LEON COUNTY SCHOOLS

Sabal Palm Elementary
Media Center Collection Development Plan

LCS Media Specialists

_____
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_____
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EXECUTIVE SUMMARY

Leon County Schools Vision

The vision of Leon County Schools is to provide an engaging, safe, and respectful learning environment that fosters effective communication, collaboration, and critical thinking while creating productive citizens who value diversity and positively contribute to society.

Leon County Schools Mission

The mission of Leon County Schools is to educate, inspire, and empower all students to become responsible, respectful, and engaged citizens who are equipped with the critical thinking skills needed to thrive in our global society.

Sabal Palm Elementary School Vision

The vision of Sabal Palm Elementary School is to prepare students to become responsible, respectful independent learners who are equipped with critical thinking skills that are necessary to complete in our local and global society.
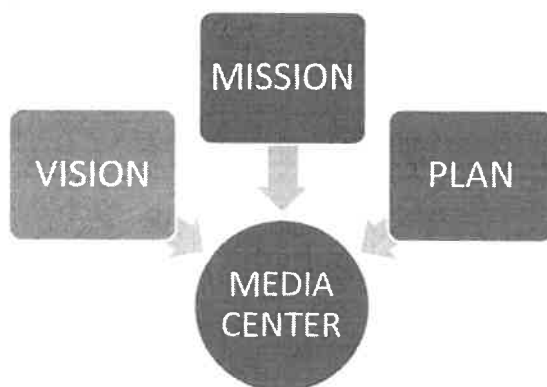
Sabal Palm Elementary School Mission

The mission of Sabal Palm Elementary School is to provide learning opportunities that meet the unique needs of our students in a safe, nurturing environment and produce responsible citizens who respect all people.

The teachers and staff at Sabal Palm Elementary School envision a school that is a community of stakeholders who are: Building relationships, Offering quality learning experiences, Nurturing the whole child, and Demonstrating a personal commitment to academic success.
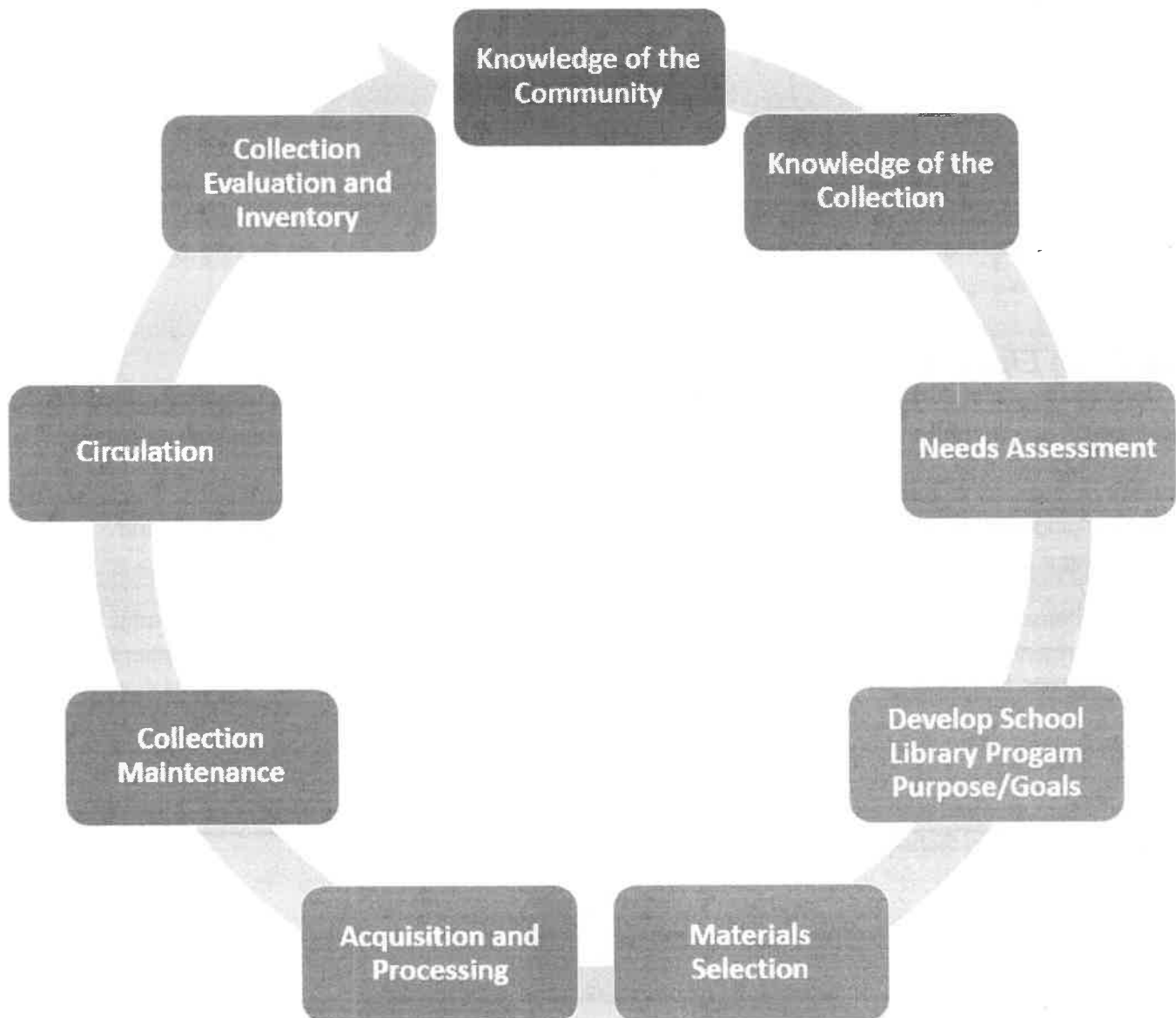
Sabal Palm Elementary School embodies its purpose, vision and mission by building strong parental partnerships; maintaining communication with all stakeholders; and continuously raising expectations for students, teachers and staff.

