



The “Pinnacle”: Needs Assessment and Action Plan

The “Pinnacle” Middle School library is a centrally located, bright, cozy, and friendly place. It is well funded, and well staffed. The SLMS, student body, and faculty generally have few complaints. Determining this library’s weaknesses required taking a bit of a look under the table, as it were, to see what could be improved upon in this seemingly unflawed system.

The Mission of the Library is as follows:

The mission of the Tyrrell Middle School Library is to encourage children to become both lifelong readers and knowledgeable users of libraries. The newest quality literature is available to help develop a joy of recreational reading. In library classes, students are taught to develop skills to choose, use and evaluate appropriate sources for their schoolwork.

(K.W., 2008)

Facilities

Strengths:

- New- the facility was completed less than 15 years ago.
- Size- the size of the library is fairly adequate for its current use
- Lighting- the library’s back wall is windowed top to bottom and faces a garden.
- Technology- the library has 6 desk-top computers and two carts of laptops with more than 10 working laptops each.
- Storage- there are a few side rooms connected to the library

- Display- art work by the students is displayed all over the library and is frequently changed.

Weaknesses:

- While the facility is new, and all the furniture is in good condition, it lacks any style or character.
- While the size of the library is decent for the low amount of traffic in usually generates, with expanded library use, the area will start feeling confined.
- The natural lighting, while beautiful and cheerful creates a really unpleasant glare when working on laptops or with the projector.
- Computers work unbearably slow at times, and a good portion of them work so slow they are unusable.
- At least 4 Television/ VCR modules are randomly floating around this small library at any given time.
- There is no casual reading area.
- Noise from instructed classes interfere with each other.
- Circular tables often promote unwanted “collaboration”.

Goal 1: Create an atmosphere that is efficient, inviting, and comfortable to the students and teachers.

Objectives:

- 1.1 Add color to library décor.
- 1.2 Create comfortable reading space.
- 1.3 Rearrange storage so that unused equipment is out of sight.
- 1.4 Turn work room into an instructional area.
- 1.5 Have technology department repair or replace slow laptops and desktops.

Objective 1.1 Add color to library décor (Sep. 2009- Sep. 2010)

Action Steps:

- 1.1.1. Research color influence and speak with interior decorator to decide how to add color that will be eye-catching but not too overstated for existing furniture. (Sep. 2009- Dec. 2009)
- 1.1.2. Get approval for replacement of carpet, window treatments, and wall paint. (Jan. 2010)
- 1.1.3. Replace carpet, window treatments, wall paint. (Summer 2010)

Objective 1.2 Create comfortable reading space. (Sep. 2009- Sep. 2010)

Action Steps:

- 1.2.1 Research cost and design of seating and décor that will create a cozy reading space. (Sep. 2009)
- 1.2.2. Get approval for implementing reading space and present proposed plan. (Oct. 2009)
- 1.2.3. Convert Work Room to instruction area. (Nov. 2009 and see below)
- 1.2.4 Convert old instruction area into reading space in a temporary way with bean bag chairs etc. (Dec. 2009).

1.2.5. Acquire more permanent materials to create reading space. (Summer 2010)

Objective 1.3 Rearrange storage so that unused equipment is out of sight.
(Oct.- Nov. 2009)

Action Steps:

1.3.1. Reorganize storage closets and teacher classrooms to create space for media equipment. (Oct. 2009)

1.3.2. With the now more tightly packed storage, create file to better keep track of each item's location. (Nov. 2009)

Objective 1.4 Turn work room into an instructional area. (Nov. 2009- Jan 2010)

Action Steps:

1.4.1. Throw away unused materials such as national geographic magazines and old catalogs. (Nov. 2009)

1.4.2. Remove shelving units and excess furnishings. (Dec. 2009)

1.4.3. Purchase rectangular tables and chairs to accommodate a class of 15 comfortably. (Jan. 2010).

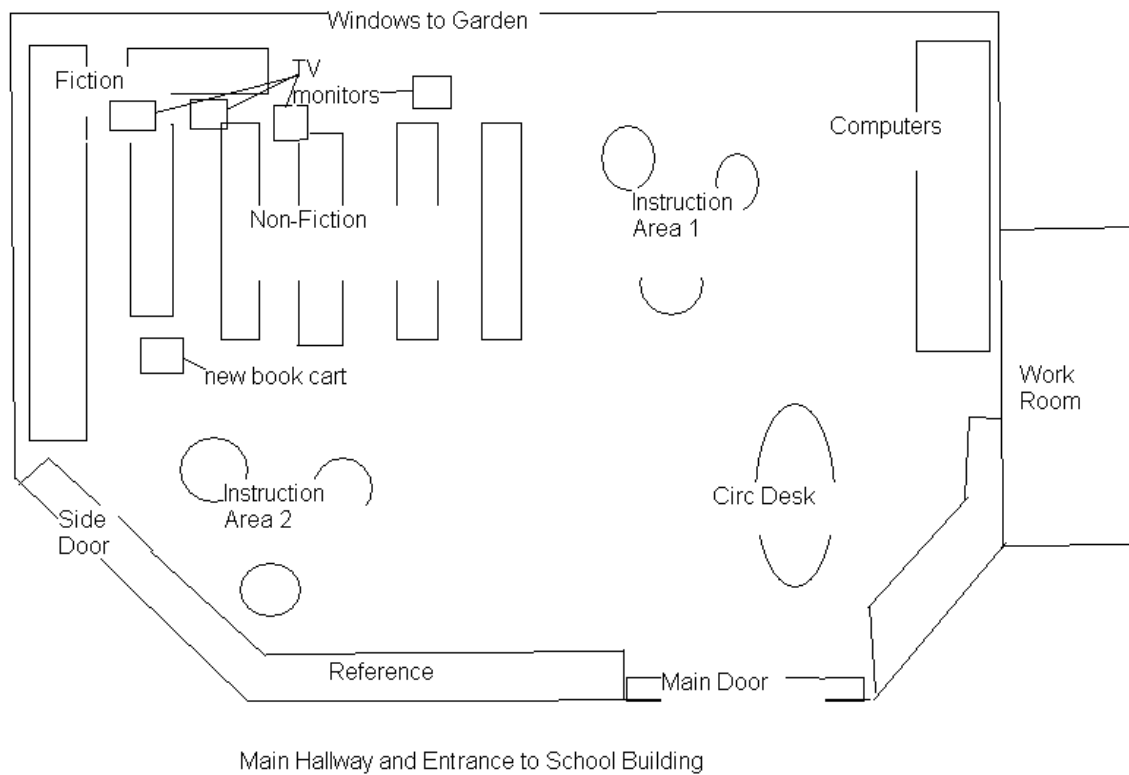
Objective 1.5 Have technology department repair or replace slow laptops and desktops.
(Sep. 2009 and ongoing)

Action Steps:

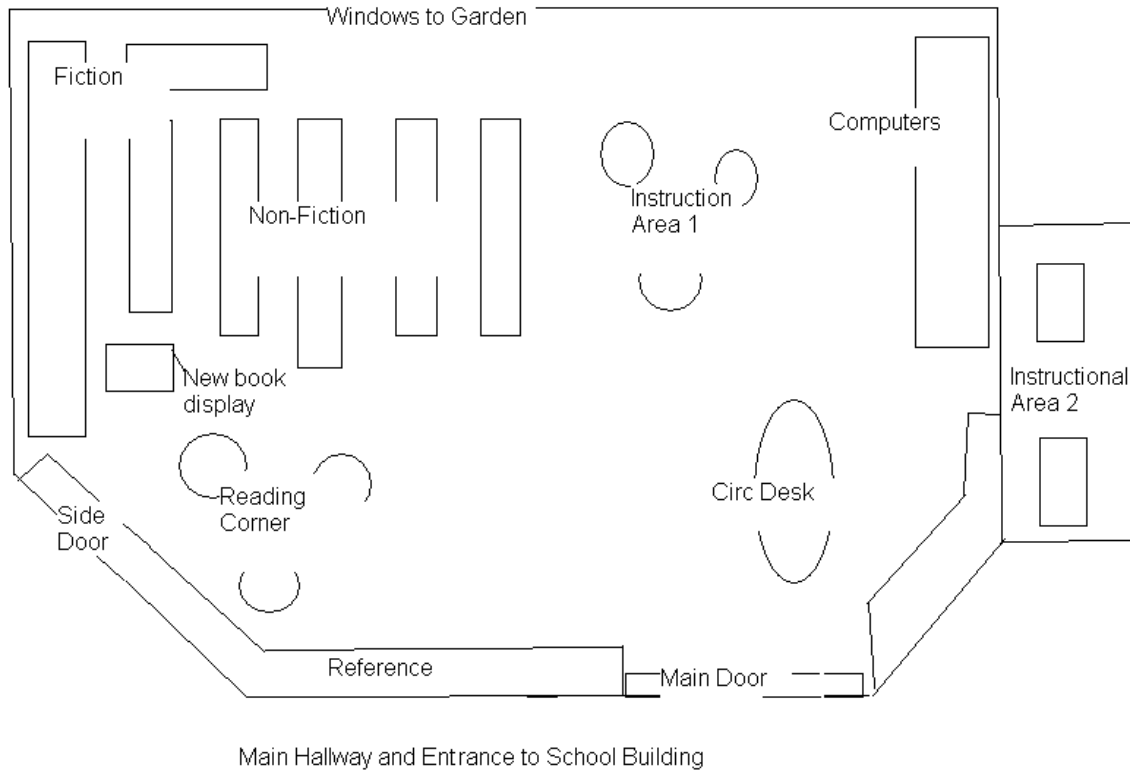
1.5.1. Speak with (uncommunicative) Technology department and if necessary, the principal, to fix sub-par laptops and desktops. (Sep. 2009)

1.5.2. Replace unfixable laptops using equipment budget. (ongoing)

Original Floor Plan



New Floor Plan



Staffing

Strengths:

- The SLMS knows the contents of her library fairly well.
- The SLMS is friendly with the students.

- There are two regular parent volunteers at the library.
- There is a network of parent volunteers to pitch in as needed.

Weaknesses:

- The SLMS does not know the quality of the contents of the library very well.
- The SLMS can be a bit edgy and impatient with the students.
- The SLMS would prefer to do certain lower level tasks herself (cataloging etc.) detracting time from class preparation.

