

**CROSSROADS LIBRARY  
AT  
CAROLINE VICTORIA HIGH SCHOOL**

**STRATEGIC PLAN  
FINAL TEAM PROJECT**

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School of Library and Information Science

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## **CROSSROADS LIBRARY AT CAROLINE VICTORIA HIGH SCHOOL**

### **Introduction:**

The City of Alhambra has been experiencing rapid population growth over the past ten years. To accommodate the increase of school age children in the area and to relieve the crowding of existing high schools, the Alhambra School District has been awarded a new area high school. As part of the new high school, a new library is needed to support the educational needs of the students and the surrounding community. The “No Child Left Behind” legislation and school overcrowding are key driving forces behind the development of the new library. The library will provide additional resources to students in a less crowded environment. The Caroline Victoria High School has as its primary goal the creation of a learning environment that will guarantee student achievement while teaching all students in a climate of mutual respect.

### **Parent Organization:**

Caroline Victoria High School will be the parent organization of the future Crossroads Library. The school will be located on Fremont Avenue, between Concord Avenue and Mission Road in Alhambra, California and it is scheduled to open on September 1, 2005. According to the District plan, the school will have approximately 2,000 students: 9<sup>th</sup> grade will be recruited directly from the surrounding school area, 10<sup>th</sup> to 12<sup>th</sup> grades will be transferred from Alhambra High School (Students: 3,000; location: 101 S. Second St.) and Mark Keppel High School (Students: 2,000; Location: 501 E. Hellman Ave.). This is a regular public High School. The teacher to student ratio will be 1:20. At the present time, 80 teachers in all subject areas have been hired, and another 20 teachers are in the hiring process.

### **Mission Statement:**

The mission of the Crossroads Library at Caroline Victoria High School is to provide complete intellectual access to print collections and electronic resources that are necessary to support the school curriculum and students' learning activities, to promote and develop the collections and resources to meet the informational, educational and cultural needs of the teachers, students and other users, and to enhance the education of students as members of the larger community in order to ensure students have the research and analytical skills necessary to achieve life long learning.

## **Library Goals and Objectives:**

The school library media center pursues the following goals to meet the standards for California school media centers:

**Goal I:** The library provides students with instruction and learning activities so that students achieve information literacy skills and become independent learners.

### **Objectives:**

- Students know how to access, evaluate, and use information effectively from a variety of sources.
- The library provides students with opportunities to become independent learners.
- The library works with entire school community to develop policies, practices, and curricula that guide students to develop the full range of information competency.

**Goal II:** The library fosters collaboration of teachers and library media in the creation of quality learning experiences.

### **Objectives:**

- Teachers and library media specialists develop plans, activities, and assessments for a learning experience.
- Students work in a bustling learning lab atmosphere on projects, problem solving, portfolios, presentations and assignments.
- Facilities are functional enough to support individuals and groups for quiet individual study, information gathering, busy production activities, group work, and presentations.

**Goal III:** The library provides equal access to materials from diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats.

### **Objectives:**

- The library promotes equity and narrows the "digital gap."
- The library values cultural differences.
- The library provides collections in all formats to meet information, educational, and recreational needs of students and staff members.

**Goal IV:** The library provides opportunities for students to build the developmental assets that they need to become competent and responsible adults.

**Objectives:**

- The library provides services that meet the developmental needs of high school students.
- The library provides students with opportunities to work as volunteers.
- The library helps students build partnerships with others.
- The library provides resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.

**Goal V:** The library enhances learning through technology

**Objectives:**

- The library provides teachers with the training and support they need to help all students learn through computers and the information superhighway.
- The library ensures that effective and engaging software and online resources are integral parts of the school curriculum.
- The library uses technology as a tool for achieving instructional goals: such as engaging them as learners, enlarging their knowledge base, building their efficiency, and enhancing their productivity.

