



Lakewood Park Elementary

Media Center Collection Development Plan 2025-26

Kathleen Melrose
Principal

Tonya Gardner
Certified Educational Media Specialist

Signature Page

Principal

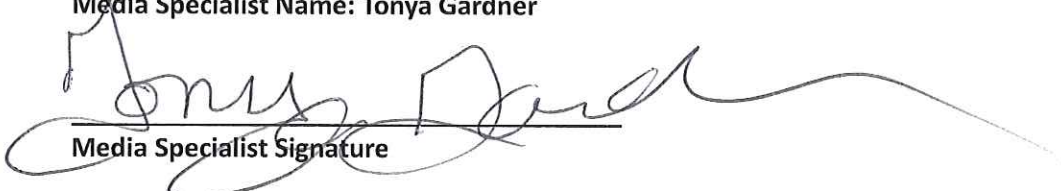
Lakewood Park Elementary

FY25 Collection Development Policy

Date Drafted: November 21, 2025

Date Approved by Administration: November 21, 2025

Media Specialist Name: Tonya Gardner



Media Specialist Signature

Principal Name: Kathleen Melrose



Principal Signature

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Executive Summary

District Strategic Plan 2026

St. Lucie County School District is located on the east coast of Florida and includes the municipalities of the Cities of Fort Pierce and Port St. Lucie as well as St. Lucie Village, and Lakewood Park. The district has approximately 40,850 students enrolled in 44 schools.

Vision: St. Lucie Public Schools, in partnership with parents and community, will become premier centers of knowledge that are organized around students and the work provided to them. Our name will be synonymous with the continuous improvement of student achievement and the success of each individual. Our promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each child, every day. This is the St. Lucie Way!

Mission: The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

School Board Policy

- [School Board Doc po2520](#)
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School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a Media Specialist who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

Procedure

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

the goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained and accessible in the school library media center or a classroom library which can be checked out or used by a student or required as part of a school or grade-level reading list. The format must:

- A. identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals, and videos;
- B. list, at a minimum, the following information:
 - 1. the title and author for books and ebooks;
 - 2. the name or title for periodicals and videos; and,
 - 3. the title for any other material maintained in the media center.
- C. Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

School Collection Development Plan

Lakewood Park Elementary serves 615 students enrolled in grades PreK to fifth. The student population's ethnicity is made of 31.4% Hispanic and 68.6% Non-Hispanic students.

Additionally, we serve a diverse population made up of 22.8% White, 38.8% Black, .001% Native, .94% Asian, and 6.27% Multicultural students.

The administration includes Principal Kathleen Melrose and Assistant Principal Lauren Monroe. Lakewood Park is proud to offer many special programs which provide students with opportunities. These include field trips, community guest speakers (reading day, fire safety, Embryology) STEAM days, Academic nights, Literacy Night, Game Day, Girls on the Run, and Everglades Student Ambassadors.

School Mission Statement

The mission of Lakewood Park Elementary is to work together to provide all students with a safe and positive learning environment and rigorous academic curriculum

Media Center Mission Statement

Lakewood Park's Library mission is to motivate students to read by offering a variety of topics, reading levels, and real-world experiences. The media center will be a loving, nurturing environment where students will have choice in their learning endeavor. The goals are:

- **encourage reading for pleasure.**
- **introduce new topics to enhance student curiosity.**
- **provide materials and hands-on experiences to deepen student knowledge.**

Library Program

LWP is on a fixed rotation; 33 classes, kindergarten through fifth grade students go to the media center once a week for 45 minutes. The library is also open daily from 7:50 am to 8:20 am. All students can check out books during this time. Not only are books available, but students have access to puzzles, games, and group coloring activities. The media is a welcoming, calm place for students needing a safe space in the morning. Many of our students do not come from print-enriched environments, therefore they do not have positive, personal experiences with books. Since my primary goal is to get students to fall in love with reading, I read to them the way I read to my own children. We experience books with the main goal of enjoying reading; getting students to LOVE books is the first step in creating lifelong readers. The books in our library are leveled by difficulty. This allows students to easily get a "*right fit*" book. Students having immediate success with books in the next step in having them fall in love with reading. Making sure students' first experiences with books are positive has changed our culture for reading at LWP. I bring books to life by providing hands on learning experiences (embryology, life cycle of butterflies, class pets, sponsoring emotional support dogs, guest speakers, field trips, and hands on activities that we call *Bringing Books to Life*) has encouraged students to deepen their knowledge with additional reading and exploration.

