

WSWHE BOCES School Library system  
2001-2006 Plan of Service by Year

**2005-2006**

| ELEMENT                             | GOAL STATEMENT  | ACTIVITIES   | INTENDED RESULTS  |
|-------------------------------------|---|--|---|
| Element I :<br>Resource sharing     | <ul style="list-style-type: none"> <li>⊕ Information management is essential to successfully providing a core collection of available and accessible resources.</li> <li>⊕ Patron generated ILL is available with InfoQuest for central server participants and others.</li> <li>⊕ New technologies can provide increased opportunity.</li> </ul>                         | <ul style="list-style-type: none"> <li>⊕ Share information on selection and de-selection of collections.</li> <li>⊕ Review and revise CCCD plan.</li> <li>⊕ Monitor patron generated ILL.</li> <li>⊕ Pilot new technologies to increase access and decrease time to fill.</li> </ul>   | <ul style="list-style-type: none"> <li>⊕ Provide a workshop on selection and de-selection principles.</li> <li>⊕ Ensure that ILL overuse or unwise use is remedied quickly.</li> <li>⊕ Select those new technologies that succeed and plan use within the SLS.</li> </ul>                                   |
| Element II :<br>Technology services | <ul style="list-style-type: none"> <li>⊕ All library collections should be part of InfoQuest, the regional web catalog.</li> <li>⊕ All recon done and libraries automated.</li> <li>⊕ Every library provides resource access to students/community through a web page.</li> <li>⊕ Every library equipped to support and train electronic non-fiction research.</li> </ul> | <ul style="list-style-type: none"> <li>⊕ Continue to reload collections and clean up short records as necessary.</li> <li>⊕ Load new records.</li> <li>⊕ Finish any schools with outstanding web pages.</li> <li>⊕ Continue and expand group purchase at system or state level of electronic non-fiction resources.</li> </ul> | <ul style="list-style-type: none"> <li>⊕ Maximized access opportunity with increased quantity and quality of records.</li> <li>⊕ School community access to each school's library resources 24/7.</li> <li>⊕ Faculty and students come to the library to research electronic or print resources.</li> </ul> |

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| Element III :<br>Special client group needs   | <ul style="list-style-type: none"> <li>⊕ Bibliotherapy program is an integral part of the service offered by School Library System members</li> </ul>   | <ul style="list-style-type: none"> <li>⊕ Bibliotherapy collection success is reviewed and evaluated to determine future.</li> </ul>  | <ul style="list-style-type: none"> <li>⊕ Program is assessed for future continuation based on compilation of review by members.</li> </ul>  |
| Element IV :<br>Continuing education/training | <ul style="list-style-type: none"> <li>⊕ School Library Media Specialists understand and apply Web technologies to provide targeted, timely and relevant information services.</li> <li>⊕ School Library Media Specialists align teaching information seeking skills and literacy with the NYS Learning Standards.</li> <li>⊕ Annually the Ad Hoc Professional Development Committee provides leadership and insight into targeting areas for development.</li> </ul> | <ul style="list-style-type: none"> <li>⊕ Provide training opportunities for School Library Media Specialists for non-fiction electronic database use and other Web resources.</li> <li>⊕ School Library Media Specialists work with each other and instructional colleagues through individual collaborations, staff development activities and Internet sharing to integrate the NYS Learning Standards into instruction.</li> <li>⊕ Based on input from the PDC, programs are planned on such topics as: copyright issues; changing role of librarianship; materials selection for special education clients; web page development etc.</li> </ul> | <ul style="list-style-type: none"> <li>⊕ School Library Media Specialists become expert guides for students in the development and use of information to support learning and research.</li> <li>⊕ School Library Media Specialists become instructional leaders and partners within their school communities as the NYS Learning Standards become implemented.</li> <li>⊕ School Library Media Specialists continue to grow professionally and select from a menu of professional development to expand their expertise and meet the needs of their school community.</li> </ul> |
| Element V :<br>Awareness and advocacy         | <ul style="list-style-type: none"> <li>⊕ Current SLMS can provide valuable assistance to new members of the field.</li> <li>⊕ Library program assessment highlights strengths and weaknesses with the goal of meeting the needs of the school community.</li> <li>⊕ SLMS become knowledgeable about regional, state and national advocacy.</li> </ul>   | <ul style="list-style-type: none"> <li>⊕ SLMS continue to seek ways to support each other.</li> <li>⊕ Council appointed committee reviews and revises or rewrites SLS member plan from May 2002-July 2007.</li> <li>⊕ Review professional awareness and advocacy activities.</li> </ul>  | <ul style="list-style-type: none"> <li>⊕ Have an established program in place to meet the anticipated increase of new certified school library media specialists.</li> <li>⊕ Member plan for July 2007-May 2012.</li> <li>⊕ SLMS develop new guidelines for advocacy based on previous year's achievements.</li> </ul>  |
| Element VI :<br>Communication                 | <ul style="list-style-type: none"> <li>⊕ Improve the communications among members in the areas of speed, reliability, and ease of use.</li> <li>⊕ Increase the percentage of members who participate in communication activities.</li> </ul>  | <ul style="list-style-type: none"> <li>⊕ Review new technologies to seek better ways to communicate with and between members.</li> <li>⊕ Expand SLS website as needed.</li> <li>⊕ Promote SLMS sharing expertise regionally and across the disciplines.</li> </ul>   | <ul style="list-style-type: none"> <li>⊕ Increase and strengthen communication on a variety of levels.</li> <li>⊕ Members have ability to keep current with leadership and professional information.</li> <li>⊕ School library media specialists share expertise in an appropriate</li> </ul>   |

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|                                      |   |   | and beneficial manner.  |
| Element VII :<br>Cooperative efforts | <ul style="list-style-type: none"> <li>⊕ Opportunities with other school library systems both regionally and statewide for:             <ul style="list-style-type: none"> <li>⊕ professional development</li> <li>⊕ non-fiction electronic resources</li> </ul> </li> <li>⊕ Resource sharing will be maximized.</li> </ul> | <ul style="list-style-type: none"> <li>⊕ Continue as an active presence in CDLC activities</li> <li>⊕ Participate in regional and statewide SLS meetings</li> <li>⊕ Plan regional SLS activities</li> </ul> | <ul style="list-style-type: none"> <li>⊕ Be part of CaDiLaC Online</li> <li>⊕ Join aggregate purchase agreements</li> <li>⊕ Pursue joint programming/training and/or grant opportunities</li> </ul> |