**Budget:**

BUDGET (In Dollars)	2006 Initial Budget	Estimated 2007 Budget
<b>REVENUE</b>		
State Funds	<b>20,000</b>	<b>20,000</b>
Federal Funds	<b>6,000</b>	<b>6,000</b>
Gifts/fund-raising/PTSA	<b>2,000</b>	<b>2,000</b>
Revenue from Rental of Materials/Rental of	<b>1,000</b>	<b>1,000</b>
<b>TOTAL REVENUE</b>	<b>29,000</b>	<b>29,000</b>

**OPERATING EXPENSES**

Furniture	0	0
Books	11,000	13,000
Periodicals/Newspapers	400	411
Non-Print materials: A/V software	2,000	2,054
Online subscriptions	1,000	1,027
Memberships	300	308
Conferences	300	308
Utilities	0	0
Other Costs:	5,000	4,492
Computer resources: hardware/software	7,000	5,400
Personal Computer Support:	2,000	2,000
<b>TOTAL OPERATING EXPENSES</b>	<b>29,000</b>	<b>29,000</b>

<b>TOTAL EXPENSES</b>	<b>29,000</b>	<b>29,000</b>
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<b>TOTAL COST PER STUDENT</b>	15	15
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<b>STAFF EXPENSES*</b>		
Salary for Library Media Specialist	40,000	41,600
Salary for Staff Assistant	30,000	32,760
Benefits for full-time staff	30,000	30,000
Salaries for two part-time student assistants	0	0
Benefits for part-time staff	0	0
<b>TOTAL EXPENSES</b>	<b>100,000</b>	<b>104,360</b>

\*Staff Salaries and Benefits (Included for reference purposes only. These expenses are part of the school's budget and are not traditionally included in the library's budget)

