

Scope of the Collection

The Horizon Elementary media collection includes materials in a variety of formats that support the academic, developmental, and personal interests of students in grades PreK–5. The collection enriches and supports the curriculum, provides for diverse learning styles, and reflects the cultural and linguistic diversity of the school community.

The collection includes print materials such as picture books, early readers, decodable texts, chapter books, graphic novels, high-interest nonfiction, social-emotional learning titles, multicultural texts, biographies, and professional materials for staff.

Digital materials are available through district platforms including Follett Destiny Online Library Catalog, Gale Online Databases and eBooks, PebbleGo, National Geographic Kids, Sora, and Beanstack.

Instructional support materials align with programs such as UFLI Foundations, SIPPS, Heggerty, and Benchmark Advance.

Electronic resources support research, literacy engagement, and independent reading.

Outdated formats such as VHS tapes, cassette tapes, floppy disks, and obsolete reference sets are no longer maintained. Horizon Elementary does not accept donated books because all materials must undergo state-required vetting and approval.

Horizon prioritizes updated nonfiction materials aligned to the Florida B.E.S.T. Standards, high-interest fiction, graphic novels, early readers, decodable texts, social-emotional learning literature, and culturally representative titles that reflect student identities and experiences.

Collection Development

Collection development ensures the acquisition of high-quality materials that support the academic and personal needs of students. The goal of the media program is to maintain a balanced collection with materials that support instruction, student research, independent reading, and enrichment. Resources are selected according to principles of intellectual freedom and represent diverse viewpoints and experiences.

Selection and Evaluation Criteria (Drawn from BCPS Policy 4120)

Selection of Materials

The collection is funded through state, district, and school allocations. Materials support Horizon Elementary's mission and enrich curriculum and instruction. Resources address the educational, emotional, and recreational needs of students and are appropriate for the developmental level of PreK–5 learners. Materials represent differing viewpoints, support inquiry and critical thinking, maintain accuracy and currency, provide literary and informational quality, and contribute to a balanced, inclusive collection. Durability, cost effectiveness, and alignment with foundational literacy programs are also considered.

Responsibility

The School Board of Broward County holds legal responsibility for materials selection. In the absence of a school media specialist, the Literacy Coach serves as the administrative designee for coordinating the selection process. The designee collaborates with the principal, teachers, and students as needed. Clerical personnel are not responsible for collection development or selection decisions.

NOTE: *Clerical personnel should NOT be responsible for library material collection development and/or resource management and selection of materials.*

Criteria for Selection of Print and Non-Print Materials

1. Materials are selected to support the mission of Horizon Elementary.
2. Materials are selected to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
3. Materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of the students.
4. Materials shall represent differing viewpoints of controversial issues so that users may be motivated to engage in critical analysis of such issues, to explore their own beliefs, attitudes, and behavior, and to make informed choices in their lives.

In keeping with the ***Library Bill of Rights***, materials will be considered based on the following:

- Needs of the curriculum, learning/teaching styles of students, faculty, and staff
- Possible use of material (including small or large group instruction, in-depth study)
- Level of physical, artistic, and literary quality
- Representation of multiple viewpoints
- Treatment of subject and lack of cultural bias
- Accuracy and currency of information
- Scope of coverage
- Support of inquiry and critical thinking skills
- Relationship of the material to the overall collection
- Cost, packaging, and documentation

Selection Tools

The following professional resources are available to assist the media specialist in the selection process. However, selection is not limited to the use of these tools.

Follett Titlewave: Titlewave is a collection development and curriculum support tool for school libraries, librarians, and educators, featuring professionally curated content from Follett library services and support tools that help you find the most relevant materials.

Mackin: Mackin uses highly acclaimed review sources (AudioFile, Booklist, Horn Book Magazine, Kirkus Reviews, Library Media Connection, Publishers Weekly, and School Library Journal). It places them in one convenient location to make the best selections for school libraries and students.

Periodicals: School Library Journal, Kirkus Reviews, Booklist, Horn Book, Library Media Connection, Journal of Adolescent and Adult Literacy, Young Adult Library Services, Knowledge Quest.

Books: Children's & YA Book Lists: Best Books, Best Books for Young Adult Readers; Books for You: An Annotated Booklist for Senior High Students; Outstanding Books for the College Bound: Choices for a Generation; and Senior High School Library Catalog.

Note: Common Sense Media, Amazon, Goodreads, The Manga Critic and Reviews from paid reviewing sources **may be used** in conjunction with professional reviewing sources.

