



Palisades High School Library Media Center

Annual End of Year Report

June, 2011

Compiled and Composed by
Karen Hornberger, Library Media Specialist

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Purpose of Report:

Our ninth annual report has been compiled in order to educate readers on the state of the library media program at Palisades High School located in Kintnersville, PA. Included is information about our library program and the services that we provide to approximately 650 students and approximately 60 faculty members.

HUGE Announcement!

We are proud to announce that we are the 2011 recipient of the Outstanding Individual School Library Information Center Award presented by Pennsylvania School Librarians Association (PSLA)!

Hopefully on these pages, you will see why our library is so special!

Our Collection:

- This year our collection decreased from 28,859 to 23,765 copies in the library. This statistic reflects not only the addition of new materials, but also the removal of damaged or obsolete materials. We had a roof leak in January which damaged 1,024 titles. It was a cold morning (outside and inside) and we had a pipe burst that created a sooty, splattery, ceiling tile bursting, leak directly over our fiction section. We are looking forward to replacing our lost materials and our carpeting!

Photos of our ceiling leak

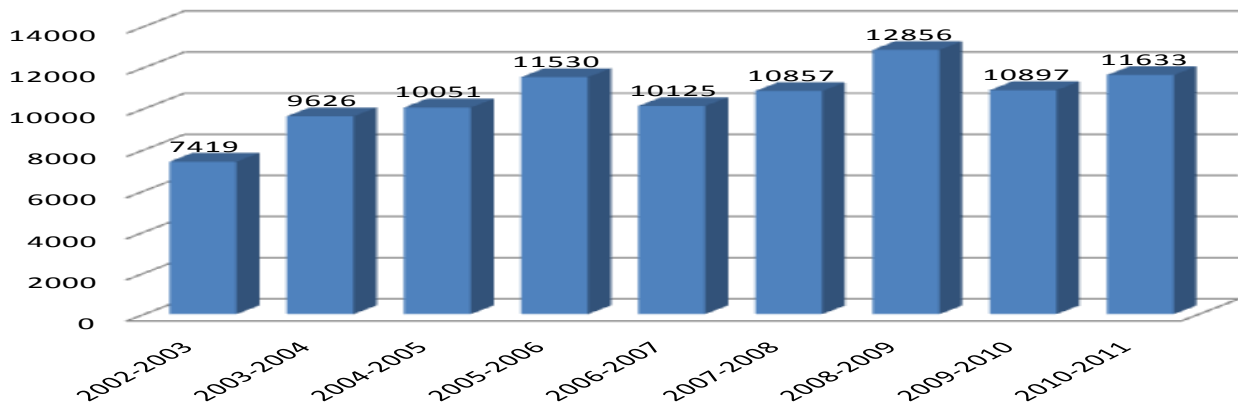


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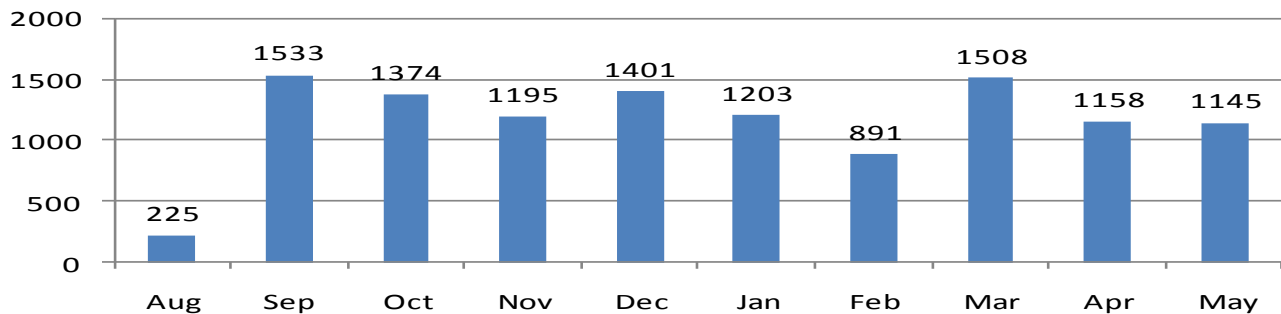
- Our circulation statistics continue to be highly impressive for a high school of our size! The following statistics do not reflect the e-books accessed this year or the use of the subscription databases. By the end of May, we achieved a circulation of 11,633 materials. We were happily surprised by the rise in our circulation totals because our enrollment went down by approximately 50 students and our freshmen now only have English every other day versus every day.