The driving force of all decision-making at Sabal Palm Elementary School is based on student success. All of the ancillary content revolves around the school's most important resource: Students. With our strategically data-driven curriculum coupled with elevated expectations for our learners, the entire school community believes that Sabal Palm Elementary School will soar to higher heights.

COLLECTION DEVELOPMENT PLAN CYCLE

This collection development plan is a subsection of the Sabal Palm Elementary School Strategic Plan for Library Media Operations. The collection development plan outlines how district and school funds are to be spent, collection maintenance, and how/when to remove items from the collection. The Sabal Palm Elementary School Collection Development Plan is organized as follows:

Knowledge of the Community

Collection Evaluation and Inventory

Knowledge of the Collection

Circulation

Needs Assessment

Collection Maintenance

Develop School Library Progam Purpose/Goals

Acquisition and Processing

Materials Selection

KNOWLEDGE OF THE COMMUNITY

Sabal Palm Elementary serves 538 students enrolled in grades K – 5. The student population's ethnicity is made of 17% Hispanic and 83% Non-Hispanic students. Additionally, we serve a diverse population made up of 24% White, 79% Black, 1.67% Native, 3% Asian, .74% Pacific, and 6.51% Multicultural students.

The administration includes Principal Latoyer Hankerson and Assistant Principals Wilfred Brown and Jamie Steed. Sabal Palm is proud to offer the many special programs which provide students with opportunities. These include 21st Century, Cheerleading, First Tee Golf/Mentoring Program, Reading Pals and Math Pals, FCA Football, FCA Soccer, FCA Basketball, TMH Therapy Dogs, Young Engineers, and Murdock's Lil Mozarts.