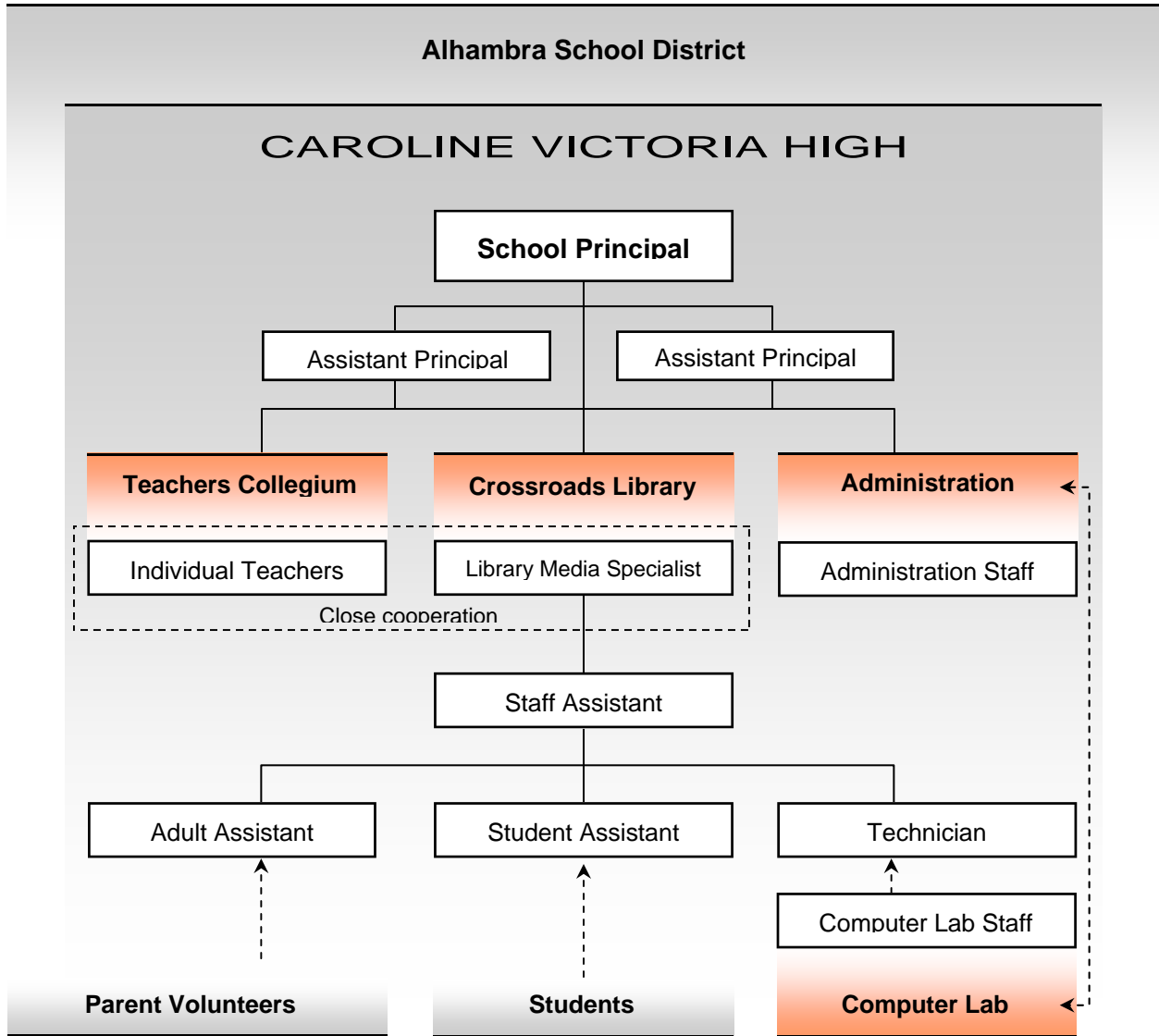
**Budget Notes:**

- School library funding currently is received at the rate of \$10 per student per year.
- Staff salaries are not part of the Library Budget and are included here for reference purposes only. These salaries are part of the overall School Budget.
- Part-time student assistants are not paid. They are not compensated monetarily for their work, but rather receive class credit only. These assistants do not receive benefits as a result.
- The book purchasing expense increases every year in order to keep the collection up to date.
- Furniture expenses will not be needed for some time because the school is new and furniture expenses are included in the overall School Budget.
- The categories of Periodicals/Newspapers, Non-Periodical materials: A/V software, online subscriptions, Memberships, and Conferences expenses were adjusted for inflation at the rate of 2.7% per year.
- Although current legislative restrictions do not allow school libraries to receive monetary donations, library staff should keep aware of any changes to fundraising limitations and plan accordingly.

Appendix

**Section I**

**Organizational Chart:**



## **Section II**

### **Management Style Essay:**

The management style of the Crossroads Library at Caroline Victoria High School encompasses a multitude of responsibilities and challenges that primarily fall under the duties of the librarian in charge. Open communication is essential for the success of the library and the librarian since both serve as a liaison between the curriculum and the students, the teachers and principal, the teachers and the parents, and the school and the community. Essentially, the library and the librarian act as a crucial link ensuring the school community with the needed resources to enhance the curriculum and students' learning. It is the librarian's task to focus the library's resources to effectively meet the needs of the school community and to determine the future actions the library should take to continue to meet these needs consistently.

The librarian is in a unique position in that his job does not require him to manage a large staff. He is responsible for directing one full-time clerk and six to twelve student assistants. Each student assistant works for one class period per day, or even per week. There may be no more than two student assistants for a given class period. With both the clerk and student assistants, the librarian management role will be that of a teacher and guide. Both will perform the more routine, daily tasks that are necessary for library operations. The librarian needs to have a clear and open communication style. Written instructions and policies need to be precise and comprehensive so that all library workers have a core background understanding of what is needed from them and what is expected of them in order to maintain library operations. The librarian needs to be available to provide training for his staff, but he also needs to create a staff that can function without his constant supervision. This will allow the librarian to devote a larger portion of his time to more administrative duties and essential networking with the larger school community. By having dedicated times allotted to staff training and "open" office hours, the librarian can create an atmosphere where all are encouraged to express concerns, problems, and suggestions.