Total Materials Circulated by School Year



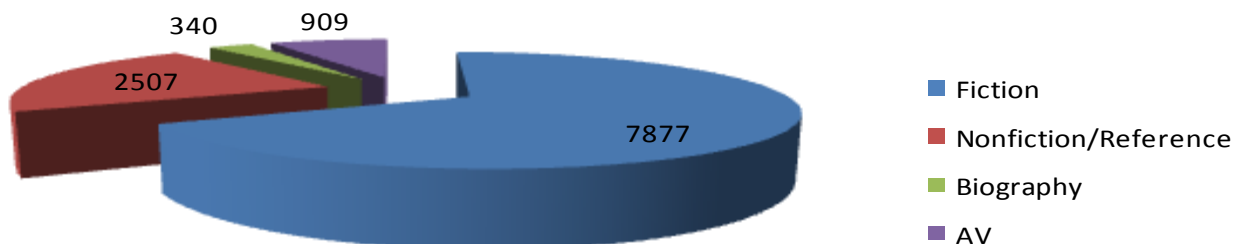
- September was our month with the highest volume of materials circulated.

Total Materials Circulated by Month



- Fiction was our most heavily used section, with a total of 7,877 fiction materials circulated.

Total Circulation by Genre



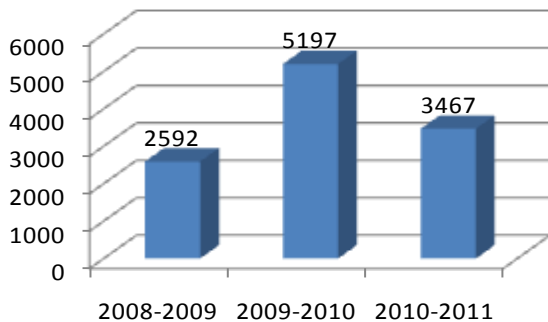
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Our Collection, continued:

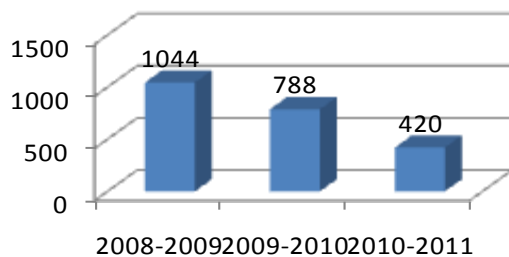
- Many students use our interlibrary loan services to obtain college level materials for research from Pennsylvania colleges. This year we requested 142 materials from other libraries throughout Pennsylvania. Our total is significantly greater than average for a public school library. I believe that this statistic is understandable, given limited access to public community libraries within district boundaries. We had 77 requests by others to borrow our materials.
- Below are charts which show statistics comparing this year's database usage to prior years. This year we saw an increase in usage this year on our databases. The charts below show decreased usage by individual database, however, we added a new database for students. When you calculate total accesses of all three databases, we are slightly higher than last year. Due to budget cuts along with content and usage analysis, we plan to provide only Advanced Placement Source and SIRS Researcher to students during the 2011-2012 school year.

SIRS Researcher



Results collected reflect Total Accesses

Opposing Viewpoints Resource Center



Results collected reflect Total Retrievals

SIRS Researcher, Opposing Viewpoints Resource Center, and Advanced Placement Source are databases that provide magazine articles, sources from authors on staff, images, and more.