School Analysis

The school analysis provides an overview of the school's enrollment, demographics and special programs offered.
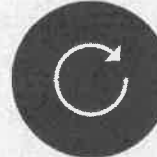
Enrollment & Demographic Data					
578 2025-26 PK-5 Student Enrollment as of September 2, 2025		**Subgroups**		**Federal Ethnicity**	
		60% ELL	**63%** ESE	**59%** Hispanic	**41%** Non-Hispanic
Federal Race Category					
24% White	**65%** Black	**1.67%** Native	**3%** Asian	**.74 %** Pacific	**73%** Multicultural

Proficiency Data					
Assessment	2024-25	2023-24	Assessment	2024-25	2023-24
FSA ELA Grade 3	52%	28%	**FSA Math Grade 3**	74%	42%
FSA ELA Grade 4	44%	28%	**FSA Math Grade 4**	69%	35%
FSA ELA Grade 5	55%	27%	**FSA Math Grade 5**	50%	47%
NGSSS Sci 5 EOC	21%	26%			

KNOWLEDGE OF COLLECTION

Collection Analysis

A thorough analysis of the current media center collection at Sabal Palm Elementary indicates that the average age of the collection is 2016 and the number of books per student is 15.3. The American Association for School Libraries has established a criterion for highly effective media center that includes a ratio of 15-20 books available per student in the collection.

At this time, Sabal Palm Elementary School does meet the recommended standards for the number of books per student. The collection is developed for and influenced by students, their interests, academic needs and alignment to the curriculum. The data below is a snapshot of the collection based on a Titlewise Analysis.

6,886 Items in the Collection	**11.9** Items per Student	**66%** Fiction Titles in the Collection	**34%** Digital Resources

Library media resources are curated to include both recently published works and classics that both rightfully impact the average age of the collection.

2016 Average Age of the Collection	**23%** Aged Titles	**45%** Newer than 5 Years

Library media resources should be representative of the school.

Social-Emotional Learning (SEL) library media resources can contribute to character development.

31% Representative Titles in Collection	**2016** Representative Titles Average Age	**44%** SEL Titles in Collection	**2016** SEL Titles Average Age

Library media resources are distributed across the *Lexile reading level ranges* noted below.

	60	281	872	1,848	1,214	363	1
	BR-199 Lexile Items	200-349 Lexile Items	350-499 Lexile Items	500-674 Lexile Items	675-909 Lexile Items	910-1299 Lexile Items	1300+ Lexile Items

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Collection Analysis by Category

The information collected in 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.

Section	# of Titles	Average Age
Computer Science, Information & General Works	57	2021
Philosophy & Psychology	53	2021
Religion	15	2016
Social Sciences	200	2021
Language	29	2017
Science	713	2021
Technology	363	2020
Arts & Recreation	369	2020
Literature	94	2013
History & Geography	189	2020
Biography	128	2018
Easy	1,407	2016
General Fiction	1,051	2013
Graphic Novels	574	2018

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

- **Strength:** Computer Sciences less than 5 years old.
- **Strength:** Social Sciences less than 5 years old.
- **Concern:** Literature (800 NF) dated 2013.
- **Concern:** General Fiction dated 2013.
- **Concern:** Paperback book average date of 2009.

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Representation Analysis

To deepen focus on strategic collection development, specific sections of the collection were analyzed in detail to determine whether the media center collection reflects and represents various points of view and experiences. The goal is to provide a balanced collection that can be both a mirror, to reflect a reader's experience, and a window, so readers can experience different viewpoints.

Results
Based on the available school data of Sabal Palm Elementary School in comparison to Collection Analysis results, it was found that:

Representation Focus	Avg. Age of Target Population Titles	# of Target Population Titles	% of Target Population Titles	% of Students
Hispanic	2019	196	36%	59%
Muslim American	2020	25	4.46%	2.42%
Learning Disabilities	2017	120	22%	63%

Summary
After completing a deeper, targeted analysis of the representation section of the TitleWise report, it was determined that:

- My titles focusing on Hispanic representation have increased since last year (.006%). I can continue focusing on adding additional bilingual titles to assist with ELL instruction.
- My titles focusing on Muslim American representation are minimal. Last year we had only 1 Muslim American student. This year, after re-zoning another school in our district, our population changed greatly. I will work to increase titles in this area.
- While I increased the number of titles in the area of Learning Disability representation, the Average Age of these titles decreased from 2018 to 2017. I will work on finding newer books in this area.

