

Supply Elementary School



2024-2027 Collection Development Plan Kasey McGougan, Media Coordinator

Purpose

The purpose of Supply Elementary School's Collection Development Plan is to guide the media coordinator and the school Media Advisory Committee (MAC) 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.

Supply Elementary School Library Media Center Mission	Supply Elementary School Library Media Center Vision
Supply Elementary's Library Media Center provides open and equitable access to a wide range of resources and services in order to promote critical thinking, lifelong learning, and a love of reading.	Supply Elementary's Library Media Center is the welcoming hub of our school where the students and staff can come together to learn, grow, discover, and create.

Library Media Center Goals

- Evaluate, obtain, and promote resources to meet the reading needs of all students
- Maintain a diverse and inclusive collection that is balanced in format and content
- Promote literacy and a love of reading
- Promote independent inquiry and a love of learning
- Teach information literacy and digital citizenship skills
- Collaborate with teachers to meet instructional objectives
- Use and promote effective implementation of instructional technology
- Prepare students for success as global citizens

Intellectual Freedom Statement

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.

Related 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

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

Supply Elementary School serves 579 students in grades Pre-K-5 in Supply, North Carolina. Our school is a Title 1 school with approximately 115 African American students, 115 Hispanic students, 267 white students and 3 American Indian/Alaskan students. 277 female students and 302 male students attend Supply Elementary School. Approximately 37% of our students are English Language Learners, about 73% are economically disadvantaged, and around 25% are exceptional children. Our school partners with the Community in Schools program and they provide intervention time to students who meet their qualifications. Supply Elementary has a devoted group of volunteers who come and read with some of our students to increase exposure to books and reading. Our school will work to improve the reading skills of our students and encourage them to read more books and for enjoyment.

Our school library collection is 16 years old and has approximately 18 items per student, with long-term goals of becoming a ten-year-old collection housing 20 items per student. Based on the NC DPII IMPACT Collection guidelines my collection is Outstanding for the number of books per student, but when you consider the age of the collection it falls into the Minimum guideline. With 53% of my collection being aged titles I believe that with diligent weeding by 2029 I can move the collection age to Outstanding as well. I have added more diverse titles with each library order, there are so many books now that cater to all demographics it is not hard to do! Purchases for the coming years will focus on increasing the representation of our students' various interests and abilities. Programming, open library time and promoting new books is planned to help increase circulation of the library collection. My younger students love *Elephant and Piggie*, *Pete the Cat* and *Fly Guy*, I cannot keep these on the shelves! For the older students it is graphic novels all the way- *Dog Man*, *The Babysitters Club* and *Cat Kid Comic Club* are some of their favorites! Students at Supply Elementary also enjoy non-fiction and I know that this is where I need to add a lot of new titles. Outdated Dewey sections that need to be updated include sciences, technology, arts & recreation, and biographies. If I can get areas in my non-fiction collection updated I feel like the interest level of my students will increase. This will be an endeavor for the next few years and with funding through my district, Title I, and local instructional funds as designated by the principal I hope to build a collection that includes current, diverse and engaging titles. This plan will be reviewed and shared annually with our school MAC which consists of our SIT members.

Key Goals

- 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

Annual Goals

2024-2025	• Print fiction and non-fiction that reflects student demographics • Focus genres: sports and mystery • Replace worn, popular, high- circulating titles • Updating the Dewey Biographies section • High interest - low level fiction titles (Hi-Lo) • Battle of the Books titles • Award winners
2025-2026	• Print fiction and non-fiction that reflects student demographics • Focus genres: realistic & fantasy • Ocean life and dinosaur titles • Student & staff requests • Battle of the Books titles • Award winners
2026-2027	• Print fiction and non-fiction that reflects student demographics • Titles in Spanish/English • Updating the Dewey Applied Science & technology section • Student & staff requests • Battle of the Books titles • Award winners
2027-2028	• Print fiction and non-fiction that reflects student demographics • Complete popular fiction series • Updating the Dewey arts & recreation section • Student & staff requests • Battle of the Books titles

	• Award winners
2028-2029	• Print & Digital fiction that reflects student demographics • Titles about gaming • Updating the Dewey Generalities section • Student & staff requests • Battle of the Books titles • Award winners