Last year we lost EBSCOhost from the state's Power Library Program and, as a result, lost a resource which provided articles from scholarly journals. Advanced Placement Source was selected as provider for scholarly journal articles because it provides over 5700 full text journals with over 4400 in peer review and over half originating from international publishers. We are really happy with it and had **527** sessions with **2118** searches since we purchased it in January.

This year, we worked with seniors on the research process with specific focus on scholarly journals to ultimately prepare them for college level research. We guided them through the process of interacting with a scholarly journal article. After the lessons, we provided [a blog post](#) that they could refer back to in order to navigate these articles and we created [a screencast tutorial](#) on the process which we uploaded to youtube.

You may notice inconsistencies in terminology.

For instance, SIRS reports total accesses, Gale (OVR) reports total retrievals, EBSCO reports total searches.



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Our Collection, continued:

- Professional Development Collection, which provides a highly specialized collection of electronic information for professional educators, professional librarians and education researchers had 1089 articles accessed during 2009-2010 but only had 265 articles accessed this year. Many teachers who are researching educational practice and theory consult this database. Next year, our intermediate unit will be providing a similar database free of charge and we do not plan to continue this purchase.
- Culture Grams, had 8686 articles accessed compared to 2158 last year. This database offers an up-to-date cultural view of countries throughout the world through primary and secondary resources.
- Noodletools is a database that we subscribe to that offers students both a citation and a note card generator which allows you incorporate note cards into an outline. This year, 1414 bibliographies were created using this program compared to 1049 from last year. Many students enjoy using the tools provided.
- Focal areas for new materials were to obtain an additional subscription database that provided access to scholarly journal articles. We also wrote and were awarded a state Library Services and Technology Act (LSTA) grant that will allow us to purchase \$5000 in materials to support our new social studies curriculum. With the loss of our damaged fiction titles, we worked hard on developing a list of replacement materials which we will receive next school year.
- Tinicum Civic Association has, yet again, graciously donated money to our library. Through donations such as this, we are able to update our collection mid-year, and chose this year to update our titles within our nonfiction section. The Tinicum Civic Association raises monies through community based events with the purpose of supporting local non-profit organizations that contribute to the general welfare or enhance the quality of life in our area. Please consider helping the association by volunteering at or attending the upcoming Tinicum Arts Festival, July 9-10, 2011 in Tinicum Park or by visiting Stover Mill Art Gallery located on River Road in Erwinna.

Information Literacy/Curriculum Connections:

- This year I took on the role of Classrooms for the Future/21st Century Teaching and Learning Coach. This was a coaching role supported by a state grant. I was able to work in classrooms with teachers to integrate technology. My individual mission was to provide teachers with a toolbox of technology skills aligned with instructional strategy that would allow them to identify the right tool at the right time to achieve higher order thinking. The second part of my mission was to expand the professional development expert base, inspiring teachers to replicate best practice. Luckily, our teachers are very dedicated and professional, my biggest obstacle was that they were so busy. I achieved success by chunking goals into small bits and providing a high level of support. This process involved participation in trainings, meeting with teachers to develop lessons and units, assisting teachers in production of materials such as how-to sheets and rubrics, co-teaching or observing teaching with follow-up feedback, and reflecting on lessons and making modifications if necessary. Finance is always a challenge, I sought creative alternatives to incorporate technology at no or low cost. Three of our teachers applied to a contest and won registration to Pennsylvania Educational Technology Expo and Conference (Pete&C)!