A thorough analysis of the current media center collection at Lakewood Park Elementary indicates that the average age of the collection is 2007 and the number of books per student is 26.9. The [American Association for School Libraries](#)

supports *An Introduction to Collection Development for School Librarians* by Mona Kerby that media centers that includes a ratio of 10-12 items available per student is appropriate for a school library collection. At this time, Lakewood Park Elementary does meet the recommended standards for the number of books per student.

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

I am thrilled with the growth of reading our school is experiencing. When acquiring the media center our students were reading below grade level. We did not have enough easy reader books for our students. Many books were added to the collection based on getting books in students' hands that they could read successfully. Our students' needs have dramatically changed and now the focus is on making sure students have quality books to read. The media center needs to be weeded, keeping this in mind.

Students used to get chapter books because they were "big." When asking them specific questions about the story, they could not provide any details, and stated it was too much reading. Now students are excited about the chapter books they read and request the next book in the series. This is new for our school and very exciting. Making sure our collections are complete is another ordering focus.

As our Hispanic population increases, I will continue to add Spanish books in the media center. I still want to students to check out an English book, to further their vocabulary, and want them to continue learning in their native language. Having the opportunity to read at night with their Spanish speaking family is important.

School Assessment Analysis

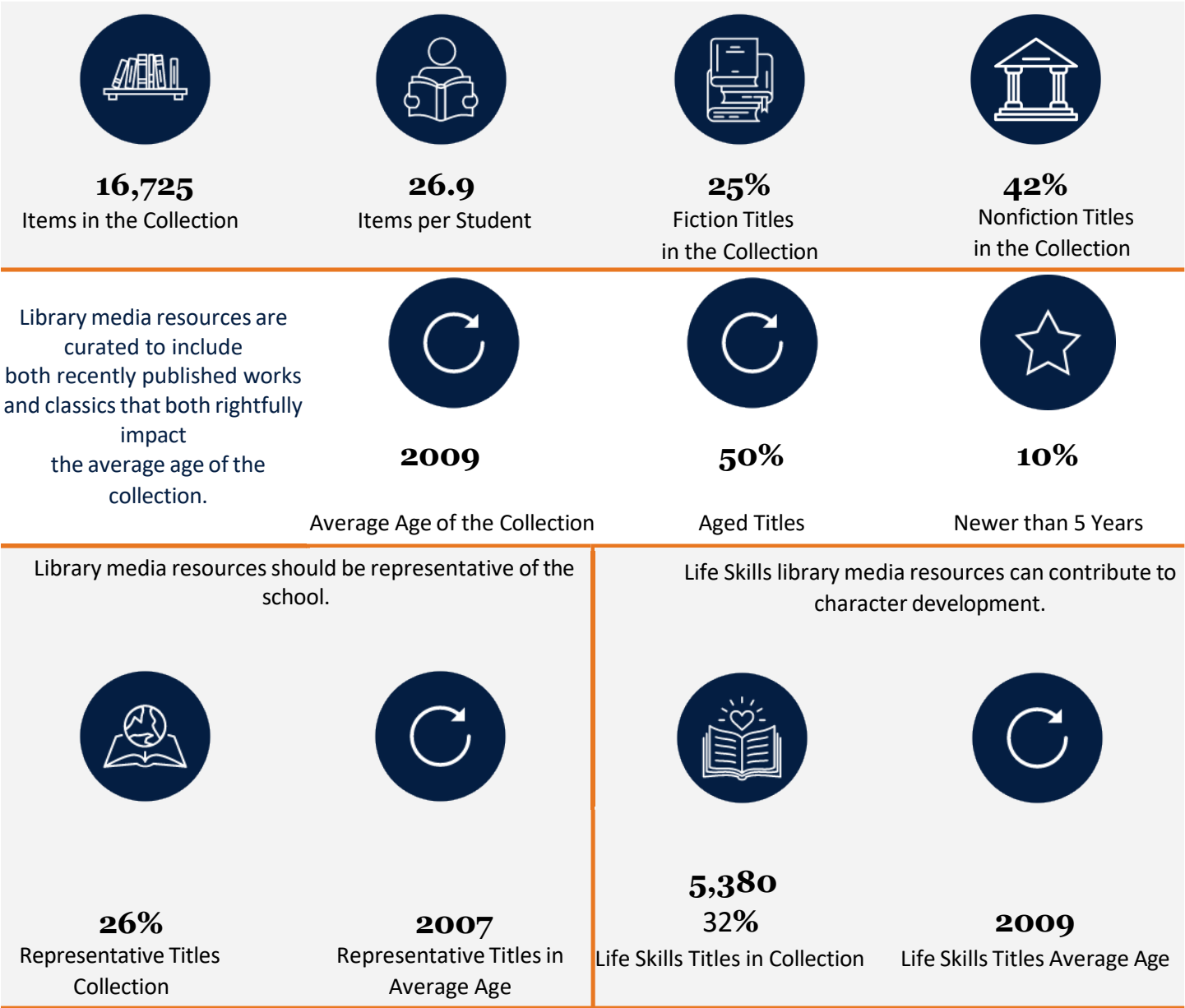
The school assessment analysis provides an overview of the school's assessment data for the previous two school years.

