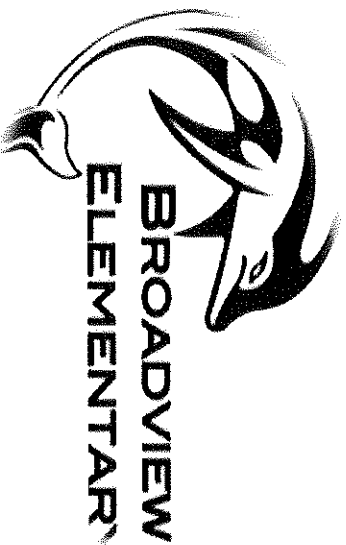


Established 1915

**BROWARD**

County Public Schools

**2024-2025**



# **Broadview Elementary**

Media Center

Collection Development Plan

**Dr. Joshua Kisten**

**Eyovne Wishart**

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# Executive Summary

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## ***District Strategic Plan 2025***

Broward County Public Schools is the sixth-largest school district in the United States and the second-largest in Florida. The district serves more than 256,021 students at 231 schools and is one of the largest employers in South Florida, with 30,529 team members.

**Vision:** Educating today's students to succeed in tomorrow's world.

**Mission:** Educating all students to reach their highest potential.

**Core Values:** Student Focus, Teaching Excellence, Accountability, Respect, Safety

## ***School Mission Statement***

At Broadview Elementary, our mission is to provide research-based differentiated instruction aligned to state standards to address the needs of all learners in a safe and educational environment supported by technology, real world applications and targeted professional development.

## ***School Community***

Broadview Elementary serves 689 students enrolled in grades Pre-Kindergarten through Fifth Grade. The student population's ethnicity comprises 45.8 % Hispanic and 54.2% Non-Hispanic students. Additionally, we serve a diverse population made up of White 4.57 %, Black 46.98%, Native 0%, Asian 0%, Pacific 0.88 %, and Multiracial 1.77% students.

The administration includes Principal Joshua Kisten and Assistant Principal Heather Most. Broadview Elementary is proud to offer many unique programs which provide students with opportunities. In support of our vision and mission, our library Media Center is an integral part of supporting the various unique academic programs and extracurricular activities that contribute to the success of our students. Our collection is carefully curated to align with and enhance these programs, ensuring that students have the resources they need to succeed. The following programs and extracurricular activities include:

**Language Enrichment Camp (LEC):** Our Innovative Learning Commons currently offers a range of resources to support the Language Enrichment Camp funded by Title 3 for English Language Learners (ELL). This includes bilingual books, vocabulary development tools, and reading materials that reinforce writing and science content for students in grades 1 through 5. These resources are designed to assist ELL students in closing achievement gaps and building their literacy skills.

**Extended Learning Opportunities (Title 1 and ESSER funded programs):** For students in grades 3 through 5 who are invited to Saturday camp for targeted remediation in reading and math, our Innovative Learning Commons provides a collection of leveled readers, math practice books, and content-rich resources to support fluency development. These materials help ensure that students can build their skills in a supportive and engaging way.

**21st Century After-School Tutoring Program:** Our library Media Center plays a key role in supporting the 21st Century After-School Tutoring Program by providing a wide range of academic materials, including reference books, study guides, and interactive learning resources that students can use for homework and skill-building. We also offer social-emotional learning resources to help students develop essential life skills, such as managing emotions and building positive relationships.

#### **Vibrant Clubs:**

- a. **Sports Club:** Our library Media Center offers a selection of books on sports, fitness, and biographies of athletes to support students involved in the Sports Club. These materials encourage teamwork, physical activity, and the development of sportsmanship.
- b. **Sunshine State Young Reader's Book Club:** Our library maintains a collection of the Sunshine State Young Reader Award books, which are available for students to read and discuss in the club. These titles are carefully chosen to engage students and foster a love for reading.
- c. **Robotics Club:** To support the Robotics Club, the library Media Center provides books on robotics, engineering, and coding. These resources allow students to explore the world of technology and problem-solving, complementing the hands-on learning they experience in the club.
- d. **Spelling Bee:** The library supports students preparing for the Spelling Bee by offering a variety of spelling and vocabulary development books, along with helpful guides and word lists for practice.
- e. **Homemaker and Big Brother/Big Sister Clubs:** For students in the Homemaker and Big Brother/Big Sister Clubs, our library offers books on leadership, community service, empathy, and social-emotional development. These materials help nurture the personal growth and interpersonal skills of students involved in these clubs.

By ensuring that our library collection aligns with and supports these academic and extracurricular programs, we are able to provide students with the resources they need to succeed and grow in all aspects of their education in our learning community.

## ***Purpose of Collection Development Policy***

A school library collection development plan serves as a roadmap to guide library materials' selection, acquisition, and maintenance. It ensures the collection aligns with Florida statutes, the District's Strategic Plan Goals and Guardrails, the school's curriculum, and student needs by providing a framework for choosing resources that best support student learning across different subjects and interests while also addressing diversity and appropriate content levels.