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Information Literacy/Curriculum Connections:

Some of my favorite lessons in which I worked as a coach were the ones featured below. In order to expand the professional development expert base, and inspire teachers to replicate best practice, each teacher will generously share their work with other teachers on our June 16 in-service day:

- Alex Bobsein developed a unit with the goal of comparing current uprisings in the middle east to the Russian Revolution. Alex and I developed [a wiki](#) to use as a research portal. Students utilized his wiki and gathered additional resources in order to create their own Google Site on their specific focal area. The class followed up with a guided discussion using EdModo. This lesson is a model example of using Web 2.0 tools to both guide and organize research plus prompt thoughtful discussion to achieve higher order thinking.
- Dave Wasser and I asked students to create [Paper Slide Videos](#) to serve as tutorials which were later housed on his website for student reference. Paper Slide Videos are a quick, low-tech way to create video. Students who are placed into a group write and/or illustrate visuals onto paper and flip the papers and narrate (speak) to provide further explanation while another group member tapes the presentation. This is a model lesson which exemplifies quick creation of tutorials which become available online for student reference.
- Kevin Ronalds and I worked to develop a Renaissance/Reformation unit in which he used Google Maps. Each time the students learned about an individual or event, they were asked to add a coordinate on their own unique Google Map. For instance, when they learned about Michelangelo, they could choose to mark his birthplace, the Sistine Chapel, etc. and mark its coordinate. They were required to describe the person or event and embed an image or video. Students visually saw the spread of the Renaissance as time progressed. This lesson models how Google Maps can be used to visually coordinate location and/or setting with available multimedia resources.
- Maryanne Momorella and I worked to revamp the entire [Multimedia Communications course projects](#). As a result, she integrated many Web 2.0 tools into her Multimedia Communications and Business Concepts courses. From using [Prezi](#) for presentations, creating screencasts to illustrate web navigation, to asking students to participate in blog discussion with which outside resources were referred to, she covered a lot of territory.

Additional lessons in which I worked as a coach are the ones featured below:

- We continued to use glogs as pathfinders to resources. Examples are our [Tuesdays with Morrie glog](#) and our [Nineteen Minutes glog](#) that Mrs. Schlosser and I incorporated into her literary units.
- During second semester, we used Google Sites for senior project. Throughout the semester, the students uploaded articles, outlines, Noodletools links, their presentation, etc. to their site. This site was shared with the teacher and myself and allowed us to follow their progress and post comments to the student if we wanted to.
- We also used Google Sites for Kevin Ronalds' Civil Rights unit. Throughout the project, the students uploaded articles, images, their presentation, etc. to their site. They finalized with a choice of [a la carte projects](#) to display their learning.



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Information Literacy/Curriculum Connections:

- Working with Carole Lee Deemer, we asked students to contribute to a [wiki on the Scarlet Letter](#) during our first semester. The students in the next semester really got the opportunity to evaluate information which populated a wiki page and take an active role in adding to the content and reorganizing the content to improve information provided. We worked with a [wiki communication and reflection form](#) which helped to guide their wiki edits helping them to be responsible users of 21st Century tools.
- We further explored the concept of evolution of information via a wiki with students in Maryanne Momorella's class and (an award winning) Drew Giorgi's journalism class at New Hope Solebury High School. The students assisted us in this exploration along with additional 21st Century issues via [blog discussion](#).
- With our web software allowing us access to a blog template, we began to blog as a school. We began by asking students to perform basic blog responses and later we elevated the expectation to ask them to respond to others and to research and refer to outside sources during a blog response. I offered my [first webinar](#) on blogs in the classroom. (to view it login as guest).
- This was the first year that we had [videoconferencing abilities](#) in our district. This was made possible by a grant accessed by Bucks County Intermediate Unit. Our first videoconference was with Baseball Hall of Fame and Kevin Ronalds' class. The second video conference was a collaboration between our school and Lehigh University on nanotechnology. The [Lehigh/Palisades videoconference](#) was unique in that our teacher, Jeremy Wolf, was able to communicate with the professors in order to customize the learning objectives. Lehigh provided an amazing service and learning experience to our students for free!
- We purchased some headphone/microphone sets and classes were able to podcast and I created some screencasts on our [youtube channel](#).
- Our district started a one2one program in which students were allowed to bring in their own laptops or other devices and have them connected to our wireless capabilities. This also allowed them access to their personal "h drive" remotely. Throughout the year, we helped get students registered for this program.
- Throughout the year, I added to [a wiki](#) that Mary Schwander, library media specialist at New Hope Solebury High School and Bekci Kelly, library media specialist at Quakertown Freshman Center and I created during the 2009-2010 year. We will present at our wiki at the International Society for Technology in Education (ISTE) conference in Philadelphia in late June of 2011!!!!
- We hosted very popular trivia contests for Inclusive Schools Week and as a precursor to Diversity Day. The students enjoyed that every correct guess produced a winning prize! It was a nice way to educate students on educational inclusion and diversity.
- We ordered [Nookbooks](#) from Barnes and Noble to support Maryanne Momorella's business courses and later were moved to add [Follett Shelf](#). I had personal experience with a Kindle, which allowed me to explore the varied features available.