Proficiency Data		
Assessment	2023-24	2024-25
<i>Star Early Literacy/Reading Proficiency Grade K</i>	35%	2%
<i>Star Early Literacy/Reading Proficiency Grade 1</i>	43 %	38%
<i>Star Early Literacy/Reading Proficiency Grade 2</i>	39%	33%
<i>FAST ELA Grade 3</i>	41%	50%
<i>FAST ELA Grade 4</i>	46 %	52%
<i>FAST ELA Grade 5</i>	46%	34%
<i>NGSSS Sci 5 EOC</i>	49 %	49 %

Comparison between 2023-24 and 2024-25 Testing Data (adapted from <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2025.html>)

Collection Analysis

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 from July 2025. Purchasing or weeding after that time is not reflected in this data.



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	110	2014
Philosophy & Psychology	107	2010
Religion	59	2003
Social Sciences	1,004	2007
Language	531	2007
Science	1,812	2008
Technology	823	2008
Arts & Recreation	1,457	2015
Literature	169	2007
History & Geography	876	2006
Biography	660	2003
Easy	4,362	2007
General Fiction	4,133	2009
Graphic Novels	794	

Representation Analysis

Enrollment & Demographic Data					
615 2025-26 Student Enrollment as of September 15, 2025		Subgroups		Federal Ethnicity	
		22% ELL	14% ESE	31.4% Hispanic	68.6% Non-Hispanic
Federal Race Category					
22.8% White	38.8% Black	.001% Native	.94% Asian	0% Pacific	6.27% Multicultural

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 LWPE in comparison to Collection Analysis results, it was found that:

Student Representation	% of Students	Total # of Titles	Total % of Titles	Avg. Age of Titles
Hispanic	31.4%	266	.02%	2011
Black	38.8%	542	.03%	2006
Native	.001%	127	.007%	1985
Asian	.94%	211	.01%	2009
Pacific	0%	1	.00006%	1994

Strategic Focus

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
2025-2026	Selection Priorities - Complete Medi Collection Development Plam - Level chapter books - Label genres, Step into Reading - Rest Nonfiction, less books per shelf - Create Nonfiction Chart to encourage more diverse checkout - Use Reading Buddies
	Weeding Priorities - Weed worn books - Be mindful of high-quality reading, weed accordingly - Weed outdated material – focusing on nonfiction
2026-2027	Selection Priorities - Need more eBooks - Complete missing sets - Use average age of nonfiction to keep library current
	Weeding Priorities - Weed worn books - Weed outdated books - Promote books not often checked out and weed0 if there is no interest

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	
<i>Source</i>	<i>Amount</i>
State (P2500)	\$11,809.28
Internal Accounts	
<i>Source</i>	<i>Amount</i>
Scholastic Bucks	\$1,558.43
TOTAL	

Purchasing Plan 2025-2026

Approximate Purchasing Plan	
<i>Purpose</i>	<i>Amount</i>
Media Supplies - Media	300
Library Book (P2500)	10,000
Furniture-Fix/Equip - Scholastic	2,000
TOTAL	12,300

Year-to-Year Collection Change

The information below represents the year-to-year change within the library media center collection from the 2024-25 to 2025-26 school year. The 2024-25 data is based on a collection analysis from June 2024, while the 2025-26 is based on a collection analysis from July 2025.

Data Reflection

- Weeding needs to be a focus.
- More eBooks must be ordered.
- Improving the age of the collection should be a goal.
- We have surpassed our “Items per student” goal, which may indicate that we have quantity over quality.