### ***A Collection Development Plan Serves Several Important Purposes:***

**Statutory Compliance:** A Collection Development Plan establishes the framework for adhering to the mandatory state statute, requiring each district school board to adopt procedures for developing library media center collections and to post these procedures on each school's website.

**District Alignment:** Aligns with Broward County Public Schools 2022-2027 Strategic Plan Goals and Guardrails.

**Supporting curriculum:** The plan should directly connect library materials to the school's curriculum, ensuring students access relevant study resources.

**Student needs assessment:** It considers students' diverse needs, including reading levels, interests, and learning styles, to select materials that cater to a wide range of abilities.

**Selection criteria:** The plan outlines clear criteria for choosing materials, such as quality, accuracy, relevance, and alignment with school values.

**Budget management:** It helps allocate library funds effectively by prioritizing purchase needs based on identified gaps in the collection.

**Collection maintenance:** The plan includes procedures for discarding outdated or damaged materials and replacing them with current resources.

**Community engagement:** It involves collaboration with students, teachers, administrators, and parents to gather input on collection needs.

A thorough analysis of the current media center collection at Broadview Elementary indicates that the average age of the collection is 2008 and the number of books per student is 13.0. The [American Library Association](#) has established a criteria for a highly effective media center that includes a ratio of 10 books available per student in the collection.

Currently, Broadview Elementary does meet the recommended standards for the number of books per student.

## ***Library Program***

The Broadview Elementary Library Program is designed to foster a love of reading and provide students with the resources and skills needed to succeed academically. Operating on a fixed schedule from 8:15 a.m. to 1:15 p.m., Monday through Friday, the media center is open to students starting at 7:35 a.m. for research or to access library materials. In addition to supporting the core curriculum, the library program is committed to various initiatives that promote reading and literacy throughout the school year.

One key initiative is Reading Across Broward (RAB), where reading competitions such as the *Read for the Win* contest are organized. In this competition, students read books, write summaries, and can win exciting prizes as well as have their picture taken and post to the "Read for the Win Wall of Fame". The Beanstack program is also supported, where classes compete against one another to track and log reading minutes each month. The class with the highest reading minutes wins treats parties, encouraging friendly competition and fostering a sense of achievement.

Additionally, the Sunshine State Young Readers Book Club meets every other Thursday, focusing on Sunshine State books, engaging in fun activities, and building critical thinking skills. The "Who Got Caught Reading" program is another exciting initiative, where teachers submit the names of students spotted reading, and photos are taken to be added to the "Caught Reading wall", celebrating students' commitment to reading.

Instruction in the media center covers a wide range of topics. For K-5 students, library skills such as understanding parts of a book, navigating the Dewey Decimal System, and conducting research effectively are taught. Basic computer skills and programming concepts are also introduced, ensuring students are well-prepared for the digital world. Through various interactive activities, the program encourages creativity, enhances literacy, and develops critical thinking skills. The goal of the Broadview Elementary Library Program is to create a welcoming and enriching environment where all students can develop a lifelong love of reading and learning.

# School Analysis

The school analysis provides an overview of the school's enrollment, demographics, and special programs.

## School Enrollment & Demographics Data

Student Enrollment	Federal Ethnicity (Hispanic)	Federal Ethnicity (Non-Hispanic)
680	45.8%	54.2%
Student Enrollment	Hispanic	Non-Hispanic

## Federal Race Category

4.57%	46.98%	0%	0%	0.88%	1.77%
White	Black	Native	Asian	Pacific	Multicultural

## Scope of the Collection

The library collection at Broadview focuses on a variety of formats to ensure accessibility and support for diverse learning needs. This policy outlines the materials and formats included in the collection and highlights areas of emphasis, particularly in support of educational priorities such as STEM and digital literacy.

### Formats Included in the Collection

- 1. **Books (Physical)**
  - a. **Print Materials:** The primary format for our collection will continue to be physical books, including non-fiction, fiction, biographies, reference materials, and graphic novels. The collection will be updated regularly with new titles to ensure relevance and appeal to students.
  - b. **Easy Readers, Picture Books, Chapter Books:** A significant portion of the collection will focus on materials for early readers, with an emphasis on developing literacy skills in students K-5.
  - c. **Genre-Specific Books:** Including but not limited to, science fiction, fantasy, historical fiction, realistic fiction, and non-fiction works in areas such as history, biography, and the arts.



