



GALE-ETTRICK-TREMPEALEAU SCHOOL DISTRICT LONG-RANGE LIBRARY PLAN

2026-2029

The mission of the Gale-Ettrick-Trempealeau School District is Learning for All, Learning for Life.

The Gale-Ettrick-Trempealeau School District Libraries strive to be a safe space where all students and staff are able to:

- be respectful, supportive, and kind
- foster a love of reading through diverse resources
- develop 21st Century skills
- practice proper digital citizenship
- become ethical and effective users and producers of ideas and information, cooperate and collaborate
- participate in the global community
- learn to access information across multiple platforms
- share and ask questions



Gale-Ettrick-Trempealeau School District Library Plan

In compliance with the Wisconsin Department of Education, the GET School Library has created a Library Plan that uses the revised (2025) Future Ready Librarian framework to plan instruction effectively, increase student achievement, provide equitable resources to all, and serve as a collaborative partner in district initiatives. This is a dynamic document that will continue to grow and evolve.

Every two years, one or two components of the framework will be addressed as focused areas of growth.

Wisconsin Administrative Code PI 8.01 (2) (h)

(h) Library media services. Each school district board shall:

1. Have on file a written, long-range plan for library services development, formulated by teachers, library and audiovisual personnel, and administrators, and approved by the school board.
2. Designate a licensed library media person to direct and coordinate the district's library media program.
3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, text, periodicals, and audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.



The Future Ready Librarian framework provides a foundation for developing a plan that aligns with district goals and priorities. Below, a brief description of each wedge is followed by some initial guiding questions to consider when creating program goals, planning instruction, and budgeting for resources to meet those goals.

Literacies



Promotes Multiple Literacies: Develops students' skills to access, evaluate, and create content across print and digital formats, while promoting critical thinking and literacy skills in media, information, digital, news, financial, health, and AI.

Protects the Freedom to Read: Ensures that all students can freely access diverse, inclusive, and outstanding print and digital resources that reflect their identities, broaden their worldviews, and uphold their right to read.

Does the school library program support core literacy initiatives, as well as those related to information and other specific content areas?

Does the school library collection fully comply with legislative requirements to provide materials that depict the cultural diversity and pluralistic nature of American society?

Current Practices

- Each library has a semblance of content-related support resources
- Each library has materials that depict the cultural diversity and pluralistic nature of American society while honoring local community culture.

Growth Goals

- As the curriculum transitions, we will communicate with staff and curriculum directors to grow content-related support resources.
- Grow collections to reflect cultural diversity in each of the school's libraries.



Personalized Professional Learning

Facilitates Personalized Professional Learning: Leads and curates learning experiences that build educator capacity in multiple literacies, critical thinking, and instructional technology.

*Does the school library media specialist (LMS) provide or facilitate professional development?
 What formats are used to provide professional development?
 How does the LMS identify the professional learning needs of the staff related to technology and information literacies, including digital, media, and AI?
 Does the LMS provide professional development to build capacity in multiple literacies, critical thinking, and instructional technology?*

Current Practices

- Currently, the library media specialist does not provide or facilitate professional development.
- The use of EduClimber is used to identify professional development needs.
- Collaboration with the Technology Integrationist occurs, and most professional development is provided through that role.

Growth Goals

- Explore learning management systems in the district to provide systematic professional development opportunities.
- Increased collaboration with the Tech Team to provide needed professional development around information literacies, including digital media and AI.



Robust Infrastructure

Ensures Equitable Digital Access: Advocates for equitable access to print and digital resources, transforming the library into a hub for student learning.

How does the district library plan align with the district technology plan?

Does the school library program utilize technology and digital resources to support and promote equitable access to information?

How does the school district support the library program to ensure students have access to the print and digital resources they need to optimize their learning and interests?

Current Practices

- The State no longer requires a district technology plan; it is integrated into this long-range plan.
- Currently, we have subscriptions to ebooks, audiobooks, research databases, and licensed movie streaming, all accessible to students through Clever.
- G-E-T is currently a 1:1 district K-12.

Growth Goals

- Continue to grow collections across the district based on interest, curriculum, and cultural needs.
- Continue collaboration with Tech Team to ensure optimal access to print and digital resources.



Budget and Resources

Invests Strategically in Resources and Learning Spaces: Champions funding and equity by investing in inclusive collections, technologies, and spaces that reflect student needs and interests.

How is the library media specialist (LMS) intentionally investing Common School Funds?

How is the LMS currently involved in the school and district planning processes for creating inclusive spaces?

Are there any areas of communication that need improvement?