2024-25 Purchased and Weeded Materials		
Materials Added to the Collection 989		Materials Weeded from the Collection 188
Category	2024-25	2025-26
 Items in the Collection	16,121	16,529
 Items per Student	25.9	26.9
 Average Age of Collection	2008	2008
 Representative Titles in the Collection	25%	26%

Appendix A

School Board Doc po2520

Book: Policy Manual

Section: 2000 Program

Title: SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

Code: po2520

Status: Active

Legal:

F.S. 119.071

F.S. 212.183

F.S. 1001.215

F.S. 1002.22

F.S. 1003.485

F.S. 1006.28

F.S. 1006.28 through 1006.42

F.S. 1006.40

F.S. 1008.22

F.S. 1008.25(5) (a)

F.S. 1008.25 (5) (c)

F.S. 1014.05

F.A.C. 6A-6.03028

F.A.C. 6A-7.0713

34 C.F.R. Part 300

Adopted: March 12, 2024

Last Revised: April 8, 2025

2520 - SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The School Board adopts courses of study pursuant to State law and Policy 2220. When adopting courses of study, State law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer

courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's Individualized Education Program (IEP). Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

"Library media center" means any collection of books, ebooks, periodicals, or videos maintained and accessible on the site of a school, including in classrooms.

As required by State law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course descriptions established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list.

Each principal shall provide that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed pursuant to adopted Board policies. Each principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school and the procedures for contesting the adoption and use of instructional materials. Principals are also responsible for overseeing compliance with District procedures for selecting school library media center materials at the school to which they are assigned and notifying parents of the process for objecting to the use of specific materials.

The Superintendent shall develop administrative procedures that set forth a process to involve staff in the review and evaluation of instructional materials. The staff involved in this process shall recommend to the Superintendent for submission to the Board for adoption the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board rule. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of students who will have access to such materials.

The Superintendent's procedures shall also prescribe the process for the acquisition, management, use, accountability, and reporting requirements of all instructional materials.

Certification by Superintendent

On or before July 1 each year, the Superintendent will certify to the Commissioner of Education the estimated allocation of state funds for instructional materials for the ensuing fiscal year.

By August 1 each year, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

Adoption of Instructional Materials

Prior to submitting a recommendation to the Board regarding the recommended instructional materials, those materials will be accessible for review online for at least twenty (20) calendar days prior to the open publicly noticed meeting at which a public hearing will be held so that the Board can receive comment, if any, about the instructional material under consideration for adoption. The Superintendent shall establish reasonable safeguards against the unauthorized use, reproduction, and distribution of the instructional material under consideration.

Following the public hearing, the Board may act upon the Superintendent's recommendation to adopt the instructional materials. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

At an open publicly noticed meeting following the meeting at which the instructional material is adopted, the Board shall consider a recommendation to approve an annual instructional materials plan that identifies any instructional materials to be purchased pursuant to the instructional materials review process described herein.

The Superintendent shall maintain a list of all adopted instructional materials.

Publication on Website of List of Instructional Materials and Process to Limit Student Access

The Board will publish on its website, in a searchable format, a list of all instructional materials, including those used to provide required instruction under Florida law.

Parent Permission

Parents and guardians play a major role in guiding their child's reading and library use. Each family has the right to determine which library resources are acceptable for their children. Students are able to select books at their discretion; however, some levels of books may require parent permission before a student may check them out. Parents will be notified at the beginning of each school year to complete the library access form for each child.

This form will inform the media specialist of the parent/guardian's preferred level of book access for their child. Parents/Guardians may submit titles and authors of books to the media specialist at the school they are enrolled in that their child may not check out of the media center.

School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a Media Specialist who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

Procedure

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reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

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- A. identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals, and videos;
- B. list, at a minimum, the following information:
 - 1. the title and author for books and ebooks;
 - 2. the name or title for periodicals and videos; and,
 - 3. the title for any other material maintained in the media center.
- C. Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

Purchase of Instructional Materials

Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in kindergarten through grade 12 will have a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and material prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

Requisitions shall also be issued to purchase instructional materials that will be the major tool of instruction for subjects in the State Course Code Directory for which the Board has adopted courses of study, but for which there are no materials on the State-adopted instructional materials list.

The Superintendent shall approve these purchases.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Replacement and Purchase of Instructional Materials by Students/Parents

Students may be held responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss may result in the suspension of the student from participation in extra-curricular activities, the suspension of student parking privileges, and the exclusion of the student from participation in school activities such as prom and graduation ceremonies or the debt may be satisfied by the student performing community service activities at the school site as determined by the school principal.

A student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

New Worlds Reading Initiative

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-prekindergarten through grade 5 students who are not yet reading on grade level, who score below a level 3 on the most recent Statewide, standardized English Language Arts Assessment (ELA), or who have a substantial reading deficiency identified under F.S. 1008.25, or who have a substantial deficiency in early literacy skills based upon the results of the coordinated screening and progress monitoring under F.S. 1008.25.

The School District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the

initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The District shall also establish a data sharing agreement with the initiative's administrator to allow for a streamlined student verification and enrollment process.

Revised 4/8/25

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Appendix B

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 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](#).