## 2. Electronic Resources

- a. **Databases and Digital Subscriptions:** To enhance research and learning, the library will provide access to a range of online databases and digital resources, including:

- i. **Gale Databases:** Providing access to comprehensive research resources, journals, and academic articles that support our scholars in 4<sup>th</sup>-5<sup>th</sup> grade.
- ii. **PebbleGo/Capstone:** An interactive database aimed at younger students (K-3 for research on topics such as animals, biographies, science, and social studies.
- iii. **MackinVia:** Offering a vast selection of eBooks and audiobooks for students in a wide range of genres and subjects.
- iv. **SORA:** An eBook and audiobook collection offering students access to a wide range of digital books for independent reading.
- v. **Beanstack:** A reading tracking platform used for school-wide reading challenges, allowing students to log reading minutes and earn rewards.
- vi. **Follett Destiny:** The library management system provides access to the library's digital catalog, eBooks, audiobooks, and other resources for research.

## 3. eBooks & Audiobooks

- a. The library/Media Center includes both eBooks and audiobooks in the collection, accessible through platforms like SORA and Follett Destiny. These resources support diverse learning preferences and are especially helpful for students with special needs or those who prefer digital content, while offering digital access to popular books and research materials.

## 4. Periodicals & Magazines

- a. The library will continue to offer subscriptions to various child-appropriate periodicals and magazines, which will be available in both physical and digital formats. These include resources that support research across topics such as science, history, arts, and current events.

## 5. Hardware & Software

- a. **Computers & iPod:** These devices are available for students to access electronic resources, eBooks, and conduct research. The library provides access to both laptop and iPod for student use.
- b. **Recorderx/Interactive Displays:** This tool is used to facilitate interactive lessons and assist with accessing digital resources and group learning activities.
- c. **Software:** Software programs that support digital literacy, creativity, and STEM learning are also available, including coding programs, such as code.org, Nearpod, Adobe Express, art applications, and productivity tools.

## What Will NOT Be Included in the Collection

### 1. Outdated Formats

- a. **VHS Tapes & VCR Players:** The library/Media Center will no longer purchase or maintain VHS tapes and VCR players, as this format is obsolete.
- b. **Cassette Tapes:** Similar to VHS, audio cassettes will not be added to the collection, and existing cassettes will be removed if no longer relevant.

### 2. Outdated Reference Materials

- a. **Print Encyclopedias and Dictionaries:** While print encyclopedias and dictionaries are still available, they will not be prioritized in future purchasing. Digital databases and eBooks will replace these outdated reference materials.
- b. **Obsolete Science & Technology Books:** Materials in rapidly changing fields, such as technology and medicine, that are more than 5-6 years old and no longer align with current standards or innovations will not be purchased.

### 3. Obsolete Fiction Formats

- a. **DVDs & Blu-Rays of Fiction Titles:** While educational videos may still be included in the collection, DVDs and Blu-Rays of fiction movies or series based on books will no longer be added to the collection, given the availability of streaming services.

## Areas of Emphasis in the Collection

### 1. STEM Education

- a. The Innovative Learning Commons will prioritize the purchase of materials that support **STEM** (Science, Technology, Engineering, and Mathematics) education. This includes updated **science books, technology resources** (such as coding and robotics books), and **engineering kits** that support hands-on learning for our growing Makerspace.
- b. Interactive resources like SORA and online databases will be used to engage students in these subjects through multimedia and interactive learning.

### 2. Diverse Literature

- a. The Innovative Learning Commons will focus on **inclusive literature** that reflects the diverse cultural backgrounds, experiences, and identities of our learning community. This includes materials for all grade levels that promote understanding, empathy, and global awareness.

### 3. Digital Literacy

- a. In support of digital literacy, the library Media Center/Innovative Learning Commons will continue to use resources that teach **coding, programming**, and **digital citizenship**, alongside traditional print materials.

- b. **eBooks** and **audiobooks** will be encouraged for students to develop both reading and listening skills, enhancing engagement through digital platforms.

#### 4. **Critical Thinking & Inquiry**

- a. The library Media Center/Innovative Learning Commons will focus on purchasing materials that promote **critical thinking, problem-solving, and inquiry-based learning**. This will be reflected in materials such as **biographies, non-fiction resources, and interactive digital tools**.

The collection at Broadview will continually evolve to meet the needs of students in the digital age, balancing traditional print materials with modern technology and digital resources. By prioritizing STEM materials, diverse literature, and digital literacy, the collection will also support the school's educational goals while maintaining a focus on current, relevant, and high-quality resources. Outdated formats and materials will be phased out to ensure that our collection remains dynamic, accessible, and aligned with current educational trends.

The district provides online resources to ensure equitable access to information for teaching and learning to improve student performance and achievement. Students and teachers can use Clever or Canvas to access age-appropriate materials that support educational and social-emotional needs through the following online resources: Follett Destiny Online Library Catalog, Gale Online Databases and eBooks, PebbleGo Next/Capstone and National Geographic Kids, Gale, Beanstack, and Sora by Overdrive.

School media centers provide access to library media materials that eliminate educational barriers based on gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity, expression, or other protected group status and that are free of bias, stereotypes, distortions, and prejudices. This includes the ability to obtain information in a variety of formats electronic as well as print, without fear of censorship or reprisal.