A policy of open communication from the entire school community is necessary to achieve the library's goals. The librarian must have "ears" and "eyes" throughout the school community in order to effectively plan how the library can meet the needs of his school. It is essential that the librarian be able to network with groups and individuals outside the library environment. The librarian needs to have an ongoing dialogue with the teachers at the school in order to establish and plan for resources that reflect and enhance the curriculum being taught by the individual teachers. The librarian should be encouraged to interact with the teachers on a regular basis. The librarian needs to be involved in teachers' meetings and to volunteer where appropriate. This allows the librarian to become aware of the teachers' thoughts and concerns. It also makes the librarian approachable and known to the teachers. The librarian will miss out on valuable connections if he does not participate outside of his library setting. Furthermore, being more active in the school community permits the librarian to put forth some of his concerns about the library to a larger audience.



The librarian also needs to have an open line of communication with the principal. The principal is primarily responsible for allocating the school's budget among the various departments within the school. The librarian must present his budget needs clearly and concisely to the principal while supplying justification for both common and special requests. Meetings with the principal on a regular basis need to be established. (The frequency of such meetings may depend on the workload of the principal, but the librarian needs to keep in contact with the principal). Such meetings will provide the librarian the opportunity to voice his successes, achievements, and concerns within the school community as a whole. It will also give the librarian a chance to learn about the direction of the school from the principal so that the librarian can continue to plan the resources of the library effectively, thereby ensuring that the library moves in conjunction with the values of the school as a whole.

The librarian also needs to be aware of the concerns of the parents and the community outside of the school environment. Joining the PTSA and actively participating in its meetings and activities will not only make the librarian aware of the parents' attitudes towards the school, but it will also permit the librarian to educate the parents about his concerns and developments with the library. The librarian should be encouraged to join any school library professional organizations deemed appropriate for his professional growth. Professional organizations can introduce the librarian to a myriad of resources regarding library management, organizational techniques, and policy issues needed to maintain an effective library.

Volunteers are another vital resource that not only aid in library operations but also provide insight into the concerns of the larger community. PTSA members are an excellent resource to tap for volunteers to assist in the library. Volunteers need to have designated tasks with clear instructions. A program to thank the volunteers for their services needs to be established by the librarian. This will ensure goodwill and the likelihood that volunteers will continue their services and recruit others to assist in the library.

Clearly the librarian must have open lines of communication with a variety of groups within and outside the school community. The librarian must be an effective communicator – both in identifying needs and communicating such needs of the library. Traditionally, school library budgets are lacking the funds to support all the desired programs. The librarian must be able to evaluate all options and determine which programs would be the most effective and to communicate the justification for his reasoning. Having a large network of supporters for the library and the programs it offers will definitely benefit the library. The majority of the workload falls upon the librarian; however, the library will not be a success if the library staff, the teachers, the principal, and volunteers are not included or considered. The librarian must create an environment of open communication so that the school community can experience the benefits the library contributes to the school, its teachers, and most importantly, its students. Managing for results through effective oral communication, written communication, time management, and resource management is an absolute must for the success of the Crossroads Library.

### Section III

#### Staffing:

Status	Title	Number of person(s)
Professional	Library Media Specialist	1
Support staff	Media Clerks	1
Support staff	Technician*	1
Volunteers	Student Assistants	6-12
Volunteer	Adult Assistant	1

\*Note: The technician officially works for the computer lab, but also helps the library when needed.

#### Library Media Specialist's Duties

- Develops goals, objectives, and policies for the library media center cooperatively with teachers, administrators, and students.
- Participates in developing policies, practices, and curriculum that help students achieve learning goals and objectives.
- Complies with California standards for high school students and for library school media centers.
- Teaches students information literacy skills and library skills.
- Helps students with reference and research questions.
- Collects information about user interests and needs and provides relevant information and materials regarding those interests and needs to appropriate groups.
- Evaluates and selects materials and equipment for purchase.
- Plans with administrators, teachers, and students for effective use of library media center's materials, equipment, and facilities.
- Consults and plans with teachers on the appropriate use and convenient scheduling of materials for classroom instruction.
- Plans with teachers to supply materials or activities in response to a teacher-planned unit.
- Helps teachers plan, implement, and evaluate instructional units where library media center materials are supplementary or used for enrichment.
- Helps teachers plan, implement, and evaluate instructional units where the entire content is based on the resources and activities of the library media center program.
- Acquires materials that will provide options in instructional methods for a variety of students' learning modalities.
- Collaborates with teachers, administrators, and staff members to expand their understanding of information issues and to provide them with opportunities to develop skills in information literacy.
- Manages the use of the library media center's budget and facilities.
- Assumes responsibility for processing and organizing all library media center materials and equipment.

