summer reading programs, having the most attendance and appeal. In Idaho's statewide summer reading program, all age groups, from preschool to teenagers are included, but elementary aged children make up the most enthusiastic and easy-to-reach population.] (5)</p>			
<p>Research</p>	<p>—</p>	<p>Suggestions for effective ways to reach the neediest youth include:</p> <ul style="list-style-type: none"> Form partnerships with the schools Form partnerships with community groups and services that reach the disadvantaged Make programs accessible and convenient for parents Involve the parents Involve volunteers Make learning fun for everyone. (5) 			
<p>Resources/Services</p>	<p>▶</p>	<p>Library resources: Library's Summer Reading program; ICFL's Bright Futures opportunities: School Visits, Underserved and Read for Your Library; Library Staff for outreach</p>			

Goal	Where we are now	Next Steps/Resources	Who?	When?	Completed
<p>Partnerships: We have developed partnerships with others in the community, and have established mutually beneficial relationships that utilize resources and help meet identified needs.</p>	<p>2</p>	<p>Identify, strengthen and/or develop “strategic” community partnerships. List potential partnerships and explain how the partnership supports your needs statement. Resources: <i>Potential Community Partners List; Partner Survey</i></p>			
		<p>▶ Roxaboxen Elementary School Principal: It is <u>imperative</u> that the school leader is actively involved in collaborating with the Library to set goals, plan promotional events, demonstrate support and follow through with programs. The principal has the authority to extend school hours, allot personnel hours, distribute and utilize school funds or resources, set expectations for teachers and staff, and endorse the program for parents.</p>	Staci	February, 2010	yes
		<p>▶ Roxaboxen Elementary School Librarian, along with Title I Teacher and/or Reading Specialist: These important school staff persons work directly with students in the area of reading, and have a vested interest in helping students maintain reading gains over the summer.</p>	Staci	February, 2010	yes
		<p>▶ Roxaboxen Elementary School PTA: This group can provide a direct link to parents, and can work with school staff to raise funds and/or awareness for summer reading participation.</p>	Staci	February, 2010	yes
		<p>▶ Summer Nutrition Programs: By working directly with the summer meals programs, we can reach Roxaboxen’s children at the nearby park at lunchtime and through the weekend backpack program.</p> <p>▶ Title III Migrant Program, Community Liaison: This person works directly with LEP families in the school, and can help communicate with and register families in summer reading programs.</p>	Erica	March , 2010	

Goal	Where we are now	Next Steps/Resources	Who?	When?	Completed		
<p>Best Practices: We regularly monitor current best practices in library programming and literacy, as identified by professional organizations and leaders in the field.</p>	<p>2</p>	<p>Identify articles, research, case studies, and exemplary models in regard to possible programs and services that can help meet the needs of your target audience. Resource: <i>Best Practices Resources</i></p>	<p>All</p>	<p>Fall 2009, Winter 2010</p>			
		<p>▶ Johnson, Peter. <u>Building Effective Programs for Summer Learning</u>. U.S. Department of Education. 2000.</p>					
		<p>▶ Ten Ways to Keep Your Child Reading This Summer, GreatSchools.org</p>					
		<p>▶ Celano, Donna and Susan B. Neuman. <i>The Role of Public Libraries in Children's Literacy Development: An Evaluation Report</i>. Pennsylvania Library Association, 2001.</p>					

Goal	Where we are now	Next Steps/Resources	Who?	When?	Completed
Spanish-speaking/LEP Population: We have initiated activities that better address the needs of our Spanish-speaking and/or Limited English Proficient (LEP) communities.	1	Look for ways to reach out to Spanish-speaking and/or LEP patrons. Resource: <i>Marketing to the Hispanic Community; Best Practices Resources</i>			
		▶ Title III LEP Migrant Liaison	Erica	March, 2010	
		▶ Advertise in Idaho Unido (Hispanic Community Newspaper)	Staci	May, June	
		▶ Work with the Idaho Commission on Hispanic Affairs	Erica	March, 2010	