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Information Literacy/Curriculum Connections, cont.:

- It is important for a librarian to build a Personal Learning Community. I have done so this year via [twitter](#), a k12 google applications group, a classroom 2.0 ning, along with reading educational blogs regularly.
- I was involved in a few presentations!

I presented [Using Web 2.0 tools to Promote your Programs and Services](#) at our Pennsylvania School Librarians Association (PSLA)

This year, as part of the PSLA Media Selection and Review Committee, I submitted reviews of materials to recommend to other librarians for purchase for our ["Top 40 Books"](#) presentation at our state school library conference. Our library received numerous free books provided to us through the Top 40 committee.

I presented an overview of CFF/21st Century Teaching and Learning coaching at our school board's Educational Programs and Services meeting.

- I also wrote an article for Learning and Media, our PSLA publication, that will be published later this summer.
- My Information Literacy/Curriculum Connections goals for next year will most likely be to work closely with our cyber teachers and students in order to provide support to allow our new program to be a success.

Community Connections:

- Adult volunteers: Our district offers a tax rebate to senior citizens who volunteer for a certain number of hours. This year we were thrilled to have the services of Luther Kemmerer. Luther came in to shelve books and help in any other way that we needed him. When Luther came in on Monday mornings, we knew that he was ready to be given a full morning of duties. Luther was not only very willing, but he was extremely capable of quality work and is a wonderful and inspiring man to speak with. We hope Luther returns to our Library during the 2011-2012 school year!

Library Staff:

- I, Karen Hornberger, am the Library Media Specialist. I facilitate library and school events and programs wherever possible. I serve on the following committees: Career Portfolio Committee, Department Head Committee, Reading Olympics Executive Committee, Bucks County Intermediate Unit Technology Staff Developers, PSLA Media and Selection Review Committee. I am the Chairperson of the Professional Development and the Summer Reading Committees. I Co-Advise Reading Olympics and Scholars' Bowl.

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Library Staff, cont.:

- Patricia Stangil is our computer lab assistant. Mrs. Stangil is the “Expert” of the computer lab. She keeps the computer lab scheduled, makes certain the computers are running smoothly and kept clean, and troubleshoots when necessary. Mrs. Stangil is a full-time employee who also runs overdue reports for the library and also serves to collect homework for students absent from our school. We are really grateful to have Patricia as part of our library “family”.
- While not officially library staff, I have had the honor of having Gail Reading and Beth Jesiolowski in the library to serve as assistants. Both ladies have been a real joy to work with and a real asset to the library as they have been willing to jump in and help wherever and however needed. Gail will be retiring this year and we will truly miss her. I hope to have Beth again next year in our library family!!!!...and I hope Gail visits us a lot!!!

This school year has truly been fruitful; we have welcomed new students and enjoy serving their changing needs. We are looking forward to next year with excitement and hopes to continue to provide a strong library program.



Thank you for taking the time to read our Annual End of Year Report!