Staff descriptions:

Middle School Librarian (adapted from description for Head Librarian)

*Revisions 2008 by author will be noted- items with “n/a” are not the sole responsibility of the middle school SLMS

Management Duties

1. Initiates, develops and implements policies and procedures for the operation of The Summit Libraries. This includes:
 - *Cataloging standards to be followed. (n/a)
 - *Circulation policies-circulation periods, fines, etc. (n/a)
 - *Selection policies for print and non-print materials. (n/a)
 - *Procedures for acquisition of books, periodicals, supplies.
 - *Bibliographic instruction (library research skills)
2. Establishes and implements annual goals for the short and long term growth of The Summit Libraries. (n/a)
3. Trains and supervises all library related duties in Lower, Middle and Upper School Libraries. (n/a)
 - *All cataloging processes
 - *Record keeping for all periodical subscriptions
 - *Use of the online catalog for cataloging, serials, circulation and patron files.
 - *Assessment of current collection to determine needs
 - *Faculty participation in the selection process.
4. Trains and supervises all library related duties of volunteers who operate and maintain the Montessori Collection. (not at all applicable)

5. Responsible for the selection and acquisition of appropriate print and non-print materials for The Summit Libraries.
6. Maintains instructional materials and equipment within budgetary constraints for all Libraries.
7. Responsible for the preparation and administration of the budget for all Summit Libraries. (n/a)
8. Administers the Title V federal funding program. (n/a)
9. Responsible for identifying and researching new technologies to enhance the learning/research at The Summit.
10. Responsible for the selection, training, and use of the online full-text databases.
11. Responsible for the training, operation, and quality control of the online catalog.
12. Responsible for maintaining a positive working relationship with the Business Office, specifically in the areas of purchasing and accounts payable. (n/a)
13. Supervises the day-to-day operation of the Upper School Library. (change to Middle School Library).
14. Manage the Upper School Library in keeping with The Summit's Mission and Philosophy. (change to Middle School)
15. Responsible for creating and maintaining an atmosphere conducive to research and study within the Upper School Library. (change to Middle School)

Instructional Duties within the Upper School (Middle School)

1. Work with teachers in planning and implementing those assignments likely to lead to use of the library.
2. Counsel with and give reading guidance to students who have reading interests beyond assigned class readings.
3. Help students to develop habits of independent library/media use.
4. Provide internet training/supervision to students; also provide training to faculty when requested.
5. Serve as Reference Librarian to students, faculty and administrators.

6. Prepare subject bibliographies for faculty as requested.
7. Assist students with the location, analysis, interpretation and use of information gathered from print and non-print sources for reports, research projects and other applications.
8. Provide students with instruction in all methods of information retrieval to foster competence and independence as researchers.
9. Instruct individual faculty and students in the use of the online catalog and full-text databases.
10. Keep faculty informed of new materials added to the collection.
11. Involve faculty in the selection process of materials, both print and non-print, for their curricular area.
12. Work with curricular areas to incorporate research skills into applicable programs.

Professional Responsibilities:

1. Participates actively in library/media professional associations on the local, regional and state levels.
2. Represents as necessary the school at professional meetings and conferences related to libraries.
3. Engages in continuous study and in-service for professional growth.
4. Participates in the all-school curriculum meetings.
5. Responsible for recognizing new research technologies and integrating those technologies into the library program when feasible.
6. Other duties as assigned to faculty members.

(M.K., *Job Description for Head Librarian*, May 2007)

Volunteer1

Shelves materials on at least a bi-weekly basis.

Volunteer2

Covers new hardcover and paperback books as needed.

Goal 2: Explore options for increasing staff.**Objectives:**

- 2.1 Advocate to the principal and School Board for a library assistant.
- 2.2. If proposal is met positively, employ a library assistant who is at minimum an MLIS student.
- 2.3. If proposal is not accepted, reorganize volunteer staff to allow SLMS to take care of higher level responsibilities.

Objective: 2.1 Advocate to the principal and School Board for a library assistant.

(May – June 2011)

Action Steps:

- 2.1.1 After collaboration with teachers has been increased, prepare a worksheet of the librarian's duties demonstrating how many more classes could be served with an assistant. (May 2011)
- 2.2.2 Gather information from Upper School library and other similar libraries with aides or assistants to explain their necessity and provide a job description. (May 2011)
- 2.2.3 Present proposal to Board for library assistant. (June 2011)

Objective: 2.2. If proposal is met positively, employ an assistant who is at minimum an MLIS student. (Summer 2011)

Action Steps:

- 2.2.1 Hire an assistant who will be able to prepare and teach collaborative lessons. (Summer 2011)

Objective: 2.3. If proposal is not accepted, reorganize volunteer staff to allow SLMS to take care of higher level responsibilities. (June 2011- Oct. 2011)

Action Steps:

- 2.3.1 Train a group of parent volunteers to catalog, arrange displays, take care of paperwork, or anything else included in the SLMS's job description, that doesn't require a great amount of special training. (June 2011- Oct. 2011)

Budget

Strengths:

- Ample Funding as Follows:

Supplies- \$2,600

Equipment-

Replacement- 1,500
 repairs/ maintenance- 4,000
 (software, laminating, projector)

Dues, Subscriptions- 6,200 (magazines, SWON dues)

Auxiliary services- 20,000 (databases)

AV- 8,000 (DVDs, Playaways, supplies)

Books:

MONTESSORI 1,500

MS 6,200

LS 6,200

US 8,500

(M.K, Personal Communication, Oct. 2008)

- The only form of advocacy the SLMS needs to do is to have the classes utilize the library enough that it will be mentioned by the teachers in their weekly newsletter. Other ways the SLMS “advocates” is by having volunteer moms work in the library, who in turn, discuss the library with other moms. Additionally, there are small programs like “Write to Read” a one week motivational reading program in the Spring, and “birthday books,” in which parents donate books to the library in honor of their children’s birthdays (K.W., Personal Communication, November 2008)

Weaknesses:

- The budget is stagnant and doesn’t currently allow for any new large expenditure.

Goal 3: Request budget increase by \$15,000 for 2009/2010 and 2010/2011, and \$20,000 for 2011//2012.

Objectives:

- 3.1 Speak with Principal and Board about need to improve library aesthetics.
- 3.2 Request budget increase of \$15,000 towards facility improvement for each of 2 years.
- 3.3 Speak with Principal and Board about hiring a library assistant for a part time position.
- 3.4 Propose budget increase by \$20,000 in year 3 to cover cost of new library assistant.

Objective 3.1 Speak with principal and board about need to improve library aesthetics. (Jan. 2010)

Action Steps:

- 3.1.1 Present to Principal and Board the need for new library layout, and facility design improvements and their costs. (Jan. 2010)

Objective 3.2 Request budget increase of \$15,000 towards facility improvement for 2009/2010 and 2010/2011. (Jan. 2010)

Action Steps:

3.2.1 Petition for budget increase for facility improvement (Jan. 2010)

3.2.2 If petition is rejected, gather unused funds from library budget and possibly textbook budget to improve facility in smaller increments (June 2010 and ongoing)

Objective 3.3 Speak with Principal and Board about hiring a library assistant for a part time position. (June 2011)

Action Steps:

3.3.1 Present to principal statistics of the increase of library usage and classes instructed collaboratively. (June 2011)

3.3.2 Present to principal job descriptions of library assistants from other schools with similar school size and library use. (June 2011)

Objective 3.4 Propose budget increase by \$20,000 in year 3 to cover cost of new library assistant. (June 2011)

Action Steps:

3.4.1 Propose to Principal and Board the need for a budget increase to cover cost of employing a part-time library assistant. (June 2011)

3.4.2 If rejected, see Staffing section regarding volunteers.

Instruction

Strengths:

- There is a small group of teachers who consistently use the library.
 - 4- 5th grade Language Arts classes/wk
 - 5- 6th grade Language Arts classes/wk
 - 5- 6th grade Social Studies Classes/wk
- There are a number of teachers who use the library a few times a year for research projects. Examples:
 - 7th and 8th grade Religion class for their Saint research
 - 8th grade Social Studies in preparation for their annual trip to Washington D.C.
 - 6th grade Science class for their yearly Space projects
- Teachers have a good relationship with the SLMS and know she is very willing to help them.
- There is a fairly high level of collaboration between the SLMS and all teachers who use her resources regularly.
- The SLMS's curriculum, though self generated, is mostly compatible with the Ohio department of Education's Benchmarks.
- Projects from Foreign Languages, Math, and Art are often displayed in the library, despite their not having used the library in relation to these or any projects in these subjects.

Weaknesses:

- There are many subjects that do not enter the library at all, including Foreign Languages, Math, and Art.
- It is a rare and strange thing to see a 7th or 8th grader step foot in the library for any reason.
- Teachers often do not make detailed requests from the SLMS and therefore the resources she provides are not as helpful as they could be.

Current Library Usage

	Language Arts	Foreign Language	Science	Math	Social Studies	Religion	Art	Music
5 th Grade	Weekly	x	x	x	x	x	x	x
6 th Grade	Weekly	x	Space Project	x	Weekly	Saints Project	x	x
7 th Grade	Poetry Project	x	x	x	x	Saints Project	x	x
8 th Grade		x	Bi-annual Projects	x	Washington D.C. Project	x	x	x

Goal 4: To increase quality use of the library.

Objectives:

4.1 Draw the 7th and 8th grade students into the library.

4.2 Have projects completed using library resources in the Lost Subjects (Foreign Languages, Math, Art).

4.3 Improve communication between teachers and SLMS to raise level of collaborative efficiency.

Objective 4.1 Draw the 7th and 8th grade classes into the library. (Nov. 2009 and when successful, ongoing)

Action Steps:

4.1.1 Discuss with Language Arts and Social Studies teachers upcoming projects or lessons (I have chosen LA because it's the most surprising that they have not been using the library at all, and Social Studies since this teacher is married to the 6th grade Social Studies teacher who uses the library weekly, who can therefore influence her husband positively). (Nov. 2009)

4.1.2 Devise ways the library can be utilized for these projects and lessons and give these teachers a list of what can be made available to them. (Dec. 2009)