### **Collection Development**

Collection Development is the process of providing quality materials and equipment for the library media center. The goal of collection development is to ensure the collection has information sources in adequate quantity and variety to support student's academic and personal interest needs. The media specialist is charged with leading this process with the input of teachers, students, and parents. Resources are selected according to principles of intellectual freedom and provide all learners with access to information representing diverse points of view.

## **Selection and Evaluation Criteria (Drawn from BCPS Policy 4120)**

### ***Selection of Materials***

Funded by the state, district, and school, the media collection will contain a wide range of appropriate materials on varying levels of difficulty in various existing and emerging formats. It will focus on materials that address different learning styles and levels.

### ***Responsibility***

The School Board of Broward County is legally responsible for all matters relating to the operation of the Broward County Schools. The professionally trained media specialist is responsible for coordinating the selection of instructional materials for the School Media Center, and consulting with the principal, teachers, and students.

**\*In the event there is not a school library media specialist**, the principal and/or Administrative Designee will assume the responsibility for identifying and selecting an instructional staff member(s) to engage in the selection process to ensure materials support the needs of the school community.

**NOTE:** *Clerical personnel should NOT be responsible for library material collection development and/or resource management and selection of materials.*

### ***Criteria for Selection of Print and Non-Print Materials***

1. Materials are selected to support the mission of Broadview Elementary
2. Materials are selected to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
3. Materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of the students.
4. Materials shall represent differing viewpoints of controversial issues so that users may be motivated to engage in critical analysis of such issues, to explore their own beliefs, attitudes, and behavior, and to make informed choices in their lives.

In keeping with the ***Library Bill of Rights***, materials will be considered based on the following:

- Needs of the curriculum, learning/teaching styles of students, faculty, and staff
- Possible use of material (including small or large group instruction, in-depth study)
- Level of physical, artistic, and literary quality
- Representation of multiple viewpoints
- Treatment of subject and lack of cultural bias
- Accuracy and currency of information
- Scope of coverage
- Support of inquiry and critical thinking skills

- Relationship of the material to the overall collection
- Cost, packaging, and documentation

### ***Selection Tools***

The following professional resources are available to assist the media specialist in the selection process. However, selection is not limited to the use of these tools.

**Follett Titlewave:** Titlewave is a collection development and curriculum support tool for school libraries, librarians, and educators, featuring professionally curated content from Follett library services and support tools that help you find the most relevant materials.

**Mackin:** Mackin uses highly acclaimed review sources (AudioFile, Booklist, Horn Book Magazine, Kirkus Reviews, Library Media Connection, Publishers Weekly, and School Library Journal). It places them in one convenient location to make the best selections for school libraries and students.

**Periodicals:** School Library Journal, Kirkus Reviews, Booklist, Horn Book, Library Media Connection, Journal of Adolescent and Adult Literacy, Young Adult Library Services, Knowledge Quest.

**Books:** Children's & YA Book Lists: Best Books, Best Books for Young Adult Readers; Books for You: An Annotated Booklist for Senior High Students; Outstanding Books for the College Bound: Choices for a Generation; and Senior High School Library Catalog.

**Note:** Common Sense Media, Amazon, Goodreads, The Manga Critic and Reviews from paid reviewing sources **may be used** in conjunction with professional reviewing sources.

### ***Gifts and Donations***

Any gifted or donated items must meet the same selection criteria as all other materials—the criteria listed in Florida Statute 1006.28 and Broward County School Board Policy 4120.

### ***Collection Maintenance***

Removing materials from a library collection that are no longer educationally appropriate is as an equally important process as selecting new items of high quality. The library media specialist and/or instructional staff should have an ongoing process to evaluate the library media collection and to keep the collection relevant to the changing needs of the curriculum, personal interests, and needs of students. Evaluation of items under consideration for removal from the Library Media Center should be based on criteria related to the educational value of the resources. The removal (weeding) of library materials from the collection is the responsibility of a skilled professional library media specialist. Weed items should not be disposed of or discarded at the school site. Weeded items should be boxed and identified as DISCARDED or WITHDRAWN and scheduled for pick up by Procurement and Warehousing Services by completing the enclosed Warehouse Assistance Request Form.

## **Reconsideration of Materials**

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Inquiries regarding the appropriateness of a particular library and supplemental instructional materials are a normal part of the process of providing a wide variety of resources for student use.

### ***Opt-Out Form***

Parents may submit their request to limit their student's access to materials in the school or classroom library by submitting a completed Opt-Out Form to the school principal.