Gifts and Donations

Any gifted or donated items must meet the same selection criteria as all other materials—the criteria listed in Florida Statute 1006.28 and Broward County School Board Policy 4120.

Collection Maintenance

Removing materials from a library collection that are no longer educationally appropriate is as an equally important process as selecting new items of high quality. The library media specialist and/or instructional staff should have an ongoing process to evaluate the library media collection and to keep the collection relevant to the changing needs of the curriculum, personal interests, and needs of students. Evaluation of items under consideration for removal from the Library Media Center should be based on criteria related to the educational value of the resources. The removal (weeding) of library materials from the collection is the responsibility of a skilled professional library media specialist. Weeded items should not be disposed of or discarded at the school site. Weeded items should be boxed and identified as DISCARDED or WITHDRAWN and scheduled for pick up by Procurement and Warehousing Services by completing the enclosed Warehouse Assistance Request Form.

Strategic Focus

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

School Year	Strategic Focus
Year 1 2025-2026	Year 1 – Current Year (2025–2026) Purchasing Priority 1 Diverse titles, SEL titles, early readers, and decodable texts to support foundational literacy programs such as UFLI and SIPPS. Purchasing Priority 2 High-interest fiction, graphic novels, and updated nonfiction (science, geography, and technology) to replace outdated materials and increase student engagement. Weeding Priority 1 Remove outdated nonfiction materials, especially those older than 15–20 years in science, geography, and technology. Weeding Priority 2 (if needed) Weed worn picture books, duplicate low-circulating titles, and obsolete reference materials no longer aligned with curriculum needs.
Year 2 2026-2027	Purchasing Priority 1 Expand early readers, decodables, and high-interest formats to continue strengthening K–2 foundational literacy and independent reading. Purchasing Priority 2 Increase culturally representative literature and SEL series to support schoolwide initiatives and student well-being.

	Weeding Priority 1 Continue removal of aged nonfiction in social studies, history, and arts sections, prioritizing books published before 2010. Weeding Priority 2 (if needed) Weed outdated biographies, literature titles, and unused professional materials.
Year 3 2027-2028	Purchasing Priority 1 Update major nonfiction sections across all Dewey categories, focusing on current science, world geography, technology, and informational literacy. Purchasing Priority 2 Add diverse series, new graphic novels, and high-circulation fiction to maintain student engagement across grade levels. Weeding Priority 1 Remove remaining aged fiction and story collections with low circulation or outdated themes. Weeding Priority 2 (if needed) Eliminate obsolete reference titles and any remaining materials in formats no longer supported by district hardware or software.

Horizon Elementary

Reconsideration of Materials

Inquiries regarding the appropriateness of particular library and supplemental instructional materials are a normal part of the process of providing a wide variety of resources for student use.

Opt-Out Form

Parents may submit their request to limit their student's access to materials in the school or classroom library by submitting a completed Opt-Out Form to the school principal.

Procedures for Objections to Library Materials and Reading Lists

Superintendent Review Committee

1. The School Board shall form a Superintendent Review Committee (SRC) to review objections to library materials. The SRC must have a minimum of five members but may have as many additional members as the Superintendent or his/her designee appoints based on need.
2. Any committees convened for the purpose of resolving an objection by a parent or resident to specific materials must include parents of students who will have access to such material.
3. The membership of the review committee should reflect the broad racial, ethnic, socioeconomic, and cultural diversity of Broward County Public Schools as well as individual(s) with noted or reasonable subject matter expertise.

Phase 1: Complete Objection to Library/Instructional Materials Form

- a. A parent or resident of Broward County who wishes to object to materials used within the School Board of Broward County Public Schools must complete the "Objection to Library/Instructional Materials Form," located on the school's Library Media website. The objection shall include the following information:
- b. Parent or resident of Broward County must specify the text within the material he/she believes is out of compliance with the requirements of Section 1006.28(2)(a)2.a. or b., Florida Statutes, and the nature of the alleged noncompliance.

Phase 2: Notifications

- a. Upon receipt of the completed "Objection to Library/Instructional Materials" form, notifications will be sent to the principal where the challenge originates as well as the Innovative Learning Department staff, school board members, and superintendent.

- b. Any item subject to an objection on the basis of sub sub-subparagraph b. (I) or sub-sub-subparagraph b.(II) must be removed within 5 school days of receipt Page 9 of 10 of the objection and remain unavailable to students of that school until the objection is resolved.