Potential Funding Sources

Potential Funding Source	How Received	Deadline
Annual District Allotment	\$4 per student	Varies
Title I Funds	Negotiated with principal	Varies
School operating budget	Negotiated with principal	Varies
Grants	Application	Varies
Book Fairs	Percentage of total sales	Open

Supply Elementary School Library Collection

Grades PK–5; 583 Students

MAY 31, 2024

Prepared by

Supply Elementary School, Librarian/Media Specialist
910-754-7644

Items in collection

10,253

99.9% Recognized Call Numbers
98.1% Recognized Publication Years
96.0% Matched in Titlewave

Average age

2008

GOAL: 2014

Items per student

17.6

SACS: 10 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

95%

Print

AVG. AGE: 2008

5%

Digital

AVG. AGE: 2010

Fiction & Nonfiction

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

Literary vs. informational texts

27%

Fiction

AVG. AGE: 2009

38%

Nonfiction

AVG. AGE: 2008

Compare recommended balance by Dewey

Collection by nonfiction classification

Age-Sensitive Areas

Classification	Avg. Age	Items
Computer Science, Information & General Works	2012	45
Philosophy & Psychology	2004	48
Religion	2006	24
Social Sciences	2005	458
Language	2008	142
Science	2008	1,303
Technology	2008	451
Arts & Recreation	2013	811
Literature	2008	166
History & Geography	2006	497
	2008	3,945

Dig into the Dewey divisions by 10s

Fiction

Classification	Avg. Age	Items
General Fiction	2009	2,744
	2009	2,744
Other classifications		

Classification	Avg. Age	Items
Big Books	—	—
Biography	2003	437
Easy	2006	2,261
North Carolina	2002	48
Paperback	2003	3
Professional	2008	685
Reference	1998	116
Story Collection	2016	5

Unrecognized	2002	9
	2006	3,564

Collection by year

Older
1970
1980
1990
2000
2010
2020

5000
4000
3000
2000
1000
0

Aged titles

53%

5,432 ITEMS

2019 and newer

10%

986 ITEMS

Collection by audience

K-3
3-6
5-8
YA
Adult
Prof.

5000
4000
3000
2000
1000
0

Diversity

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

Diverse titles in collection

2,777

Percent of collection

27%

Average age

2007

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

3,351

Percent of collection

33%

Average age

2008

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

0

GUIDED READING/F&P

640

LEXILE

3.9

ACCELERATED READER

Collection by reading level

Guided Reading/F&P

Lexile

Accelerated Reader

Reading Counts

DRA Levels

0-0.9

1-1.9

2-2.9

3-3.9

4-4.9

5-5.9

6-6.9

7-7.9

8-8.9

2500

2000

1500

1000

500

0

Average reading level

3rd grade

Collection Circulation Report Supply Elementary School

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

Call numbers grouped by prefix

Range Circulations

000 - 099 36 [0.45%]

100 - 199 12 [0.15%]

200 - 299 4 [0.05%]

300 - 399 61 [0.76%]

400 - 499 15 [0.19%]

500 - 599 1,180 [14.73%]

600 - 699 409 [5.11%]

700 - 799 1,258 [15.70%]

800 - 899 36 [0.45%]

900 - 999 103 [1.29%]

92 105 [1.31%]

AIG 0 [0.00%]

AV 0 [0.00%]

BB 0 [0.00%]

E 2,971 [37.09%]

F 255 [3.18%]

FIC 1,528 [19.07%]

FQUA 0 [0.00%]

GUI 0 [0.00%]

JUV 0 [0.00%]

KIT 0 [0.00%]

NC 6 [0.07%]

PB 0 [0.00%]

PBK 0 [0.00%]

PRO 0 [0.00%]

PROF 5 [0.06%]

PROF. 0 [0.00%]

REF 15 [0.19%]

SC 12 [0.15%]

VID 0 [0.00%]

No Call # 0 [0.00%]

Temporary 0 [0.00%]

Totals 8,011

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

Report generated on 6/3/2024 at 10:40 AM Page: 1 Total pages: 2