4.1.3 Find and inform above mention teachers of slots in the schedule where no classes are in the library so that these new users can have the SLMS's undivided attention. (Dec. 2009)

Objective 4.2 Have projects completed using library resources in the Lost Subjects (Foreign Languages, Math, Art). (April 2010- June 2010)

Action Steps:

4.2.1 Find one project online (or through other resources) at each grade level in each of the Lost Subjects. (April- May 2010)

4.2.2 Over email or personal meeting, communicate with Lost Subject teachers the desire for their involvement in the library. (May 2010)

4.2.3 Present to teachers suggested projects and discuss how they could use the library to both of their benefit. (May 2010)

4.2.4 At the very least, continue to display prominently Lost Subject projects in the library. (continuous)

Objective 4.3 Improve communication between teachers and SLMS to raise level of collaborative efficiency. (Sep. 2009 and ongoing)

Action Steps:

4.3.1 Develop form for request of library services along the lines of:

Teacher Name:

Number of Classes:

Number of Computers Needed per Class:

General Topic to be Addressed:

Specific Requests:

Check all that Apply:

_books on topic

_weblibliography on topic (please specify if annotation is useful)

_exercise on topic

_instruction of technology for presentation (powerpoint, podcasts, etc.)

(Sep 2009)

4.3.2 Print copies of this form to have on hand at the Circ desk. (Sep. 2009 and continuous)

4.3.3 Email this form to all teachers along with a short but effective note about the role of the library and the willingness of the SLMS to be helpful. (Sep. 2009)

4.3.4 Create feedback form or protocol to assess whether the teacher approved of the degree of success in the completed collaborative effort. (Sep. 2009 and continuous)

Collection and Information Access

Collection Policy:

Adapted from the Central Catholic High School Library of Louisiana

Revised 8/07, Adapted 11/08

I. Statement of Policy

It is the policy of the school to select materials that support the educational goals and objectives of the Catholic Church. These materials are provided in order to implement, enrich, and support the education program for students and in accordance with the following principles:

- Instructional materials are chosen because they are of interest and have learning value for the students in the school community.
- Materials are not excluded because of race, nationality, religion or political views of the writer.
- Materials of interest to students are provided which will promote their emotional, cultural, spiritual, and intellectual development.
- Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our times—international, national and local.
- Materials in all forms are made available to attract students to experience successes in learning and encourage development of learning habits for a lifetime of continuous self improvement.
- Selections are made for and in accordance with the different maturity levels of the students.
- Materials are selected which fill a need to the curriculum and/or contribute to the development and enrichment of the student.
- In selecting materials, reviewing tools such as standard catalogs are used. When possible, materials are previewed before purchase.
- Selection is an ongoing process which should include the removal of materials no longer useful or appropriate and the replacement of lost or worn materials still of educational value.

II. Selection Objectives

The selection of books and other media is made in accordance with the following objectives.

- To attain the established educational goals
- To enrich the curriculum
- To further the intellectual, emotional, cultural, and spiritual development of youth
- To promote mature and responsible behavior
- To help students gain an understanding of our pluralistic society
- To encourage the development of reflective thinking
- To promote lifetime reading habits
- To appeal to the interests of the students
- To encourage educational excellence

III. Central Catholic High School believes that ultimately education is charged with developing free and reasoning human beings. Therefore, recognizing this responsibility, Central Catholic High School subscribes, in principle, to the

nationally adopted statements of philosophy as expressed in the American Library Association's Library Bill of Rights, and American Association of School Librarians' statement on Access to Resources and Service in the School Library Media Program, and Interpretation of the Library Bill of Rights, and the Association of Educational Communications and Technology Statement on Intellectual Freedom.

[IV. Responsibility for the purchase of library and instructional materials is vested legally in the Central Catholic High School Advisory Board. The actual selection of library materials is the responsibility of the professional trained library media specialist who is familiar with curriculum, the methods of teaching, and the individual needs of students within the school. The library media specialist, aided by suggestions from school administrators, faculty, students, and parents, makes the final decision.] N/A

V. Selection Criteria

A. The following criteria are considered in the selection of both print and non-print resources:

- Philosophy and goals of the school: Is the material sensitive to the beliefs of the Catholic Church? Is it consistent with the stated educational goals and beliefs? Does it support them?
- Overall educational significance or purpose of the material and how well it is accomplished
- Reputation and significance of the author, producer, and/or publisher
- Validity, timeliness, or permanence of the material
- Importance of the subject matter in contributing to the library media collection and to the interests of students and/or broadening representative viewpoints on controversial issues.
- Accuracy, quality, and variety of format
- Readability and reader appeal
- Suitability of physical format and appearance for intended users
- Artistic quality and/or literary style
- Favorable reviews in standard selection sources
- Value commensurate with cost and/or need
- Frequency of request for this or similar materials

All forms of print, non-print, and electronic medial should be considered for use in the school.

B. In selecting materials, the responsible person should evaluate the existing collection and should consult reputable, unbiased, professionally prepared selection aids. The following recommended sources, as well as other professionally developed lists, will be consulted in the selection of materials but selection is not limited to their listings.

