


THE STATE OF THE USD #116 LIBRARIES

Annual Report to the Board of Education

May 3rd, 2016



Accomplishments

The Basics


- Teaching between 12 and 22 sections of weekly library instruction at the elementary level
- Working collaboratively with teachers at the secondary level to design and co-teach specific units of instruction
- Circulating between 300-1000 items each week to students and staff
- Purchasing and cataloging new materials and weeding those that are damaged/out of date/irrelevant
- All day to day clerical tasks

The Specifics

- Incorporating the use of Chromebooks and Google Classroom into library instruction
- Revamping websites/improving communication with students, staff, and families
- Upgrading audiovisual collections
- Building existing eBook collections and promoting use to the staff
- Collaborating with community agencies on various programs and activities
- Coordinating assorted reading programs





Priority Needs

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- Obtaining clerical support remains the number one priority need for all eight Urbana libraries
 - Aligning our collections to the shifting curriculum, particularly in the areas of science and social studies; this involves both purchasing and weeding (and time)
 - Continuing to incorporate technology into all facets of library instruction, particularly in the area of information skills
 - Increasing the availability of funds to ensure that our collections meet the needs of our buildings



Goals

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- Continuing to utilize existing technology to develop projects among students that foster collaboration and problem solving skills
 - Continuing to coordinate instruction and programs that promote the development of lifelong readers
 - Continuing to update our collections, both print and digital, in alignment with our needs
 - Continuing to attend to the physical library space
 - Continuing to work collaboratively both in our buildings and with the greater community

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- Continuing to promote the library as a place of inquiry and investigation where students become “critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information” (*Empowering Learners*, 2008)