### ***Procedures for Objections to Library Materials and Reading Lists***

#### ***Superintendent Review Committee***

1. The School Board shall form a Superintendent Review Committee (SRC) to review objections to library materials. The SRC must have a minimum of five members but may have as many additional members as the Superintendent or his/her designee appoints based on need.
2. Any committees convened for the purpose of resolving an objection by a parent or resident to specific materials must include parents of students who will have access to such material.
3. The membership of the review committee should reflect the broad racial, ethnic, socioeconomic, and cultural diversity of Broward County Public Schools as well as individual(s) with noted or reasonable subject matter expertise.

#### ***Phase 1: Complete Objection to Library/Instructional Materials Form***

- a. A parent or resident of Broward County who wishes to object to materials used within the School Board of Broward County Public Schools must complete the "Objection to Library/Instructional Materials Form," located on the school's Library Media website. The objection shall include the following information:
- b. Parent or resident of Broward County must specify the text within the material he/she believes is out of compliance with the requirements of Section 1006.28(2)(a)2.a. or b., Florida Statutes, and the nature of the alleged noncompliance.

#### ***Phase 2: Notifications***

- a. Upon receipt of the completed "Objection to Library/Instructional Materials" form, notifications will be sent to the principal where the challenge originates as well as the Innovative Learning Department staff, school board members, and superintendent.

- b. Any item subject to an objection on the basis of sub sub-paragraph b. (I) or sub-sub-paragraph b. (II) must be removed within 5 school days of receipt Page 9 of 10 of the objections and remain unavailable to students at that school until the objection is resolved.

### ***Phase 3: Superintendent's Review Committee Review***

- a. The Innovative Learning Department Director shall convene the SRC to review the material.
- b. SRC will utilize an approved review rubric aligned to School Board policies and state statutes approved by the Superintendent.

### ***Phase 4: SRC's Recommendation to the Superintendent***

- a. A decision will be rendered within ninety (90) days after receipt of the objection.
- b. The committee will submit their recommendation to the School Board of Broward County, the Superintendent, and the parent or resident of Broward County.
  - i. allows the challenged material to maintain its current status;
  - ii. leave the challenged material in the classroom or school media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed items;
  - iii. limit the educational use of the challenged material;
  - iv. transfer the challenged material to a higher-level school (e. g. elementary to a middle school); and/or
  - v. remove the challenged material from the school environment.

### ***Phase 5: Appeal***

- a. If a parent or resident of Broward County disagrees with the determination made by the SRC, he/she may request inclusion on the School Board agenda.
- b. If they disagree with the School Board's decision on the objection to the use of a specific material, a parent or resident of Broward County may request from the Commissioner of Education appointment of a special magistrate who is a member of the Florida Bar in good standing and who has at least 5 years' experience in administrative law to render a recommended decision.

# Collection Analysis

The information provided in this section gives an overview of the entire library collection. Collection analysis is based on a Titlewave Analysis completed.



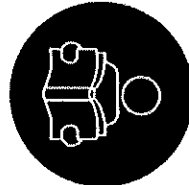
9,541

Items in the Collection



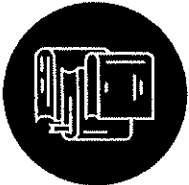
2008

Average Age of the Collection



13.0

Items per Student



Fiction 25.6%

Fiction titles in the Collection



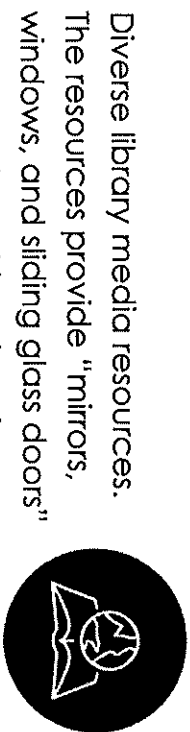
Nonfiction 70 %

Digital Resources



Aged Titles 47%

Aged Titles

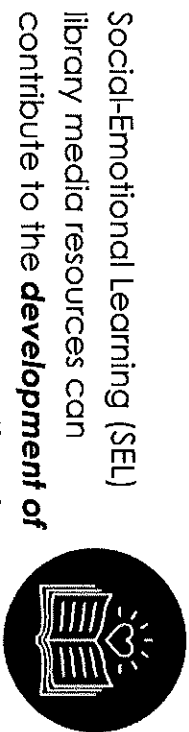


Diverse library media resources. The resources provide "mirrors, windows, and sliding glass doors" for students and teachers to see themselves in books and also learn about the lives of others through literature.



Diverse Titles 1 %

Diverse Titles in Collection Diverse Titles Average Age



Social-Emotional Learning (SEL) library media resources can contribute to the **development of character and social-emotional skills.**



SEL Titles 1 %

SEL Titles in Collection

SEL Titles 2010

SEL Titles Average Age



## Collection Analysis by Category

This section provides a detailed look at the current library collection by classification and genre. The information was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool (Balanced Dewey Comparison Report).