1. Standard bibliographies
 - Children's Catalog
 - Junior High School Catalog
 - Senior High School Catalog
 - Fiction Catalog
2. Current Reviewing Media
 - America

- The Bible Today **(n/a)**
- Booklist
- Library Media Connections
- School Library Journal
- US Catholic **(n/a)**
- Today's Catholic Teacher
- Catholic Digest **(n/a)**
- Curriculum Connections
- Other current standard reviewing periodicals

VI. Gift Books and Materials

- Gift books, materials and equipment are accepted with the understanding that they must meet the same selection criteria as materials purchased with school funds.
- Donated items, once accepted, become property of Central Catholic High School.

[VII. Procedures for dealing with Questioned Materials

No duly selected materials whose appropriateness is challenged shall be removed from the school until written notification by the principal.

Procedures to be observed:

- *All complaints shall be directed initially to the principal*
- *The principal or a designated representative will contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school.*
- *If the complaint is not solved informally, the complainant will be supplied a written copy of the school's goals and objectives, the materials selection policy statement, and the procedures for handling objections. This packet will also contain a standard form, which shall be completed and returned to the principal before consideration will be given.*

Central Catholic High School Library

- *If the principal has not received the formal request for reconsideration in two weeks, the issue is considered closed.*
- *Upon receipt of a completed form, the principal will forward the form along with the questioned materials to the review committee composed of the Principal's Administrative Team, the school's library media specialist, and an appropriate content area teacher.*
- *Pending the outcome of the request for reconsideration, if the complainant is a parent, access to the questioned material may be abridged for that parent's child(ren) only.*
- *The committee will meet to discuss the material, according to the guidelines set forth by the school, and will prepare a report containing its recommendation. The principal will notify the complainant of the review committee's recommendation. If the complainant does not concur, he/she may present an appeal to the Superintendent of Catholic Schools of the Diocese of HoumaThibodeaux.] (N/A)*

In the "Pinnacle" School, when materials are challenged, (and this has happened on less than 5 occasions in 13 years) if the SLMS personally agrees with the reasoning- and in all

cases she had- the book will be removed or moved to the Upper School. If the SLMS would not agree with the objection, the matter would be discussed with the Head Librarian (K.W., Personal Communication, September 2008)

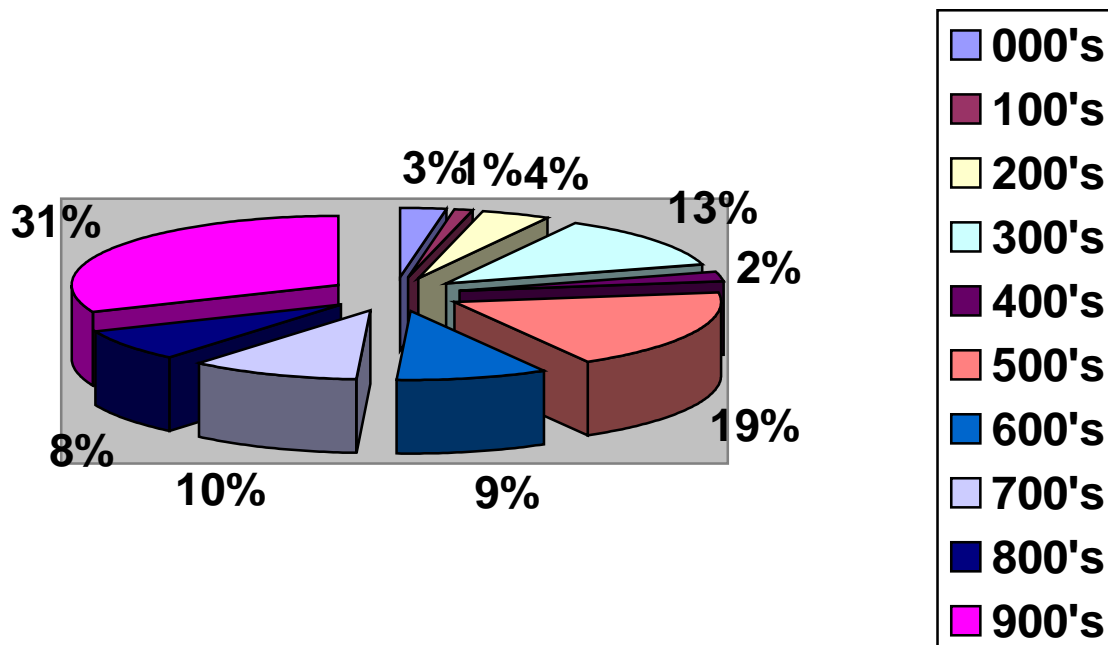
Strengths:

- Whatever the SLMS desires to purchase, she is able to purchase.
- The Fiction collection supports the needs of the 5th and 6th grades adequately.
- Non-Fiction books are mostly from after the 1990's.
- The SLMS conjectures that the majority of the fiction collection is from the 1990's (this data was unavailable from titlewave).
- With minimal advanced notice, the SLMS will procure additional Non-Fiction books from her local library.
- The collection is accessible via an online catalog and is very usable.
- The collection is adjusted yearly to meet the new curriculum needs.
- New books are acquired based on student or teacher request, personal recommendations, or from journal reviews.