- Notifies teachers and students of new materials, equipment, and services on a regular basis.
- Acquires materials not available in the school library media center through interlibrary loan.
- Provides user guidance instruction regarding library facilities.
- Prepares subject area or topic bibliographies incorporating all types of materials.
- Collaborates with teachers and students in integrating media in instruction and assignments.
- Plans activities to encourage student and teacher use of library media center materials and facilities.
- Keeps systematic records and data so that program efficiency can be evaluated.
- Maintains regular communication with the district library media director.
- Plans and directs the activities of the school library clerk, technician, volunteers, and student assistants.
- Evaluates all library media center's programs and services to ensure their quality.
- Plans activities and programs that help students develop their assets such as volunteer programs and creative talent events.

### **Staff Assistant Duties**

- Schedules and operates equipment for teachers and students.
- Assists with the audio and/or video taping of classroom and other educational experiences.
- Receives, checks, and processes new materials and equipment.
- Schedules the use of materials from the district library media center, regional education service center, or other source.
- Provides instruction and assistance in equipment operation.
- Assists teachers and students in locating, circulating, and using resources.
- Types bibliographies, letters, purchase orders, requisitions, and routine correspondence.
- Updates computer catalog.
- Balances accounts.
- Organizes, schedules, and circulates material and equipment.
- Shelves materials returned to the library media center.
- Maintains files on materials, facilities, and personnel available from community sources.
- Repairs materials.
- Assists with inventory and weeding procedures.
- Keeps program records.
- Maintains an attractive appearance of the library media center and an orderly atmosphere.

### **Technician's Duties**

- Maintains equipment and insures equipment upkeep.
- Assists users with equipment.
- Develops instructional and graphic media.

## **Student Assistants' Duties**

- Book shelving.
- Responsible for providing assistance in stock materials and taking inventory.
- Clerical duties such as checking call numbers, stamping official school seals on books, making bulletin boards, and filing.
- Responsible for providing tutoring services.
- Checking books in and out.
- Assembling "book carts" for classroom based on book lists from the Librarian.
- Running errands between library and school administrative office.
- Help in repairing and covering books.

## **Parent Volunteers' Duties**

- Provides tutoring services for students.
- Provides assistance with programs emphasizing music, painting, dance, sculpture, and drama.

## **Section IV**

### **Scheduling:**

- ***Flexible scheduling***
  - Permits voluntary use of the library whenever needed by teacher and students.
- ***Fixed scheduling***
  - Classes are assigned to use the library at a specified time every week.
- ***Block time scheduling***
  - Teachers reserve a block of time for library use; for example, a class might use the library for a week at time for a project.

## Section V

### **Library Environment:**

The future Crossroads Library Media Center services approximately 2,000 students from grades 9-12. It will be the newest comprehensive high school in the area. The library itself contains approximately 10,000 square feet and is located directly adjacent to our high school. It has two stories with an entrance from the interior of the school, which is across from the main office. To facilitate students with disabilities, an elevator is located within the library. The library is open from 7:00 a.m. to 4:00 p.m. each day and is well utilized by students and staff seeking information, a quiet reading and study environment, and access to technology.

The library houses a 30-station computer lab with two laser printers, two copy machines that cost ten cents per copy, an electronic reference center, a television room that also serves as a conference room, and lecture room. There is an audio-visual media center, twelve individual study carrels, and a small teen reading area containing four beanbag chairs.

Assuming budgetary feasibility, the library contains 30,000 volumes including 2,000 e-books, nearly 100 periodical subscriptions, more than 20 online databases, electronic subscriptions, search engines, library catalogs, and over 400 Videos and DVDs.