Section	Average Age	# of Titles	Actual Percentage	Recommended Percentage	Difference Percentage
Computer Science, Information & General Works	2014	55	0.6%	0.7%	-0.1%
Philosophy & Psychology	2011	30	0.3%	0.4%	-0.1%
Religion	2006	27	0.3%	0.3%	0.0%
Social Sciences	2009	334	3.4%	5.5%	-2.1%
Language	2007	132	1.4%	0.5%	0.9%
Science	2010	819	8.5%	8.7%	-0.2%
Technology	2009	367	3.8%	4.3%	-0.5%
Arts & Recreation	2010	272	2.8%	5.8%	-3.0%
Literature	2005	131	1.4%	1.5%	-0.1%
History & Geography	2004	581	6.0%	5.7%	0.3%
Biography	2002	818	8.4%	3.4%	5.0%
Easy	2009	2,748	28.4%	33.4%	-5.0%
General Fiction	2014	2,535	26.2%	29.8%	-3.6%
Paperback	1990	2	0.1%	n/a	n/a
Professional	1996	307	3.2%	n/a	n/a
Reference	1997	88	0.9%	n/a	n/a
Story Collection	1995	21	0.2%	n/a	n/a

The analysis of the collection also revealed the following areas of **strengths** and **concerns**:

### **Strengths**

- **Biography Section (8.4%)**

The biography section is significantly stronger than the recommended percentage (3.4%). With a total of 818 titles and an average age of 2002, it provides a rich selection of biographical materials for a variety of academic and personal interests, making it a key strength of the Media Center.

- **Science Section (8.5%)**

The science section is also well-represented, close to the recommended percentage (8.7%). With 819 titles and an average age of 2010, this collection supports the growing interest in STEM education and provides current resources for students engaging in scientific studies.

- **History & Geography Section (6.0%)**

This section exceeds the recommended percentage (5.7%) by a small margin and holds a substantial number of titles (581), ensuring students have access to a diverse range of historical and geographical materials. The average age of 2004 indicates that this collection is relatively current.

- **Language Section (1.4%)**

The language section exceeds the recommended percentage (0.5%) by nearly 1%. This indicates that the library places a strong emphasis on language-related materials, which is beneficial for literacy and language development, particularly for ELL (English Language Learner) students.

### **Focus Areas**

- **Arts & Recreation Section (2.8%)**

The arts and recreation section is underrepresented by 3%, falling short of the recommended percentage (5.8%). This section could benefit from additional materials that focus on various artistic disciplines and recreational activities, which would support a well-rounded education for students.

- **Social Sciences Section (3.4%)**

The social sciences section is underrepresented by 2.1%, with 334 titles compared to the recommended 5.5%. Expanding this area with more materials related to sociology, psychology, economics, and social studies would better support students' academic growth in these critical areas.

- **Technology Section (3.8%)**

The technology section is slightly below the recommended percentage (4.3%), falling short by 0.5%. Given the rapid advancement of technology and its importance in modern education, this section could be expanded with more resources related to coding, digital literacy, and other technological innovations.

- **General Fiction Section (26.2%)**

While the general fiction section is large, it falls short of the recommended percentage (29.8%) by 3.6%. Increasing the variety of fiction genres and adding more diverse titles would help balance the collection and ensure it meets the diverse reading interests of the students.

## Strategic Focus

This page lists the priorities for weeding and purchasing for each school year and includes the actions, updates, and outcomes. This is subject to change due to funding and time constraints.

School Year	Strategic Focus
Year 1 Current Year	<p><b>Purchasing Priority 1:</b></p> <p><b>Arts &amp; Recreation:</b> The arts and recreation sections are significantly underrepresented (2.8% vs. 5.8% recommended). Purchase a variety of resources in visual arts, music, theater, dance, and recreational activities, focusing on both academic resources and materials for personal enrichment. The aim is to increase the percentage of titles by at least 2 to 3%.</p> <p><b>Social Sciences:</b> The social sciences section is underrepresented (3.4% vs. 5.5% recommended). The plan is to focus on acquiring books related to sociology, psychology, economics, and civics that are both current and aligned with our learning community academic needs. The main goal is to close the gap between the actual and recommended percentages by 2% within this year.</p> <p><b>Purchasing Priority 2:</b></p> <p><b>Technology:</b> The technology section is slightly underrepresented (3.8% vs. 4.3% recommended). A portion of the budget will go to coding books, digital literacy resources, and current technology trends like artificial intelligence and robotics. The aim is to increase the technology section by 1 to 2% to provide a more up-to-date resource for STEM students.</p> <p><b>General Fiction:</b> The general fiction section is underrepresented (26.2% vs. 29.8% recommended). The goal is to expand the fiction collection with a focus on diverse genres and authors that our learning community gravitates to. Special attention will be given to inclusive literature that reflects diverse cultural experiences.</p>

