Southport Elementary School
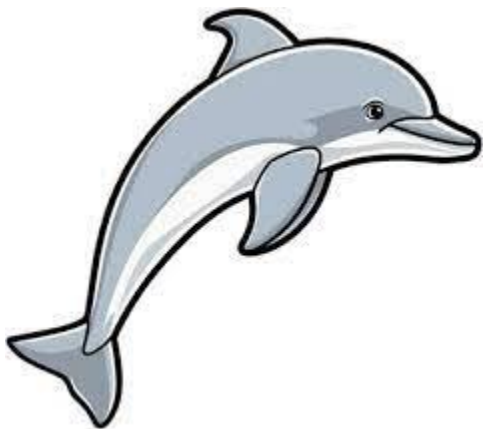
Library Media Center

Collection Development

Plan and Policies

701 W. 9th Street
Southport, NC 28461

Purpose

The purpose of Southport Collection Development Plan is to guide the media
coordinator and the school Media Advisory Committee (MTAC) in the selection of library
materials to meet the academic and personal reading needs of students, support the
curriculum, and ignite a lifelong love of reading.

Southport Media Center Goals

SES Media Center Mission	SES Media Center Vision
Our mission in the Southport Elementary School Media Center is to provide a welcoming and nurturing environment where we can empower learners to be ethical users of informational technology, foster a love of reading through print and digital resources, and encourage students to be lifelong learners through meaningful experiences.	Southport Elementary School Media Center is the welcoming hub of our school where the students and staff can come together to learn, grow, discover, and create.

SES Media Center Goals and Objectives

The goals of the SES media center are to:

1. Foster a love of reading and appreciation of books

2. Equip students to be lifelong learners, prepared for 21st century skills and jobs

3. Provide faculty and students with materials that are current, relevant, and enrich
   educational goals and curriculum of the school

4. Create a collection that offers a wide variety of materials that support students'
   informational, educational, cultural and recreational needs.

Intellectual Freedom

The Brunswick County Schools School Library Media Program is committed to the principles of intellectual freedom and affirms the American Library Association's Freedom to Read statement and the Library Bill of Rights as it pertains to school libraries. In accordance with BCS Board Policy 3205, materials representing diverse viewpoints on topics, including controversial ones, are actively collected. Selection of an item does not indicate that the media coordinator, library, school, or PCS School Board agrees with the ideas and viewpoints it represents. Parents are represented on the committees reviewing materials to be added to school library collections. Library reading choices are voluntary, and not every book selected will suit every student. As readers, students have the choice to read a title containing sensitive issues or to close the book.

Collection Development

BCS Board Policies

BCS Board Policy 3205 - Selection of Media and Supplementary Materials

BCS Board Policy 3210 - Parental Review of Instructional Resources, Media, and Supplementary Materials

Selection Policy

"Materials for school classrooms and school media centers will be selected by the appropriate professional personnel in consultation with the administration, faculty, students and the community. Final decision on purchase will rest with the

Superintendent or designee. The BCS Board of Education believes that it is the responsibility of the school media center:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served;

- to provide rigorous materials and resources for academically advance courses, these materials and resources may exceed the age, maturity, or grade-level of the student and are subject to the same alternative assignment, parent notification, and challenge procedures as provided in this policy;

- to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

- to provide a background of information which will enable students to make intelligent judgment in their daily lives;

- to provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, analytical skills;

- provide materials representative of the many religious, ethnic and cultural groups, showing their contribution to our heritage.

- to provide materials that are educationally suitable based on the age, maturity, or grade level of the students as identified in GS 115C-98.

Resources not currently identified in the BCS Supplemental Reading list provided to parents must follow the identified nomination and review process through the Media Advisory Committee (MAC).

Responsibility for Materials Selection

Brunswick County Schools media coordinators will utilize data sources which may include a collection analysis, student demographics, needs assessment, community analysis, instructional standards, the School Improvement Plan, student and staff recommendations, circulation statistics, and professional selection tools in order to build a proposed purchase list. Reputable, unbiased, professional selection tools may include School Library Journal, Booklist, The Horn Book, Kirkus Reviews, Publishers Weekly, and The New York Times.

The purchase list will be shared with the school Media Advisory Committee, who will be given a reasonable amount of time to provide feedback. The principal and media coordinator will reflect on the feedback and update the proposed purchase list if needed. The principal will approve the final list.

