Southern Oaks Middle School

Media Center Collection Development Plan 2026-27

Henry Sanabria

Principal

Kaitlyn Kloser

Certified Educational Media Specialist

Signature Page

Southern Oaks Middle School
FY26 Collection Development Policy

Date Drafted: 08/04/2026
Date Approved by Administration: 9/15/26

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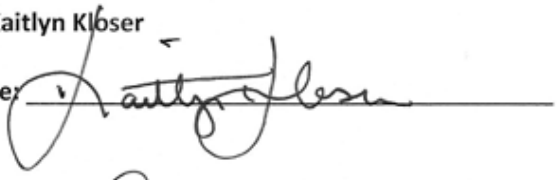
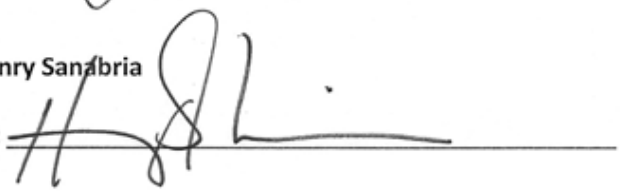
Media Specialist Signature: 

Principal Name: Henry Sanabria

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 49,500 students enrolled in 41 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
- **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

Southern Oaks Middle School serves 753 students enrolled in grades 6-8. The student population's ethnicity is made of 34% Hispanic and 66% Non-Hispanic students.
Additionally, we serve a diverse population made up of 21.51% White, 36.65% Black, .13% Native, 1.33% Asian, 0% Pacific, and 6.37% Multicultural students.

The administration includes Principal Henry Sanabria and Assistant Principal Kendra Ford. Southern Oaks Middle School is proud to offer many special programs which provide students with opportunities. These include STEAM club, CTE Certification, including ICT Cyber Security, and Career Orientation courses.

School Mission Statement
Southern Oaks Middle School's mission is to continuously improve student achievement through a focus on the success of everyone, driven by their core business of creating challenging, engaging, and satisfying work for each student every day to ensure everyone is future-ready.

Media Center Mission Statement
It is the mission of Southern Oaks Middle School Media Center to support students, staff, teachers, stakeholders, and administrators through the promo on of the media resources available in St Lucie County Public Schools. Foremost, the Media Specialist will design and maintain a library collection of resources that includes a diverse selection of print and digital materials. The Media Specialist will collaborate and support teachers in creating meaningful, enriching, and engaging instruction through the use of media resources. Media resources will be utilized in instruction with the goal of creating students that are both college and career ready, with the skills to succeed in the future.

Library Program
The library program at Southern Oaks Middle School functions on a flexible schedule. Scheduling is centered around collaborating and supporting teachers through the use of Media Resources, with priority scheduling given for district and state testing. Media materials are used to support Student Council, Xello, History Day, iXL, research projects, Canvas, and other district initiatives.

A thorough analysis of the current media center collection at Southern Oaks Middle School indicates that the average age of the collection is 2003 and the number of books per student is 17. 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, Southern Oaks Middle School 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:

- Southern Oaks exceeds the recommended ratio of items per student appropriate for a school library collection.
- 34% of titles support an environment that values and promotes diversity.
- Circulation should be increased to reflect more items per student.

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	**2024-25**	**2025-26**
FAST ELA Grade 6	45 %	56 %
FAST ELA Grade 7	40 %	54 %
FAST ELA Grade 8	40 %	49 %
Civics EOC	46 %	69 %
NGSSS Sci 8 EOC	35 %	46 %

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

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 2026. Purchasing or weeding after that time is not reflected in this data.

17,546

Items in the Collection

17

Items per Student

43%

Fiction Titles in the Collection

43%

Nonfiction Titles in the Collection

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

2003

Average Age of the Collection

69%

Aged Titles

2%

Newer than 5 Years

Library media resources should be representative of the school.

34%

Representative Titles Collection

2002

Representative Titles in Average Age

Life Skills library media resources can contribute to character development.

33%

Life Skills Titles in Collection

2004

Life Skills Titles Average Age

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

10	128	534	2503	4135	2364	56
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

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	174	2010
Philosophy & Psychology	132	2010
Religion	68	2003
Social Sciences	1044	2005
Language	45	2004
Science	922	2006
Technology	770	2007
Arts & Recreation	2152	2007
Literature	484	1997
History & Geography	1804	2002
Biography	1421	2000
Easy	N/A	N/A
General Fiction	7466	2002
Graphic Novels	692	2010

Notes

- Literature genre records the lowest average age
- Arts and recreation genre records the most titles

Representation Analysis

Enrollment & Demographic Data					
753 2026-27 Student Enrollment as of August 4, 2026		**Subgroups**		**Federal Ethnicity**	
		24% ELL	**14.6%** ESE	**34%** Hispanic	**66%** Non-Hispanic
Federal Race Category					
21.51% White	**36.65%** Black	**0.13%** Native	**1.33%** Asian	**0%** Pacific	**6.37%** 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 Southern Oaks Middle School 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	34%	94	.5%	
Black	36.65%	460	2.6%	
Native	.13%	0	0%	
Asian	1.33%	52	.3%	
Pacific	0%	0	0%	

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
2026-2027	**Selection Priorities** • Priority 1 — Increase average age of collection • Priority 2 — Purchase titles based on content curriculum • Priority 3 — Purchase titles based on student population (themes of heritage, culture, etc.)
	Weeding Priorities • Priority 1 — Weed titles with the oldest publication dates • Priority 2 — Weed damaged items
2027-2028	**Selection Priorities** • Priority 1 — Increase average age of collection • Priority 2 — Purchase titles based on content curriculum • Priority 3 — Purchase titles based on student population (themes of heritage, culture, etc.)
	Weeding Priorities • Priority 1 — Weed non- fiction with outdated information, topics, etc. • Priority 2 — Weed titles with the oldest publication dates

Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year (2026-2027).

Annual Budget 2026-2027

State Funds	
Source	***Amount***
State (P2500)	$0.00
Internal Accounts	
Source	***Amount***
Book Fair Profits	0
Scholastic Bucks	0
Library Fines	0
Grants or Donations	0
TOTAL	0

Purchasing Plan 2026-2027

Approximate Purchasing Plan	
Purpose	***Amount***
Media Supplies (Account #)	0
Library Book (Account #)	0
Furniture-Fix/Equip (Account #)	0
Media Subscriptions- (Periodicals, newspapers) (Account #)	0
TOTAL	0

Year-to-Year Collection Change

The information below represents the year-to-year change within the library media center collection from the 2025-26 to 2026-27 school year. The 2025-26 data is based on a collection analysis from July 2025, while the 2026-27 is based on a collection analysis from July 2026.

Data Reflection

- Average age of collection remained the same
- Items per student continues to meet recommended standard for libraries

2025-26 Purchased and Weeded Materials	
Materials Added to the Collection: 183	Materials Weeded from the Collection N/A

Category	2025-26	2026-27
Items in the Collection	17363	17546
Items per Student	17.1	17
Average Age of Collection	2003	2003
Representative Titles in the Collection	33%	34%

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	January 13, 2026

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

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.

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
Revised 1/13/26
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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.