Phase 3: Superintendent's Review Committee Review

- a. The Innovative Learning Department Director shall convene the SRC to review the material.
- b. SRC will utilize an approved review rubric aligned to School Board policies and state statutes approved by the Superintendent.

Phase 4: SRC's Recommendation to the Superintendent

- a. A decision will be rendered within ninety (90) days after receipt of the objection.
- b. Committee will submit their recommendation to the School Board of Broward County, the Superintendent, and the parent or resident of Broward County.
 - i. allows the challenged material to maintain its current status;
 - ii. leave the challenged material in the classroom or school media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed items;
 - iii. limit the educational use of the challenged material;
 - iv. transfer the challenged material to a higher-level school (e. g. elementary to a middle school); and/or
 - v. remove the challenged material from the school environment.

Phase 5: Appeal

- a. If a parent or resident of Broward County disagrees with the determination made by the SRC, he/she may request inclusion on the School Board agenda.
- b. If they disagree with the School Board's decision on the objection to the use of a specific material, a parent or resident of Broward County may request from the Commissioner of Education appointment of a special magistrate who is a member of the Florida Bar in good standing and who has at least 5 years' experience in administrative law to render a recommended decision.

Collection Analysis

The information provided in this section gives an overview of the entire library collection. Collection analysis is based on a Titlewave Analysis completed.



9,734

Items in the Collection



2007

Average Age of the Collection



20.3

Items per Student



58%

Fiction titles in the Collection



42%

Nonfiction titles in the Collection



61% older than 20 yrs

Aged Titles

Diverse library media resources. The resources provide “mirrors, windows, and sliding glass doors” for students and teachers to see themselves in books and also learn about the lives of others through literature.



2,694 titles

Diverse Titles in Collection



2006

Diverse Titles Average Age

Social-Emotional Learning (SEL) library media resources can contribute to the **development of character and social-emotional skills.**



3,015 titles

SEL Titles in Collection



2008

SEL Titles Average Age

Collection Analysis by Category

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 (Balanced Dewey Comparison Report).

Section	Average Age	# of Titles	Actual Percentage	Recommended Percentage	Difference Percentage
Computer Science, Information & General Works	2010	110	2.70%	%5	%-2.30
Philosophy & Psychology	2001	29	0.71%	%3	%-2.29
Religion	2001	45	1.11%	%2	%-0.89
Social Sciences	2007	478	11.76%	%12	%-0.24
Language	2008	141	3.47%	%2	%+1.47
Science	2007	1,175	28.89%	%12	%+16.89
Technology	2008	491	12.07%	%8	%+4.07
Arts & Recreation	2009	338	8.31%	%5	%+3.31
Literature	2005	172	4.23%	%10	%-5.77
History & Geography	2006	453	11.14%	%10	%+1.14
Biography	2006	539	13.26%	%8	%+5.26
Easy	2005	2,452	11.1%	%	%
General Fiction	2009	3,190	78.4%	%	%
Paperback	2003	6	0.14%	%	%
Professional	2004	89	2.1%	%1	%+1.19
Reference	2007	7	0.17%	%1	%-0.83
Story Collection	2008	16	%	%3	%

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

Strengths

- The collection contains a strong number of science, technology, and social studies titles, which supports informational reading and inquiry-based learning.
- Horizon's library includes a high percentage of diverse titles (28%) and SEL titles (31%), reflecting the cultural and emotional needs of the student population
- The fiction collection is well-balanced and widely represented, with strong circulation potential and varied reading levels supporting independent reading.
- The collection maintains modern digital literacy support, with access to Destiny Discover, Sora, and research databases even though print still makes up 99% of materials.

Focus Areas

- A significant portion of the collection is older than 20 years (61%), requiring sustained weeding and replacement to ensure currency and accuracy.
- A significant portion of the collection is older than 20 years (61%), requiring sustained weeding and replacement to ensure currency and accuracy.
- Early readers, updated decodables, and high-interest texts should be increased to support foundational literacy and Horizon's Tier 2 & Tier 3 intervention needs.
- Outdated science, geography, and technology materials need ongoing review to maintain alignment with the Florida B.E.S.T. Standards and current academic expectations.

Executive Summary

District Strategic Plan 2025

Broward County Public Schools is the sixth-largest school district in the United States and the second-largest in Florida. The district serves more than 256,021 students at 231 schools and is one of the largest employers in South Florida, with 30,529 team members.

Vision: Educating today's students to succeed in tomorrow's world.

Mission: Educating all students to reach their highest potential.