Collection Maintenance

To maintain a clean, relevant, updated collection that reflects students' dynamic interests and needs, the library collection will be weeded continuously. This maintenance includes systematic inspection of materials by the certified school media coordinator, based on ongoing inventory data and best practices, to increase browsability.

Brunswick County Schools libraries aim to maintain a collection that:

- Contains content that is timely, accurate, and supports curriculum
- Presents high-quality materials

- Reduces duplicate or superfluous copies

- Reflects current circulation data

Executive Summary

Southport Elementary School serves 421 students in grades K-5 in Southport, North Carolina. Our student population has 74.8% students who are white, 9.7% are black, 15.5% are mixed or other races. Of the total student population, 49.4% are students that are considered economically disadvantaged. Our diverse student population includes a wide array of racial, religious, cultural and other identities. According to the NC Report Card, our students consistently outperform their peers in BCS and the state of North Carolina in all subject areas, with most subgroups performing above the state level. Our school community has a strong support system, including an active PTA who promote yearly fundraisers from local businesses and school member family/friends that help support students and teachers at the school.

Our school library collection is 21 years old and has approximately 32 items per student, with long-term goals of becoming a ten-year-old collection housing 15-20 items per student to meet the requirements for NC School Libraries and to have a collection that falls into the recommended age of collection. To move into the Outstanding range, around 1000+ titles need to be weeded from the collection. Considering the amount of our allotment from district funds combined with Scholastic fair funds, it is reasonable to expect the collection will be able to move into the

Outstanding range before the end of 2028. Currently the collection does not reflect the demographics of our student population. Purchases for the coming years will focus on increasing the representation of our students' various interests and identities. While student surveys are not being allowed at this time, conversations from day to day interactions with students and requests they make in person indicate that students would like additional horror/scary book titles, books on outdoor activities or sports, more animal science books and that they vary on preferences for fiction and graphic novels to nonfiction. Their preferred genres are adventure, mystery, horror, and fantasy. Outdated Dewey sections that need to be updated include religion, life sciences, language, social sciences, technology, arts & recreation, and history.

Based on data from our diversity analysis, one overarching goal is to purchase more titles that reflect the wide variety of racial, religious, and other diverse groups in our school. Results from the Titlewave analysis reveal that we have approximately 3000+ diverse titles but the average age of this portion of the collection is 2002. Including diverse titles into the collection will help to decrease the overall age of the collection as well as offer a more relevant and updated availability of titles that feature diverse topics or representation of race, religion, cultures, etc. Students may be more likely to read more books if their backgrounds are being reflected in the collection which will in turn possibly increase circulation among upper grade levels, which show a lower level of book checkouts versus K-2 classes. Additional goals based on school, demographic, and collection data are listed below. This information will be reviewed and shared annually with our school MAC.

Key Goals for Collection Development

- Aggressively weed outdated, inaccurate, low circulating, or damaged materials

- Purchase materials to ensure that the collection is representative of the student demographics and the global community

- Update the nonfiction collection with the most current and relevant information

- Removal of outdated curriculum materials

Annual Collection Development Goals

Annual Goals

2023-2024	- Spend ESSER funds for new titles December 2023 - Begin weeding VHS and high need aged Dewey collection areas - Catalog new Wit & Wisdom core texts/Curriculum - Catalog new iReady Curriculum - Updated the age of collection by at least 1 year (from 2002 to 2003) - Add Battle of the books Titles
2024-2025	- Continue to weed ALL of the VHS tapes in storage - Aggressive weeding in high need areas: Life Sciences, Language, Religion - Update the library collection age to at least 2006 - Use Scholastic fair funds and library allotment funds to replace weeded items and fulfill student/staff title requests as much as possible - Add popular series and more graphic novels due to student demand - Battle of the Books titles - Award winners-try to add recent titles that have received awards

2025-2026	- Continue to discard/weed dated curriculum materials - Aggressive weeding in high need areas: Arts & Recreation and Social Sciences - Update the library collection age to at least 2009 - Use Scholastic fair funds and library allotment funds to replace weeded items and fulfill student/staff title requests as much as possible - Battle of the Books titles - Award winners
2026-2027	- Continue to discard/weed dated curriculum materials - Aggressive weeding in high need areas - Increasing diverse titles for representation of all student groups including students with disabilities - Add popular Fiction series/titles/authors - Update the library collection age to at least 2012 - Use Scholastic fair funds and library allotment funds to replace weeded items and fulfill student/staff title requests as much as possible - Battle of the Books titles - Award winners