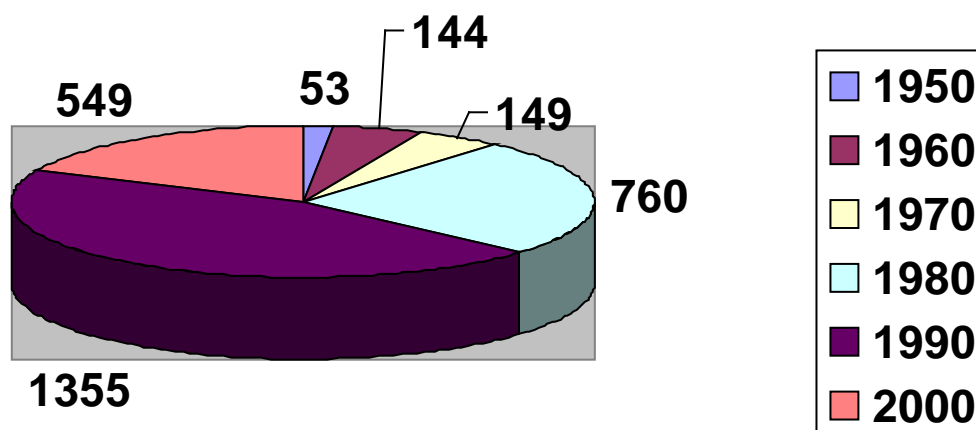
Weaknesses:

- There is currently a policy in place (as of this year) that all students must be either in the lunchroom or the schoolyard during lunch and recess.
- There are not enough of the popular books to meet student demand.
- There are certain genres the SLMS disapproves of and will not encourage in her library.
- Materials that no longer support the current curriculum are not being used.
- New books are ordered bi-annually, so that the amount of new materials seems very paltry at certain times of the year.
- New materials are crowded together on a cart in a less than attractive way.
- There are few multimedia materials to meet the needs of visual or auditory learners (such as Playaways or graphic novels).
- The collection is not able to be analyzed via Titlewave, due to technical issues with the way the collection was cataloged to designate Middle School materials. Furthermore, the Head Librarian refuses to have the cataloging procedure and previous entries changed to repair this situation.