Current Practices

- Systems are in place to approve CSF expenditures.
- Collaboration with the Curriculum Director, Tech Integrationist, building Admin, and library staff currently focuses on creating libraries as inclusive learning spaces.

Growth Goals

- With the transition in library media specialist services, we will focus on more continuous open communications with all library staff and school leadership.
- Create more student-centered learning spaces in the Middle and High School Libraries that focus on needs and interests, ultimately increasing circulation in those two libraries.



Community Partnerships

Builds Meaningful Partnerships with Families and Community Organizations: Collaborates to advocate for the library, share its impact, and showcase its value to student learning, school improvement, and the broader community.

What partnerships currently exist between the school library and families and the community?

What partnerships can the library media specialist cultivate, and what strategies should be used?

How does the library media specialist highlight the positive impact of the school library program?

Current Practices

- At this point, it is unclear what community partnerships exist in the district.
- District Literacy Night occurs in the spring of each school year.

Growth Goals

- Develop more connections between the school and the community
- Increase awareness of school libraries and how partnerships could benefit both the school and the community (i.e., local businesses, booster organizations)



Data and Privacy

Advocates for Student Data Privacy: Promote and protect student data privacy by modeling responsible practices and advocating for policies that safeguard student information, creating safe, inclusive learning environments.

Promotes the Ethical Use of Research, AI, & Literacies: Teaches ethical use of information, technology, and media, guiding students to be responsible and respectful digital citizens.

What student privacy policies are currently in place in the school district?

How does the library media specialist (LMS) help ensure everyone in the district understands and practices those policies?

What opportunities exist for the LMS to provide leadership in building broader understanding and awareness of the ethical use of AI?

How do the LMS and the library program promote and support digital citizenship and ethical use of information and technology, including AI?

Current Practices

- Collaboration with Tech Integrationist on the aforementioned topics.
- Privacy policy in place; Tech Support is the contact for issues on this.
- Acceptable Use Policy is in place district-wide.

Growth Goals

- Ensure staffing to support digital citizenship and ethical use of information and technology, including AI, especially at the Middle and High School libraries.
- Possible inclusion of information/media literacy instruction at the Middle School level.



Use of Space and Time

Designs Collaborative Spaces: Creates flexible, inclusive spaces that support collaboration, well-being, and inquiry for students, staff, and the community.

How does the library space support student inquiry?

How does the library space support collaboration?

How does the library support student and staff well-being?

How is the library space accessible and inclusive to the entire school community?

Current Practices

- Currently, the Elementary libraries all provide space for inquiry and makerspace activities.
- Libraries are frequently used for small-group activities.
- Currently, the Middle and High School libraries are spaces with books and furniture with little intentional design for inquiry or collaboration, more of a workspace or study hall.

Growth Goals

- Grow collections and space at the Middle and High School levels to increase opportunities for inquiry and collaboration, and well-being.
- Intentional re-design of Middle and High School libraries to modernize and engage students, thus increasing circulation.



Collaborative Leadership

Leads Beyond the Library: Aligns library goals with district priorities, driving collaboration and innovation across the learning community.

Has the district library plan been aligned with district priorities?

How does the library media specialist (LMS) communicate what the library program does to support district priorities?

How does the LMS identify barrier to collaborative leadership and implement strategies to overcome them?

How is the library program evaluated and analyzed through the use of data and program statistics?

Current Practices

- The Library Plan aligns with district priorities and building SLOs.
- The library plan is currently expiring, and modifications have been made accordingly.

Growth Goals

- Develop a Library System in G-E-T that supports district policies and all age levels.
- Evaluate the current long-range plan annually for effectiveness and progress. Make modifications as leadership and/or staffing transitions occur.
- Communicate regularly with building leadership to ensure the library plan is on track with building goals.



Curriculum, Instructions, and Assessment - Curation

Curates Print and Digital Resources: Selects, organizes, and shares high-quality, diverse resources to support instruction, equitable access, and intellectual freedom.

Do the district selection and reconsideration policies for school libraries include collection management procedures?

Are resources in various formats and from multiple viewpoints included in your collection?

How is resource availability communicated to students and staff? How does the school community contribute to curation?

How is intellectual freedom supported through the library program?

Current Practices

- Currently, collection curation is dependent on building
- Weeding and inventory are completed as time permits.
- Current reconsideration policies are being followed.
- This wedge is a work in progress.

Growth Goals

- Leverage support personnel to complete curation tasks to keep multiple viewpoints and formats available in libraries.
- Continue collaboration with staff on content to provide support materials in libraries.
- Offer and communicate reconsideration policy and intellectual freedom to staff as professional development opportunities.