Needs Assessment

Each school should have already offered a Needs Assessment tailored to your school. Please write a summary of what was asked, how it was answered, and what has been learned from that information. An example is below and should be deleted when adding your school's summary.

Online surveys were made available to students, faculty, and staff during August 2025. Primary school students completed the survey during their library time. The library teacher was available to read the questions and help with responses for first and second graders if needed. Intermediate students were encouraged to complete their surveys during either library time or during an activity block. Staff received email reminders to complete their surveys.

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A total of 468 surveys were completed by the following groups - 11 faculty and staff members,160 students in grades K-1, and 297 students in grades 2-5. The faculty and staff surveys expressed pleasure with student exposure to a variety of quality texts, the organization and cleanliness of the media center, flexible check out times, and how the media specialist is dedicated, knowledgeable, and eager to share resources with teachers and students.

Respondents saw a need for better ways for students to identify books that are on their reading level and more open library hours. One respondent stated "Our Media Specialist should not be teaching all six grade levels. She needs time to focus on teaching primary grades how to use the library and take care of books and then be available to help secondary grades with things like research and using other related resources."

Faculty and staff respondents asked for more lower-level books for grades K-1 (including phonics books), picture communication for nonverbal students, math titles, BEST texts for the lower grades, and more animal books. There was also a request for listening center books with CD players for teachers to check out.

Faculty and Staff surveys stated that students are rarely sent to the library outside of special area and that 50% of responders do not have time to do read alouds in the classroom. On the flipside, the majority of them (64%) do have time for independent student reading. 73% of respondents do not use Destiny Discover to explore titles in the Media Center. 27% of respondents have never worked with the school library media specialist to plan or teach a lesson.

The K-1 surveys informed purchase of both fiction and nonfiction titles, as 54% of students enjoy reading fiction and 85% enjoy reading both fiction AND nonfiction. Only 9% of K-1 students do not enjoy reading books at home, while 59% do enjoy reading books at home. The 2-5 grade surveys expressed that 59% enjoy reading both fiction and nonfiction, while 23% prefer to read fiction. 40% enjoy reading books at home, while 15% do not. 63% enjoy reading at school and 9% don't. This data shows that students at Sabal Palm are finally becoming readers.

Top topics of choice for student reading are sports, food and cooking, holidays around the world, video games, and pets. Areas of little interest are music and musicians, coding and computers, learning about the world, and reading about the human body.

Materials Selection

Sabal Palm Elementary School library media center is under the umbrella of the Leon County Schools district library program which in turn, follows requirements laid out by Florida law for library media centers and instructional materials.

Per FS 1006.28.6(d)2.a-d and LCS po2520, the guidelines below are general standards by which to review and select materials to meet the needs of your students, faculty, and staff.

Materials considered for purchase are selected on the basis of the following criteria. The materials must be:

Library Materials Selection Guidelines

• In support of state academic standards and aligned curriculum.	• suited to student needs and their ability to comprehend the material presented.
• able to meet an academic need of students and faculty.	• of quality of writing and production.
• free of pornography and material prohibited under s. 847.012.	• appropriate for the grade level and age group for which the materials are used or to whom they are made available.
• at an appropriate readability level and user appeal.	• valid, accurate, objective, up-to-date, and appropriate information

Efforts should be made to keep the media current, comprehensive, and include media that reflects rapidly developing instructional technologies.

After analyzing the Sabal Palm Elementary School library media collection, the following areas have been selected as the primary areas of emphasis for materials selection for the 2025-2026 school year.

Area 1: Spanish and bilingual titles to support the ESOL population.

Area 2: Diverse texts representing our Muslim American community.