### Location of Facilities and Equipment:

#### *First Floor*

- Individual Study Carrels
- Teen reading area
- Copy machines
- Popular books
- General Book collections including fiction and non-fiction
- Special Encyclopedias
- Special Dictionaries
- Reference materials
- Text Books
- Reference Desk
- Check out station

#### *Second Floor*

- Television/Conference/lecture room
- Audio/visual media center
- Computer lab
- Videos and DVDs
- Music CDs
- Books on tape

Government sources  
Periodicals  
Journals  
Magazines

## Equipment

### ***Conference / Television Room***

This room is equipped with an oversized 9' x 12' screen, and twelve 6' x 1 ½' meeting style tables that can be arranged in various configurations to include "classroom style". It also contains a teaching station with a Sharp C30 ceiling mounted projector, and a full amplification system.

### ***Teaching Station Equipment***

2 Pentium 4 Computers w/ CD ROM, and Dedicated Monitor  
VCR  
DVD Player  
Laser Pointer Slide Projector

### ***Other Room Equipment***

2 Slide Projectors  
Slide Projector Dissolve Unit  
Video recording capabilities

### ***Audio Visual Room***

Contains 9 individual stations complete with a mini television set and VCR, a CD/cassette player and headphones.

## Users

***Students:*** 2000 Students, grades 9-12

- 30% Asian
- 25% Hispanic
- 20% Caucasian
- 15% African American
- 10% Other
- 10% of the total student population have Special Education Needs
- 33% of the student population are labeled (ELD) English Language Development

These students have access to the library before school, during classes, at lunch, and after school. They all have varying levels of research skills, education levels, and language abilities. As high school students, they want information that they can find quickly and easily.

## Services

### ***Book Checkout***

Students are allowed to check out reference books for up to three days and all other books for two weeks. When more than one class period is trying to utilize the same reference resources, all books are made available to classes during the day and are then available for checkout at the end of the day by all students.

### ***Tutoring***

Free tutoring is available after school. Student tutors are available for 30 minutes on Monday, Wednesday, and Thursday or by appointment.

### ***Collaboration***

Instructional units for teachers may be planned with the LMT. These units may utilize computers, reference materials or books. The LMT is available for Information Skill seminars as well.

### ***Book Displays***

Books relating to special events, holidays, or special occasions can be created for any teacher, club or organization upon request.

### ***Teen Reading Area***

Located in the popular book section, this area contains four plush beanbag chairs, an oval carpet, and a small table. Students can relax and read popular young adult books in this area.

## **Section VI**

### **Partial List of Reference and Other Sources:**

#### **Encyclopedia Databases**

- Dictionary of Art
- Dictionary of Music & Musicians
- Dictionary.com
- Encarta
- Encyclopedia Britannica
- Grolier
- Grove's Art
- Grove's Music
- Merriam-Webster
- Oxford Reference
- Oxford English Dictionary
- Webopedia
- World Book

#### **Periodical and Newspaper Databases**

- Associated Press Photography
- Historical Newspapers
- InfoTrac: Magazine Articles
- Lexis/Nexis
- Los Angeles Times
- New York Times Archive - 1851–2001
- Newspapers around the World

#### **History Databases**

- ABC-CLIO (American Government & History)
- American History
- American Memory - Primary Resources
- E-books
- History Study Center
- Issues & Controversies
- The Nation
- World History

#### **Other Online Catalogs**

- Career Cruising
- EBSCO
- Facts on File
- Facts.com
- Google
- Home Access to Databases for Day Students
- Independent School Library Catalogs
- Minuteman Library Network
- Netlibrary: E-Books
- Occupational Outlook Handbook
- World Catalog

#### **Periodicals**

- American Scholar
- Atlantic Monthly
- Book List
- Current History
- Economist
- Entertainment Weekly



- Foreign Affairs
- National Geographic
- National Review
- New Yorker
- Newsweek
- People
- Rolling Stone
- Smithsonian
- Spin
- Sports Illustrated
- Time
- US News and World Report
- Vanity Fair

## **Section VII**

### **Environmental Scan:**

The Caroline Victoria High School that hosts the Crossroads library is located on Fremont Avenue, between Concord Avenue and Mission Road, in Alhambra, California. Approximately 2,000 students are enrolled in the four-year school which spans from 9<sup>th</sup> Grade to 12<sup>th</sup> Grade.