2027-2028	- Aggressive weeding in high need areas - Update the library collection age to at least 2012 - Use Scholastic fair funds and library allotment funds to replace weeded items and fulfill student/staff title requests as much as possiblePrint & Digital fiction that reflects student demographics - High interest - low level fiction titles (Hi-Lo) - Updating the Dewey history section - Student & staff requests - Battle of the Books titles - Award winners

Potential Funding

Potential Funding Sources

Potential Funding Source	How Received	Deadline
Annual District Allotment	Determined by State/Federal budget?	December
Title I Funds	As available by Principal approval	Varies
Grants/Fundraisers	Application	Varies
Book Fairs	Percentage of total sales	Fall/Spring

Collection Analysis

Southport Elem School Library Collection
Grades K–5; 421 Students

MAY 20, 2024

Prepared by

Southport Elem School,
Librarian/Media Specialist
910-457-6036

Items in collection

13,597

98.9% Recognized Call Numbers
98.3% Recognized Publication Years
94.9% Matched in Titlewave

Average age

2003

GOAL: 2014

Items per student

32.0

NCIMPACT-PROFICIENT: 15 ITEMS

Print, Audiovisual & Digital

Resource-rich school libraries play a key role in promoting both information literacy and reading for information and inspiration.

Physical vs. digital resources

96% Print

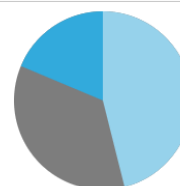AVG. AGE: 2003

4% Digital

AVG. AGE: 2009

Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

Literary vs. informational texts

19% Fiction

AVG. AGE: 2006

46% Nonfiction

AVG. AGE: 2003

Compare recommended balance by Dewey »

Collection by nonfiction classification

| All Dewey Classes | Age-Sensitive Areas |

Classification	Avg. Age	Items
Computer Science, Information & General Works	2011	75
Philosophy & Psychology	2009	95
Religion	2000	40
Social Sciences	2001	865
Language	1998	67
Science	2002	1,878
Technology	2004	938
Arts & Recreation	2006	1,091
Literature	2002	219
History & Geography	2005	996
	2003	6,264

Dig into the Dewey divisions by 10s »

Collection by year

Aged titles

65%
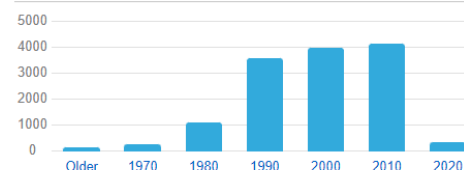
8,866 ITEMS

2019 and newer

5%

635 ITEMS

Fiction

Classification	Avg. Age	Items
General Fiction	2006	2,542
	2006	2,542

Other classifications

Classification	Avg. Age	Items
Biography	2001	833
Easy	2000	2,905
North Carolina	1989	72
Playaway	2009	161
Professional	1998	418
Reference	1997	259
Unrecognized	2016	143
	2000	4,791

Collection by audience
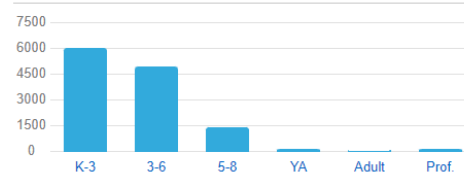
Diversity

Support an environment that values and promotes diversity, equity and inclusion.

Diverse titles in collection
3,381

Percent of collection
25%

Average age
2002

Explore diverse titles by topic »

Social & Emotional Learning

Support the skills to be emotionally intelligent, establish relationships and make responsible decisions.

SEL titles in collection
3,467

Percent of collection
25%

Average age
2004

Explore SEL titles by topic »

Support the skills to be emotionally intelligent, establish relationships and make responsible decisions.

3,467

25%

2004

Explore SEL titles by topic »

Reading Levels

Match students to texts that can be read with success, thus assisting them to grow as readers.