Goal	Where we are now	Next Steps/Resources	Who?	When?	Completed
<p>Marketing: We use multiple strategies to market the library's resources, programs, and successes that are relevant to the needs and interests of multiple audiences. (Strategies: Up-to-date website, postcards, flyers, branding, newsletters...) (Audiences: Target populations, community partners, stakeholders, schools, sponsors...)</p>	<h1 style="color: red;">2</h1>	Define, target, and deliver your message. Resources: <i>A Word About Marketing</i> and <i>Communication Planner (Getting the Word Out)</i>			
		<ul style="list-style-type: none"> ▶ Fill out the Communication Planner for your specific project (See completed form) 			
		<ul style="list-style-type: none"> ▶ School Visits: promotional items, flyers, registration forms 	Staci	May, 2010	
		<ul style="list-style-type: none"> ▶ Updated library website: Registration through Eventbrite, paper copy to download; calendar of events; tracking sheets; Facebook fan page; book recommendations; activities to do at home; links to games 	Erica	End April, 2010	
		<ul style="list-style-type: none"> ▶ School website: Information about program at school; link to library's website; personal message from principal 	School IT personnel	End April, 2010	

Audience and Dissemination Channel

Audience	Type Int./Ext.	Message (Outcome)	Dissemination Channel
Library staff and stakeholders	internal	Support is provided for outreach project and staff hours are secured for off-site summer reading activities.	Emails to staff and trustees, then personal presentations at monthly staff meeting, trustees meeting
School principal	external	Discussion of information scan and “key informant interview” determines schools’ needs, project idea is formulated.	Initial email, then set up personal meeting
School principal, staff, PTA	external	Information scan and project idea are shared. Ways in which school and library will collaborate are determined; participation goals are set.	Personal meeting

Audience and Dissemination Channel

Audience	Type Int./Ext.	Message (Outcome)	Dissemination Channel
Roxaboxen families and children	external	More families register and participate in summer reading program.	School newsletter, Family Liaison, on-site registration during school event, Idaho Unido, school library website
Community	external	Recognition of summer reading grant project sponsor (if awarded), importance of summer reading is conveyed.	Press release, possible PR event at school
Stakeholders	Internal/ external	Stakeholders are provided with data from the project that show the project was successful.	Personal presentation to trustees, press release

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Funding: We actively seek funding and/or library materials from a variety of sources, including our Board of Trustees, local sponsors, and state/federal agencies or grant opportunities.	2	Explore and identify possible funding sources, on both the global and local level, that specifically address your needs statement. *You will need to adapt your Action Plan to meet the guidelines and requirements of various funding sources. Resources: Funding Sources			
		▶ ICFL: Read For Your Library	Staci	March 19, 2010	yes
		▶ Target	Erica	April, 2010	
		▶ ICFL: Wal-Mart Grant	Staci	?	
		▶ Idaho Community Foundation	Stephanie	July 1 (for next year)	

Indicators of Success

<p style="text-align: center;">Outcome</p> <p>The benefits to people as a result of your programs and services; achievements or changes in skill, knowledge, attitude, behavior, condition, or life status for participants. What <i>impact</i> has your program made?</p>	<p style="text-align: center;">Outcome Targets (Goals)</p> <p>The degree of success of the outcome. How will you <i>know</i> that your outcome was achieved?</p>	<p style="text-align: center;">Outcome Indicators (Measures)</p> <p>The evaluation tool used to collect data in order to determine whether targets were met, such as surveys, focus groups, observable behaviors, circulation/attendance records, etc.</p>
<p>▶ Example: Library staff will gain new knowledge of the six early literacy skills after attending the Read to Me Meeting.</p>	<p>At least 90% of meeting participants will report that they learned something new about how to incorporate the six skills into library programming.</p>	<p>Participants will fill out the RTM Meeting Evaluation, rating their knowledge on a Likert scale of 1-5 on a “before and after” comparison.</p>
<p>▶ Students attending Roxaboxen Elementary will maintain or improve spring reading levels when they return to school in the fall.</p>	<p>▶ Participation in the library’s summer reading program will increase at least 20% each year, with the goal that at least 80% of Roxaboxen’s student body will be participating within five years.</p> <p>▶ Students participating in the summer reading program: In the category of “Reading Below Grade Level,” Students’ Spring to Fall IRI scores will not drop more than 10%.</p>	<p>▶ Library’s summer reading registration and tracking form for students who list “Roxaboxen” as their home school.</p> <p>▶ Idaho State Department of Education IRI Analysis by year.</p>