	<p><b>Weeding Priority 1</b></p> <p><b>The focus will be on outdated and worn books</b> from the <b>Paperback</b> and <b>Story Collection</b> categories, as these sections are very small and may have outdated or irrelevant titles.</p> <p><b>Weeding Priority 2</b></p> <p><b>Another focus will be on the reference and biography materials that</b> are outdated and no longer widely used by our learning community, books that are no longer relevant or are in poor condition.</p>
<b>Year 2</b>	<p><b>Purchasing Priority 1:</b></p> <p><b>Biography:</b> The biography section is a significant strength but can still be updated to reflect newer biographies. The focus is to add more contemporary and diverse biographies, particularly those of underrepresented individuals in history, science, politics, and arts. This will ensure that the biography collection stays relevant by maintaining its strength and updating older titles.</p> <p><b>Science:</b> The science section is in good shape but could benefit from newer, more specialized content that reflects the diverse culture of our learning community.</p> <p><b>Purchasing Priority 2:</b></p> <p><b>Language:</b> The language section is well-represented but could benefit from additional language-learning resources, especially for English Language Learners (ELL) and foreign languages as we have a diverse learning community. The aim is to increase the number of resources for learning languages, focusing on modern, interactive, and bilingual resources and further diversify the language section and increase it by 1 to 2%.</p> <p><b>History &amp; Geography:</b> This section is in good shape but can be updated to reflect current world events and trends in geography and history. The aim is to purchase updated materials on recent historical events and world geography, thus, refresh and diversify the history and geography collection to keep it relevant.</p>

	<p><b>Weeding Priority 1:</b>  <b>The focus will be on weeding outdated materials in the Technology and Language</b> sections, particularly older books that no longer reflect current trends or academic standards.</p> <p><b>Weeding Priority 2:</b>  <b>The focus will be on weeding older easy readers</b> and books that are no longer relevant or are excessively worn.</p>
Year 3	<p><b>Purchasing Priority 1</b>  <b>Arts &amp; Recreation:</b> The arts and recreation section will be looked at continuously to maintain and expand its variety. The aim is to purchase additional materials for music, theater, dance, and fine arts, focusing on activities that align with curricular standards and extracurricular interests. The Goal is to increase the collection by 1 to 2%.</p> <p><b>General Fiction:</b> The general fiction section is vital to student reading engagement. Therefore, expanding and diversifying the selection will keep it relevant and engaging for our learning community. The aim is to add contemporary fiction, graphic novels, and series that engage and interest our scholars, while closing the remaining gap to make it more inclusive.</p> <p><b>Purchasing Priority 2</b>  <b>Social Sciences:</b> The focus will be on further building on Year 1's efforts, to expand and cover a wider range of disciplines. More materials that address current issues in sociology, political science, and economics, with a focus on global perspectives, while bringing the percentage of this collection up to the recommended level.</p> <p><b>Biography:</b>  The aim is to continuously update the biography section to ensure that our learning community has access to diverse role models and historical figures. Additional biographies of individuals from diverse backgrounds, including new biographies of contemporary figures, so as to maintain a diverse and up-to-date collection.</p>

	<p><b>Weeding Priority 1</b></p> <p><b>The focus will be on older, outdated materials</b> in this section, especially those that may be in poor condition or no longer align with current interests and standards.</p> <p><b>Weeding Priority 2</b></p> <p><b>Focus will be on outdated reference materials</b> and the continuous removal of worn or obsolete <b>easy readers</b> that no longer meet the needs of younger readers.</p> <p>This three-year priority purchase and weeding plan is designed to improve and balance the library's collection by focusing on expanding underrepresented sections, addressing gaps, and maintaining the relevance of core areas. Continuous evaluation of the collection's usage and alignment with student needs will guide further adjustments in future years. The plan ensures that the library remains a vibrant resource for students' educational and personal growth.</p>
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# Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year.

## Annual Budget 2024

Annual Budget	
Source	Amount
State Allocation Funds (amount provided in the spring)	N/A
Approximate Annual Budget	
Source	Amount
School Library Budget (\$9.60 Elementary and Middle per pupil and \$12.80 High per pupil)	School Library Budget Amount \$10,507.05
Library Media Internal Funds (Lost books, book fairs, and fundraising)	Library Media Internal Fund Amount \$10,976.07
Grants	\$0.00
TOTAL	\$21,483.12

**Note:** State Allocation Funds (Fund 1000 Function 6200 Activity 7220). Please confirm this amount with your school bookkeeper.

## Purchasing Plan 2024

Approximate Purchasing Plan	
Purpose	Amount
Arts & Recreation and Social Sciences Section	\$3300
Technology and General Fiction Section	\$3500
Biography and Science Section (STEM)	\$3200
Social-Emotional Learning (SEL) Section and Language Section (ELL/Foreign Languages)	\$800
TOTAL	\$21,300



Reviewed by Principal Joshua Kisten

Signature:  Date 1/31/25

- ☐ Share this plan with SAC by February 7, 2025
- ☐ Post this plan on the school's website by February 28, 2025

## **Appendix**

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- **Library Bill of Rights**
- **Library Reading Materials Opt-Out Form 2024/2025 (All Grades)**
- **Objection to Library/Specific Materials Form**

## ***Library Bill of Rights***

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning the application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights.