Average reading level by program
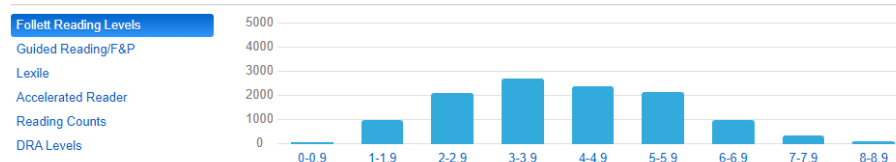
O
GUIDED READING/F&P

650
LEXILE

4
ACCELERATED READER

Average reading level

4th grade

Collection by reading level

| Follett Reading Levels |
| Guided Reading/F&P |
| Lexile |
| Accelerated Reader |
| Reading Counts |
| DRA Levels |

Circulation Statistics

Range	Circulations
000 - 099	480 [1.21%]
100 - 199	365 [0.92%]
200 - 299	52 [0.13%]
300 - 399	1,128 [2.85%]
400 - 499	59 [0.15%]
500 - 599	4,228 [10.69%]
600 - 699	2,125 [5.37%]
700 - 799	4,245 [10.73%]
800 - 899	352 [0.89%]
900 - 999	843 [2.13%]
AV	157 [0.40%]
AV-BUL	0 [0.00%]
B/S	4 [0.01%]
CD	0 [0.00%]
CDROM	0 [0.00%]
DVD	0 [0.00%]
E	16,380 [41.42%]
EARN	27 [0.07%]
EBAK	8 [0.02%]
EBER	14 [0.04%]
ECHA	1 [0.00%]
ECRE	0 [0.00%]
EDEA	55 [0.14%]
EDEW	18 [0.05%]
EDIC	25 [0.06%]
EEAS	0 [0.00%]
EGRA	0 [0.00%]
EGUT	8 [0.02%]
EHIL	17 [0.04%]
EHOU	21 [0.05%]
EKAT	22 [0.06%]
EKRE	5 [0.01%]
ELIE	16 [0.04%]
ELON	16 [0.04%]
ELUC	0 [0.00%]

EMAR	0 [0.00%]
EMAS	20 [0.05%]
EMOO	1 [0.00%]
ENOV	0 [0.00%]
EOFF	8 [0.02%]
EORL	0 [0.00%]
EPEL	5 [0.01%]
EREY	7 [0.02%]
EROS	0 [0.00%]
ESOM	5 [0.01%]
ESPE	0 [0.00%]
ESTI	0 [0.00%]
EWIL	24 [0.06%]
F	61 [0.15%]
FIC	7,618 [19.26%]
FICALT	31 [0.08%]
FICBIR	20 [0.05%]
FICCLE	1 [0.00%]
FICDAN	2 [0.01%]
FICDIC	11 [0.03%]
FICDRA	2 [0.01%]
FICGRA	1 [0.00%]
FICKIN	25 [0.06%]
FICLIN	0 [0.00%]
FICLOC	0 [0.00%]
FICLU	4 [0.01%]
FICNOR	12 [0.03%]
FICORR	0 [0.00%]
FICPAU	0 [0.00%]
CPEC\PECK	0 [0.00%]
FICPIL	8 [0.02%]
FICRUS	34 [0.09%]
FICSAC	8 [0.02%]
FICSEL	13 [0.03%]
FICSTI	15 [0.04%]

Collection Circulation Report

Show Summary Only (Limited by circulation date. See the final page of the report for limiter details.)

Southport Elementary School

Call numbers grouped by prefix

Range	Circulations
FICSUT	28 [0.07%]
FICYEE	16 [0.04%]
GN	0 [0.00%]
LANG	0 [0.00%]
MM	11 [0.03%]
NC	75 [0.19%]
P	24 [0.06%]
P371.2WHI	0 [0.00%]
PA	0 [0.00%]
PLAY	601 [1.52%]
PRO	1 [0.00%]
PRO-372.62/3	0 [0.00%]
PROF	63 [0.16%]
PROF.	0 [0.00%]
PROF371.3	0 [0.00%]
R	114 [0.29%]
SC	0 [0.00%]
SOUND	0 [0.00%]
T	5 [0.01%]
VID	0 [0.00%]
No Call #	0 [0.00%]
Temporary	2 [0.01%]
Totals	**39,547**

NOTE: The Collection Statistics Summary Report includes statistics for both current copies and copies that have been deleted.

Staff Survey Results

(link to results)

Student Survey Results

There is currently no student survey data to include due to the BCS decision to not survey students at this time. This will be updated as the policy changes and allowances are made for student reading interest questionnaires.

Library Bill of Rights

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.