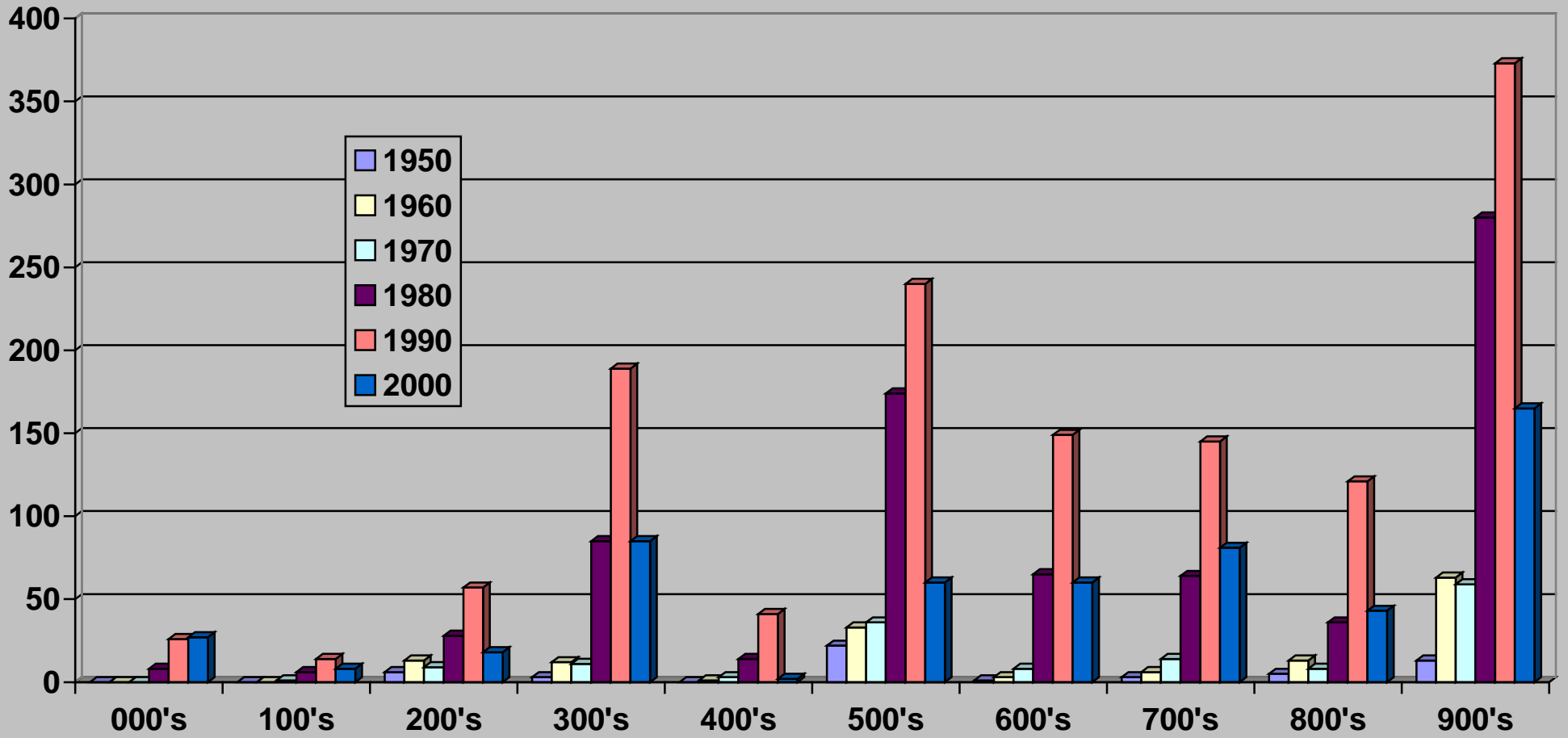
Volumes by Division



Non- Fiction Collection Age



Non-Fiction Age by Division



Vital Statistics:

Number of students: 270

Number of books*: 5285

Number of Fiction volumes: 2222

Number of Non-Fiction volumes: 3063

Books per student: 19.5

Collection analyzed partially via TitleWise, supplementarily by author, manually.

*this library does not contain any other media

Goal 5: Improve student access to current and engaging library materials.**Objectives:**

5.1 Create time for all students to use the library recreationally.

5.2 Improve the sense of “new-ness” of library materials.

5.3 Increase the number of popular books.

5.4 Procure collection of multimedia literature.

Objective 5.1 Create time for all students to use the library recreationally.

(Sep.– Oct. 2009)

Action Steps:

5.1.1 Discuss recess/lunch policy with students that frequent the library. (Sep. 2009)

5.1.2 Compile responses of these students. (Sep. 2009)

5.1.3 Create survey to be given to all Middle School students regarding their intended library usage if the new policy was revoked. (Sep. 2009)

5.1.4 Discuss policy with all parent volunteers and compile their anecdotal responses. (Oct. 2009)

5.1.5 Present all findings to Principal. (Oct. 2009)

5.1.6 Propose to Principal a sign-in sheet which will attest to the student’s proper usage of the library during the unsupervised recreation times (to combat aimless hall roaming). (Oct. 2009)

5.1.7 If all else fails, open library 15 minutes earlier or later each day to allow more students to access library. (Oct. 2009)

Objective 5.2 Improve the sense of “new-ness” of library materials.

(Sep. 2009- Dec. 2009)

Action Steps:

5.2.1 Change purchasing schedule to quarterly schedule. (Sep. 2009)

5.2.2 Change display of new books to a more open style where each book is visible and easily browsed. (Oct. 2009).

5.2.3 Create displays of topical books on a bi-weekly basis to improve circulation of non-curriculum materials. (Dec. 2009)

Objective 5.3 Increase the number of popular books. (Oct. 2009- Jan. 2010)

Action Steps:

5.3.1 Acquire more copies of popular books via purchase or ILL. (Oct. 2009)

5.3.2 Purchase or recommend books with similar qualities to current popular books to be offered when desired books are unavailable (hopefully this will create newly popular books as well). (Nov. 2009)

5.3.3 Attend workshops or read journal articles that will enhance the SLMS's appreciation of "foreign" genres (ex. vampire books). (Dec.2009- Jan. 2010)

Objective 5.4 Procure collection of multimedia literature. (ongoing)

Action Steps:

5.4.1 Research and purchase the most popular series of graphic novels with widest appeal. (20 books per year for each of three years)

5.4.2 Purchase Playaways of most requested print books. (10 in yr 1, and more as the demand increases)

	2009-2010					2010-2011					2011-2012																										
	Sen	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sen	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sen	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sen
Goal 1. Atmosphere	Facility																																				
Add color to library décor	→																																				
Create reading space	→																																				
Rearrange storage	→																																				
Create Instructional Area	→																																				
Repair computers	→																																				
Goal 2. Increase Staff	Staffing																																				
Advocate for LSA											→																										
Hire LSA											→																										
OR Reorganize volunteers											→																										
Goal 3. Increase Funding	Budget																																				
Increase for aesthetics						→																															

Increase for assistant		→	
Goal 4. Quality Use		Instruction	
7 th and 8 th grades	→	→	→
Lost Subjects		→	
Communi-cation	→	→	
Goal 5. Access		Collection	
Time	→		
New-ness	→		
Popular Books	→		
Multi-media	→	→	→

References:

Central Catholic High School Media Selection Policy. (August, 2007) Retrieved November 17, 2008 from Central Catholic High

School Library website at <http://www.cchseagles.com/LibraryPage1.htm>

K.W., (October, 2008). *Media Center Mission Statement*.

M.K, (May, 2007). *Job Description for Head Librarian*.

Ohio Department of Education. (December, 2003) *Ohio Guidelines for Effective School Library Media Programs*. retrieved on

November 17, 2008 from

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1703&ContentID=13952&Content=51783>

Titlewave. (2008). *Title Wise Collection Analysis report for “Pinnacle” Middle School media center* [Data file]. Retrieved Nov, 2008,

from Follett Library Resources Web site: <http://www.titlewave.com/>