The student body of the High School is very diverse and reflects the general demographics of the community. The demographic range is as follows:

- 30% - Asian
- 25% - Hispanic
- 20% - Caucasian
- 15% - African American
- 10% - Other

Over 33% of the student body does not speak English fluently and are categorized as “English learners.” Therefore, a large portion of the library’s collection (books, audio materials, and video materials) is dedicated to English as a Second Language (ESL) materials due to the nature of the school language limitations.

## **Section VIII**

### **Review of Information:**

#### *Demographics*

Information about Alhambra High School and its library, which are located adjacent to the projected Caroline Victoria High School, was collected and evaluated to help the planning team get a better understanding of the library environment and the community it serves. Because over half of the city's residents are foreign-born and many of them don't use English at home, language problems are one of the major concerns of the students from these families. The school library, in collaboration with the school's ESL program, offers many supplemental ESL resources, such as interactive computer programs, books, DVDs, CDs, and videotapes. Caroline Victoria High School will have a very similar student profile as Alhambra High School, therefore its library programs, including the ESL program, are designed to parallel the programs of Alhambra High School.

The community of Alhambra information, and the information about Alhambra High School was collected in part from the following sources:

- Stats of All U.S. Cities--City of Alhambra  
located at <http://www.city-data.com/city/Alhambra-California.html>
- Alhambra Unified School District Web site  
located at <http://www.alhambra.k12.ca.us/schools/ahs.html>
- Greatest Schools—Alhambra High School  
located at [http://www.greatschools.net/modperl/browse\\_school/ca/1448](http://www.greatschools.net/modperl/browse_school/ca/1448)

The statistics of Santiago High School library in Corona, CA, were also used by the team as a reference in planning the new library's budget, collection, staff, and computer facilities. This information was provided by one of the team members who currently works at this library.

#### *Strategic Plan*

The American Library Association's document on mission and goals of School Library Media Programs revised on March 3, 2005, and the California School Library Association's *Standards and Guidelines for Strong School Libraries* published in 2004 were consulted when developing the mission statement, goals, objectives, and actions to be taken for the Crossroads Library.

## *Staffing and Scheduling*

The following sources were consulted for staffing and scheduling information:

American Association of School Librarians. (1998). *Information Power: Building Partnerships for Learning*. Chicago: American Library Association.

Jones, P. (2002). *New directions for library services to young adults*. Chicago: American Library Association.

Putnam, E. (1996). The instructional consultant role of the elementary school library media specialist and the effects of program scheduling on its practice. *School Library Media Quarterly*, 25, 43-49.

Stein, B. L. & Brown, R.W. (2002). *Running a school library media center: A how-to-do-it manual for librarians*. New York: Neal-Schulman.

## **Section IX**

### **Planning Process Description:**

The process of preparing our Strategic Plan began on the very first day we met in Fullerton. One of the easiest decisions we made was which type of library we wished to utilize for the project. David asked whether there was anyone in the group who could actually benefit from this assignment in the "real world." Nate stated that a new library was opening in the school district where he teaches and that he might be able to use our research and plan to benefit his career. All of us agreed that it would be helpful for all of us to concentrate our energies on a plan with possible real world application, and so we quickly committed to planning for a new High School Library in Southern California. This initial decision made later decisions much easier.

Nate volunteered to get information from his school district about such things as demographics of the school and projected budget. As for the strategic plan itself, David and Stacy volunteered to search for examples of strategic plans that would give possible ideas of things we might want to include in the plan, and of course what we might want to leave out. Everyone pledged to do research into available materials from library and academic institutions that might give us guidance as to appropriate standards. All of us agreed to hold an online chat every week for the rest of the time we would be preparing our document.