Area 3: More fiction texts that represent our community members with learning disabilities.

Notes/Rationale: These sections are currently the most in need of updating. In addition to adding titles in these areas, titles need to be current and properly represent these portions of our student body.

Acquisition, Processing, and Maintenance

Acquisitions Procedures in School Libraries

Because our school library media centers have only one school library media specialist, that individual is responsible for creating a collection to support instruction, literacy, and students' recreational reading. Materials selection policies generally mandate that the library professionals seek input from teachers, other professional staff, and students. School library media specialists are also responsible for weeding or de-selecting collection materials following policy guidelines as well as making a decision as to whether gift items will be accepted.

Leon County Schools recommends that for books, two reviews from reputable, peer-reviewed journals, are required for purchasing. Some of the most used are Titlewave, the Children's Literature Comprehensive Database (CLCD), the Association for Library Service to Children (ALSC), Notable Children's Books, Booklist, School Library Journal, We Need Diverse Books.

Example: School Library Acquisitions Procedures
- In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.
- Recommendations for purchase involve administrators, teachers, students, district personnel, and community members, as appropriate.
- Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.
- Selection is an ongoing process that should include removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational value.]

Circulation

Circulation guidelines and procedures for Sabal Palm Elementary School:

Books are checked out regularly during special area and then again throughout the day, as students finish assignments and have read/taken AR tests. Books are due back two weeks after checkout. Students are not charged for overdue books and will not be prevented from checking out books. Library hours are 8:30 – 2:30, daily. Students can check in and check out their own books using their library cards.

Fall Book Checkout Policy:

Kindergarten	no book checkout
1st Grade	1 book that stays in the classroom
2nd – 3rd Grade	2 books that can go home
4th – 5th Grade	3 books that can go home

Spring Book Checkout Policy:

Kindergarten	1 book that stays in the classroom
1st Grade	2 books that stay in the classroom
2nd – 3rd Grade	2 books that can go home
4th – 5th Grade	3 books that can go home

Circulation statistics for [School Name] library media center area as follows:

School Year [2024-25]	Circulation Statistics Categories					
	Kindergarten	1st	2nd	3rd	4th	5th
Fiction	9	357	992	2,739	2,016	972
Non-Fiction	2	146	623	1,490	1,375	1,734
Total Circulations	11	503	1,615	4,229	3,391	2,706

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Collection Evaluation and Inventory

Weeding, also known as Deselection, is a valuable professional practice for the [School Name] school library media center.

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

School Year	Strategic Focus
2025-26	**Selection Priorities** • Spanish Nonfiction • Audio Books / eBooks • More Lexile range in Nonfiction
	Weeding Priorities • Spanish Fiction and Nonfiction • Everybody Section • Mathematics and Science Nonfiction
2026-27	**Selection Priorities** • Update Biographies • Increase Languages (400) • Increase and Update Literature (800)
	Weeding Priorities • Paperback Books • General Fiction • Literature (800)

Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year (2025-2026).

Annual Budget 2025-2026

State Funds	
Source	**Amount**
State Allocation	$2,375.00
Internal Accounts	
Source	**Amount**
Book Fairs (Remaining Funds from Literati)	$1,748.94
Scholastic Dollars	$1,355.28
School Support	$00.00
Eraser Sales and Penny War Fundraisers	$704.00
Foundation for Leon County Schools Grant	$3,500.00
TOTAL	$9,683.22

Purchasing Plan 2025-2026

Approximate Purchasing Plan	
Purpose	*Amount*
ABDO Publishing – Nonfiction Titles	$2,500.00
ABDO Publishing – Online Reference Subscription	$249.95
Flocabulary Subscription	$120.00
Amazon and First Book Marketplace Titles	$1,000
Scholastic Dollars Purchase (Books and Materials)	$1,355.28
Possible Foundation for Leon County Schools Grant	$3500.00
Library Supplies, Labels, Materials	$500.00
TOTAL	$9,225.23

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