

**Media Specialist Name: Annie Harris**

**School Name: Northern Guilford High School**

**Purpose: An Annual Collection Development Plan ensures a collection that is current, relevant, appealing and high quality; empowers students as readers, writers, creators and innovators; provides equitable access to print and digital resources; and ensures all students see themselves in the library collection. This Annual Collection Development Plan is also an excellent advocacy tool to share with school and community stakeholders to support funding proposals. The development of this plan is an artifact of evidence for School Library Media Coordinator Standard 3: *School library media coordinators implement a comprehensive 21st Century library media program.***

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### Step #1-Complete Inventory

Question/Task	Enter Your Information	
<b>Conduct and finalize BOOK INVENTORY</b>	<b>Name</b>	<b>Completed</b>
	000-099	5/27/2021
	100-199	5/27/2021
	200-299	5/27/2021
	300-399	5/27/2021
	400-499	5/27/2021

AA	5/27/2021
ADV	5/27/2021
AUD	5/27/2021
BA	5/27/2021
BIO	5/27/2021
BL	5/27/2021
BOB	5/27/2021
DRA	5/27/2021
FAN	5/27/2021
Graphic	5/27/2021
HIS	5/27/2021
HOR	5/27/2021
HUM	5/27/2021
MYS	5/27/2021
POET	5/27/2021
POP	5/27/2021
REAL	5/27/2021
ROM	5/27/2021
SCI	5/27/2021
SJ	5/27/2021
WA	5/27/2021
500-599	6/1/2021
600-699	6/1/2021
700-799	6/2/2021
800-899	6/2/2021
900-999	6/2/2021
CAR	6/2/2021
MUL	6/2/2021
SPO	6/2/2021

## Step #2-School Data Collection

Question/Task	Enter Your Information
<p><b>Describe the population (number) and demographics of your school community</b></p>	<ul style="list-style-type: none"> <li>• There are 1,316 students</li> <li>• 9-12 School</li> <li>• 243 Black (18.5%)</li> <li>• 136 Hispanic (10.3%)</li> <li>• 827 White (62.8%)</li> <li>• 37 Asian (2.8%)</li> <li>• 73 Other (5.5%)</li> <li>• 620 Female (47.1%)</li> <li>• 696 Male (52.9%)</li> </ul>
<p><b>Describe your school's program (i.e. magnet, special initiatives/partnerships)</b></p>	<ul style="list-style-type: none"> <li>• Traditional schedule 9-12 high school</li> <li>• 13 Advanced Placement courses</li> <li>• 7 CTE disciplines (nursing, early childhood, computer science, digital design, drafting, public safety, accounting)</li> <li>• Adaptive Curriculum (life skills) Exceptional Children (EC) self-contained classroom</li> <li>• Occupational Course of Study (OCS) classroom Exceptional Children (EC) self-contained classroom</li> <li>• Partnership with Northern and Summerfield Elementary Schools (Reading Buddies program)</li> <li>• Very active PSTA</li> <li>• Receive PTSA mini-grants each year for Junior Library Guild Subscription and smaller projects</li> <li>• Partnership with Public Library allows our students access to multiple resources</li> </ul>
<p><b>Describe overall English Language Arts achievement levels (i.e. ISIP, EOG, EOC, AP, etc):</b></p>	<ul style="list-style-type: none"> <li>• 69.5% of 10th grade students were proficient on the English II End of Course test.</li> <li>• The highest proficiency gaps are between White students and Multiracial, Black, and Hispanic students.</li> <li>• Proficiency was increasing from year to year until the pandemic. There is no data for 2020 and proficiency was down in 2021.</li> <li>• White students consistently meet the ACT benchmark in English and Reading while Black and Hispanic students are consistently below the benchmark in those subjects.</li> </ul>

	<ul style="list-style-type: none"> <li>• AP Literature scores have been increasing over time with over 50% scoring 3 or above in the 18-19 school year.</li> <li>• AP Language scores have been about the same over time with 35.7% scoring above a 3 in 18-19.</li> </ul>
<b>What are the special needs of your student population?</b>	<ul style="list-style-type: none"> <li>• Need for motivating students to read for pleasure and increase volume of reading</li> </ul>
<b>Do you have a makerspace or similar innovative space? Please describe.</b>	<ul style="list-style-type: none"> <li>• There are organized makerspace materials in a closet. We have not yet developed an instructional Maker program in collaboration with teachers.</li> <li>• We are offering a STEM book club enrichment using the Makerspace.</li> <li>• We are offering a broadcast news club enrichment using the Makerspace.</li> </ul>
<b>Step #3-Collection Analysis</b>	
<b>Question/Task</b>	<b>Enter Your Information</b>
<b>Run a TitleWise Analysis</b>	<ul style="list-style-type: none"> <li>• Date report was run: Sep 23, 2021</li> </ul>
<b>Use the results from your TitleWise Analysis to fix any catalog discrepancies.</b>	<ul style="list-style-type: none"> <li>• 98.2% Recognized Call Numbers</li> <li>• 99.8% Recognized Publication Years</li> <li>• 98.4% Matched in Titlewave</li> </ul>
<b>Using the TitleWise Analysis, what is the average age of the collection? How many items are there per student?</b>	<ul style="list-style-type: none"> <li>• The average age of the collection is 2004.</li> <li>• 9.5 books per student</li> </ul>
<b>Using the TitleWise Analysis, what is the fiction/nonfiction percentages of your collection?</b>	<ul style="list-style-type: none"> <li>• The percentage of the collection is 39% Fiction and 38% Nonfiction and 23% other.</li> </ul>
<b>Using the TitleWise Analysis, what is the average reading level of your collection?</b>	<ul style="list-style-type: none"> <li>• Guided Reading Level "X"</li> <li>• Average Lexile level is 850</li> <li>• Average reading level 6th grade</li> </ul>