**Library Reading Materials Opt Out Form 2024/2025 (All Grades)**

THE SCHOOL BOARD OF BROWARD COUNTY,  
FLORIDA LIBRARY MEDIA SERVICES  
**LIBRARY READING MATERIALS OPT-OUT  
FORM**

As a parent, you always have the right to opt your child out of any library material. Please complete the Opt-Out Form.

Upon submission of the Opt-Out Form, please discuss this decision with your child to ensure they are aware before visiting the library. Upon the Opt-Out Form submission, your child's account will be updated in the library checkout system. It is our goal to make this process easy for parents.

Please contact your building principal if you have questions or need additional information.

\_\_\_\_\_ I **WILL NOT** permit my student to check out library materials.

_____	_____
Student Name (PRINT) Student	Signature Date
_____	_____
Parent/Guardian Name (PRINT)	Parent/Guardian Signature Date

## Objection to Library/Specific Materials Form

### THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA INNOVATIVE LEARNING DEPARTMENT — LIBRARY MEDIA SERVICES **OBJECTIONS TO LIBRARY/SPECIFIC MATERIALS**

#### Part I:

In order to assist a parent or resident of Broward County with the submission of an objection, Policy 4120 provides information on the Objection to Library/Specific Materials Form as required by Section 1006.28(2)(a)2., F.S. A parent or resident of Broward County that wishes to object to materials used within the School Board of Broward County, Florida public schools must complete the "Objection to Library/Specific Materials Form" located on the School Board of Broward County homepage and on the media center page of each school. All completed objection forms must be emailed to the Director or Innovative Learning at [objectiontomaterials@browardschools.com](mailto:objectiontomaterials@browardschools.com). Parents or residents of this county may share their concerns regarding any library/specific materials with the principal at the school site where the material is located prior to filing an objection. The committee will only consider book objections if they are submitted with at least 90 days remaining in the school year. Objections submitted outside this timeframe will not be reviewed until the following school year.

#### Part II:

##### Introduction

This form must be used by a parent or resident of this county, in conjunction with district policies and procedures, to submit an objection to the school board for the following material:

1. Materials used in a classroom in the district, except for instructional materials as defined in s. 1006.29(2), F.S. The process and forms to object to instructional materials can be found on the Innovative Learning website under [Instructional Materials Adoption Information](#).

2. Materials made available to students in a school or classroom library.

3. Materials included on a school or classroom reading list.

#### Section 1: Parent or Resident Information

1. I am a parent or guardian of a district or homeschool student who has access to school district materials described in Part II of this form. ☐ Yes ☐ No (If yes, skip question 2)

2. ☐ I am a resident of this county and

☐ I have not submitted an objection to any other materials described in Part II of this form during this calendar month. (Both boxes under question 2 must be checked to submit an objection as a resident.)

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

County \_\_\_\_\_ Email \_\_\_\_\_

Phone Number \_\_\_\_\_

## Section 2: Information Regarding Material

Type of material: ☐ Book ☐ Non-print material ☐ Other (Identify): \_\_\_\_\_

Title of the material: \_\_\_\_\_

Author(s): \_\_\_\_\_ Publisher or Producer: \_\_\_\_\_

Copyright Date: \_\_\_\_\_ Grade Level used: \_\_\_\_\_

Where is the material found: ☐ Media Center ☐ Classroom Library ☐ Reading List ☐ Other: \_\_\_\_\_

School(s) where material is found: \_\_\_\_\_

ISBN, if available: \_\_\_\_\_

## Section 3: Basis for the Objection

Identify the basis for your objection:

☐ The material is pornographic.

☐ The material is prohibited under Section 847.012, F.S.

☐ The material depicts or describes sexual conduct as defined in Section 847.001(19), F.S.

☐ The material is not suited to student needs and their ability to comprehend the material.

☐ The material is inappropriate for the grade level and age group for which it is used.

## Section 4: Objection Specific Information

1. What brought this material to your attention?

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2. Did you examine this material in its entirety? ☐ Yes ☐ No  
If not, what sections did you examine?

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3. Identify the portion of the material objected to and why. (You must be specific and provide page numbers, sections, or timestamps, as appropriate. You may attach additional information that does not fit within this form.)

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4. Is there any age or grade you would recommend this material? ☐ Yes ☐ No

If yes, please specify: \_\_\_\_\_

5. Is there any value in this material?

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6. What is your desired outcome for this material?

☐ Remove or discontinue use of material.

☐ Limit access to certain grade levels: \_\_\_\_\_

☐ Limit my child's access.

☐ Other: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_