During the week before our first online meeting, several e-mails were sent between team members with various materials for the project. At our first online meeting on March 2, 2005, we were able to discuss some of the materials we exchanged, in particular the various strategic plans which are available to be viewed. We decided that these plans were a good way for us to get comfortable with the idea of strategic plans and what they

can entail, but we decided that for purposes of this assignment, we would have to start from scratch with our own independent research and ideas.

After the first meeting, we all pledged to search for ideas, research, and materials related to various aspects of the assignment. At this point, we all felt free to research any aspect of the new library facility from the theoretical to the completely practical. Lan, Vlasta, Jiaxun, and Wei all presented the group with materials during the first week of our online meeting. Lan and Jiaxun presented several different possibilities for our Mission Statement and showed that they were very interested in this aspect of our assignment. Vlasta and Wei provided materials related to the practical process of building a new library facility and showed that they were interested in these facets of the planning process. Like Nate, Andrea had some experience in both teaching and school libraries and she felt comfortable imagining the library environment and what it might physically look like and contain.

Before our next meeting on March 9, 2005, David took all these different materials and interests and developed them into a potential assignment chart. That evening at the regular weekly meeting, we discussed the chart and how we were going to divide up the sections of the strategic planning assignment. We also discussed how the process might be enacted, how we would handle deadlines, and how large our teams would be for the project. These decisions went relatively smoothly because people who had a strong interest in one area or another of the assignment had already revealed these interests in the earlier weeks of the process.

A final Assignment Chart was developed during the next week and posted on March 12, 2005 to the File Exchange. Each person was assigned a task as a main writer and as a main editor. We attempted to keep both the writing and editing assignments in the realm of each person's interest or expertise. A deadline for the initial draft of the writing assignment was set for April 15, 2005, and the final editing of each section of the assignment was due May 1, 2005. That left two weeks for the final Editing Team of Stacy and David to polish the final paper and present it to the rest of the team for comments and finalization.

The assignments were as follows: Jiaxun was to write the initial Mission Statement including an Overview and Parent Organization, and to be edited by Nate. Because of Nate's ties to his already existing school library, and because Lan expressed an interest in developing them, Nate and Lan prepared the Goals and Objectives, which were to be edited by Jiaxun. Because of their facility with numbers and abstractions, Matt was assigned the task of preparing a budget, with assistance from Vlasta. On the other hand, Vlasta was to prepare the Organizational Scheme and Chart, to be edited by Matt. Because of an interest in the overall process of preparing the Strategic Plan, Wei was assigned to Review of Information, to be edited by David. And alternatively, David was assigned to prepare this Planning Process Review, to be edited by Wei. Lan was assigned to prepare the Staffing & Scheduling needs with editing assistance from Andrea, and Andrea was assigned to prepare the Physical Description section of the assignment with

editing from Stacy. Finally, Stacy was assigned to prepare the Management Style Essay with editing assistance from Matt.

Once the assignments were made and agreed upon, the process went very smoothly. We continued to meet every Wednesday night for a one-hour online chat to keep imagining our library environment, and to refine the ideas contained in our paper. Ideas were freely exchanged and information that had been gathered was disseminated where appropriate. Our individual sections of the paper continued to be posted in the File Exchange on the Blackboard learning system. After the drafts were posted, we would discuss them at length in our next scheduled online chat.

We had decided after about a month to name our library after the makeup of our particular group, and in honor of the multicultural world of Southern California. We decided therefore to call our library the Crossroads Library. As for the name of our High School, everyone had a different idea of what to name our imagined school from a geographical designation such as North Fullerton High School to an honorary one such as Melvin Dewey High School. Right in the middle of this project, Nate did not make an appearance at our regular Wednesday night chat. As soon as he was able to, he notified us that he wasn't there because his wife had just given birth to their daughter to be named Caroline Victoria Theune. Suddenly it seemed clear to all of us that we should name our High School in honor of the newest honorary member of our team and therefore Caroline Victoria High School was born.

As for the rest of the assignment, it was written, edited, and polished as planned and is now the document of which this is the final part. The process has been both a great learning experience, and an even more fulfilling collaboration among colleagues.