Curriculum, Instructions, and Assessment - Instructional Partnerships

Builds Instructional Partnerships: Collaborates with educators to design lessons and curriculum that promote critical thinking, multiple literacies, creativity, research, and responsible use of technology.

How is the library media specialist collaborating with other educators in instructional settings?

Does the library media specialist model effective integration of responsible technology use and information literacy across content areas?

Does the library media specialist support strategies for encouraging critical thinking, research, and creativity?

How is the library media specialist supporting literacy through partnering with other educators?

Current Practices

- Currently, the Tech Integrationist is responsible for modeling effective technology integration.
- Collaboration with educators on the content they are teaching and how the library can support that (i.e., creativity, inquiry, critical thinking, research) at the Elementary levels.

Growth Goals

- Maintain current Elementary collaboration practices while increasing collaboration with educators on the content they teach and how the library can support it (e.g., creativity, inquiry, critical thinking, research) at the Elementary level.
- Possible inclusion of information/media literacy instruction at the Middle School level.
- Communicate the importance of strong library programming and literacy achievement.

Curriculum, Instructions, and Assessment - Student Creators

Empowers Students as Creators: Encourages students to "ethically" create digital products that showcase critical thinking, creativity, collaboration, and authentic problem solving.



Does the school library have individual and collaborative spaces for students to create products documenting their learning?

What strategies are used during library instruction to promote critical thinking and creativity?

How does the library program support authentic problem-solving?

How does the library media specialist model and encourage ethical use of resources?

Current Practices

- At the elementary level, the library creates collaborative spaces for students to create and document their learning with strong makerspace opportunities (i.e., design process)
- Students are taught the ethical use of both physical and digital materials.

Growth Goals

- Possible inclusion of information/media literacy instruction at the Middle School level.
- Increase well-being and collaborative learning opportunities and spaces for students that involve creation, problem-solving, and ethical use of resources. (i.e., AI, devices, library materials)

Curriculum, Instructions, and Assessment - Responsible Use of AI



Guides Responsible Use of Artificial Intelligence: Helps educators and students understand, integrate, and use AI ethically, creatively, transparently, and safely.

Does the district library media specialist (LMS) participate in district-level planning around the implementation and use of AI tools for staff and students?
Does the LMS support staff and students in their understanding of different facets of AI?
Does the library program support integrating AI literacy, using the [Wisconsin Information and Technology Literacy Standards](#), into other content areas as a component of information literacy?

Current Practices

- Current efforts are underway on the responsible use of AI; much of it is provided by the Tech Integrationist to staff and students.
- The library program currently supports integration of Wisconsin's ITL Standards, mostly at the Elementary levels.

Growth Goals

- Increase awareness and professional development regarding responsible use of AI, especially beginning at the Middle School level.
- Possible inclusion of information/media literacy instruction at the Middle School level.

LONG-RANGE ACTION PLAN

STAFFING GOAL:

By the end of the 2028-2029 school year, the G-E-T Library Program will be staffed by licensed library media specialists present in each of the five buildings. Likewise, library paraprofessional roles and responsibilities will be clearly outlined.

SPACE GOAL:

By the end of the 2028-2029 school year, engagement and circulation in the Middle and High School libraries, through consistent staffing, student-centered spaces, and possible inclusion of information literacy instruction.

ACTION PLAN

YEAR 1:

Meet as a new team (Library, Technology, Curriculum) to brainstorm how we will present These goals to Administration, what the purpose of each goal is, why we think it's important to have a systematized library program district-wide, what tools would be required, grants we can apply for, and space we will use

Agree on standards and resources to use

Create Library Media Specialist and Library Media Paraprofessional Roles and Responsibilities Handbook

Present to Administration

Apply for grants, purchase items, including storage. Discuss time, staffing, and space necessities

YEAR 2:

Pilot library program changes, including staffing goal and space goal, to evaluate effectiveness and feasibility.

Continue consistent communications with the involved staff to develop a systematic library program, district-wide.

YEAR 3:

Evaluate the library program and long-range plan for staffing and space goals. Make adjustments where necessary to achieve these goals.

****Each year, the Long-Range Library Plan will be evaluated for successes and challenges and modified based on the evaluation and feedback.**

SUPPORTING DOCUMENTS

[G-E-T Library Policy](#)

[Procedures for the Selection and Management of LMC Materials](#)

[Internet Safety and Acceptable Use Policy](#)

[GET Library Website](#)

[Wisconsin Information and Technology Literacy Standards](#)