<p><b>Is your collection culturally relevant and diverse? Can your students see themselves represented in the collection? Do you offer both a mirror and window into lives and cultures around the world? How do you know?</b></p> <p>You cannot use the TitleWise Analysis to determine this. You must do a <a href="#">Culturally Sustaining Library Walk</a> or Diverse Book finder Collection Analysis</p> <p>Additional Resources: <a href="http://ready.web.unc.edu/">http://ready.web.unc.edu/</a></p>	<ul style="list-style-type: none"> <li>• The collection is becoming increasingly diverse. We recently replaced the Urban Fiction genre with a Black Lives genre. We have also developed a Social Justice Literature genre section.</li> <li>• According to the Diversity tool in Titlewave, 41% of our titles cover diverse topics.</li> <li>• 8% General Fiction titles are considered African American, so to match our percent of Black students, we need to increase by 10 percentage points.</li> <li>• 2% General Fiction titles are considered Hispanic/Latinx, so to match our percent of Hispanic/Latinx students, we need to increase by 8 percentage points.</li> </ul>
<p><b>Are you supporting the Social Emotional needs of your student body? How do you know?</b></p>	<ul style="list-style-type: none"> <li>• According to the SEL tool in the Titlewave Analysis, 26% of our titles cover Social Emotional Learning topics.</li> <li>• We own more SEL titles in fiction rather than nonfiction, so an increase in nonfiction SEL titles is necessary.</li> </ul>
<p><b>Does your collection support core curriculum including Civics and Voting Rights?</b></p>	<ul style="list-style-type: none"> <li>• Social Sciences is the 4th largest dewey section in the nonfiction section. However, the average age of the 300s is 2005.</li> <li>• Social Science titles need to be updated to include recent events.</li> </ul>
<p><b>What are the various formats of resources that you offer (i.e. ebooks, databases, Playaways, etc)?</b></p>	<ul style="list-style-type: none"> <li>• eBooks (2% of NGHS holdings - this does not include GCS holdings)</li> <li>• eAudiobook</li> <li>• CD Audiobooks</li> <li>• DVDs</li> <li>• print books (98% of the collection)</li> </ul>
<h2 style="background-color: #FFD700; padding: 5px;">Step#4 - Weeding</h2>	
<p><b>Question/Task</b></p>	<p><b>Enter Your Information</b></p>
<p><b>Using the TitleWise Analysis, click on “Aged Titles” link</b></p>	<p><a href="#">Spreadsheet of Aged Titles</a></p>
<p><b>What is the percent (and number) of aged titles in your collection?</b></p>	<p>79% of the collection (10,423 items) is aged.</p>

Analyze your collection by year data. How many books in your collection are older than 2000?	8377 items are older than 2000.
Based on the <a href="#">NC DPI IMPACT Collection Guidelines</a> , is your collection Outstanding, Developing, Minimum, or Below Minimum based on age?	Below Minimum (Average copyright greater than 16 years from the Current Calendar Date)
Based on the <a href="#">NC DPI IMPACT Collection Guidelines</a> , is your collection Outstanding, Developing, Minimum, or Below Minimum based on the number of books per student?	Below Minimum (less than 10 books per student)
Using the "Aged Titles Report" from your TitleWise Analysis, describe how will you increase circulation and/or weed these titles?	<ul style="list-style-type: none"> <li>• Remove multiple copies of aged titles.</li> <li>• Focus on purchasing newer copyright dated books.</li> <li>• Replace classics with newly published editions.</li> <li>• Continue creating browsable displays in genre sections.</li> <li>• Develop a narrative non-fiction section.</li> <li>• Move non-fiction titles into appropriate genres.</li> </ul>

## Step#5-Acquisition Plan

Question/Task	Enter Your Information
Based on your data and analysis, what are your prioritized needs for this year?	<ul style="list-style-type: none"> <li>• Improve collection age</li> <li>• Weed outliers (oldest books) and multiple copies</li> <li>• Purchase new books with 2019-2021 copyright dates</li> <li>• Improve diverse fiction including: Black Lives, Multicultural, Social Justice, and LGBTQIA</li> <li>• <a href="#">Improve fiction genres with the highest Use Factors</a>: Romance, Graphic, Sports, and Horror</li> <li>• Increase Narrative Nonfiction titles in curricular areas to address pleasure reading needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• eBooks in areas needed for research</li> </ul>
<b>Which of these needs will you address with your school funding allotment?</b>	<ul style="list-style-type: none"> <li>• School funding was used for library supplies this year</li> <li>• ESSER 2021 federal funding will be used to improve the collection</li> </ul>
<b>What are some other funding sources you will use for your collection development? (i.e. Title I/Priority School funds, grants)</b>	<ul style="list-style-type: none"> <li>• ESSER Funding 2021 (restricted to print publication dates 2019-2021)</li> <li>• PTSA mini-grants (items needed outside of ESSER restrictions)</li> </ul>
<b>How will you share this Annual Collection Development Plan with your principal, teachers, Media Advisory Committee, PTA, and other stakeholders?</b>	<ul style="list-style-type: none"> <li>• Share Annual Collection Development Plan with the Media Advisory Committee (including administration) and get input for ordering during the first quarter (September) meeting.</li> <li>• Share with the PTSA via the MTAC committee members who are on the PTSA board during the October PTSA meeting.</li> </ul>
<b>How will you measure your progress towards improving your collection this year?</b>	<ul style="list-style-type: none"> <li>• A TitleWise Analysis will be run in September.</li> <li>• A mid-year analysis will be run after PTA/ESSER funds are spent and those books are added to the collection.</li> <li>• An end of the year analysis will be run in Spring to measure this year's growth towards goals.</li> </ul>