Core Values: Student Focus, Teaching Excellence, Accountability, Respect, Safety

School Mission Statement

Learning to Leading Tomorrow

School Community

Horizon Elementary serves 480 students in grades PreK–5. The student population includes 31.2% Hispanic and 68.8% Non-Hispanic students. Our racially diverse community includes 7.3% White, 54.0% Black, 3.3% Asian, 0.2% Native American, 0.2% Pacific Islander, and 4.0% Multiracial students.

The administrative team includes Principal Thaddeus Smith and Intern Principal Christina Monroe. Horizon offers a range of instructional and enrichment programs that support student learning, including:

- Gifted & High Achieving
- Autism Cluster (ESE) Programs
- ESOL Services
- Tier 2 and Tier 3 Intervention Programs
- Systematic foundational literacy instruction supported by UFLI, SIPPS, Heggerty, and Benchmark Advance
- Schoolwide literacy initiatives including Reading Across Broward (RAB)

Purpose of Collection Development Policy

A school library collection development plan serves as a roadmap to guide library materials' selection, acquisition, and maintenance. It ensures the collection aligns with Florida statutes, the District's Strategic Plan Goals and Guardrails, the school's curriculum, and student needs by providing a framework for choosing resources that best support student learning across different subjects and interests while also addressing diversity and appropriate content levels.

A Collection Development Plan Serves Several Important Purposes:

Statutory Compliance: A Collection Development Plan establishes the framework for adhering to the mandatory state statute, requiring each district school board to adopt procedures for developing library media center collections and to post these procedures on each school's website.

District Alignment: Aligns with Broward County Public Schools 2022-2027 Strategic Plan Goals and Guardrails.

Supporting curriculum: The plan should directly connect library materials to the school's curriculum, ensuring students access relevant study resources.

Student needs assessment: It considers students' diverse needs, including reading levels, interests, and learning styles, to select materials that cater to a wide range of abilities.

Selection criteria: The plan outlines clear criteria for choosing materials, such as quality, accuracy, relevance, and alignment with school values.

Budget management: It helps allocate library funds effectively by prioritizing purchase needs based on identified gaps in the collection.

Collection maintenance: The plan includes procedures for discarding outdated or damaged materials and replacing them with current resources.

Community engagement: It involves collaboration with students, teachers, administrators, and parents to gather input on collection needs.

collection analysis of Horizon Elementary indicates:

- Average age of the collection: 15 years
- Books per student: 23

The American Library Association recommends a minimum ratio of 10 books per student, meaning Horizon exceeds the recommended standard, though many titles require updating due to age and relevancy.

Library Program

Horizon Elementary operates on a hybrid library schedule, offering both flexible access and scheduled class visits. The media center supports:

- Book checkout & read-alouds (PreK–2)
- iReady support and small-group instructional reinforcement

- Research skill development
- Schoolwide reading initiatives such as RAB

Digital access is provided through: Destiny Discover, Sora, Beanstack, PebbleGo, National Geographic Kids, and district-approved typing and research programs.

The media center plays an active role in promoting independent reading, building foundational literacy skills, and supporting teachers with instructional resources.

School Analysis

Horizon Elementary is a PreK–5 school serving **480 students** in a culturally and linguistically diverse community. The school maintains a commitment to fostering strong foundational literacy skills, student engagement, and equitable access to academic resources. The media center plays an essential role in supporting instructional programs and promoting independent reading across grade levels.

School Enrollment & Demographics Data

Student Enrollment	Federal Ethnicity (Hispanic)	Federal Ethnicity (Non-Hispanic)
484 Student Enrollment	31.2% Hispanic	68.8% Non-Hispanic

Federal Race Category

7.3% White	54.0% Black	0.2% Native	3.3% Asian	0.2% Pacific	4.0% Multicultural
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Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year.

Annual Budget 2025-2026

Annual Budget	
Source	Amount
State Allocation Funds (amount provided in the spring)	3,3014.6
Approximate Annual Budget	
Source	Amount
School Library Budget (\$9.60 Elementary and Middle per pupil and \$12.80 High per pupil)	\$3,2014.6
Library Media Internal Funds (Lost books, book fairs, and fundraising)	0
Grants	0
TOTAL	\$3,2014.6

Note: State Allocation Funds (Fund 1000 Function 6200 Activity 7220). Please confirm this amount with your school bookkeeper.

Purchasing Plan 2025-2026

Approximate Purchasing Plan	
Purpose	Amount
Diverse Titles- These books ensure that students see themselves and others represented in the collection. They support cultural awareness, equity, and inclusion by reflecting a wide range of backgrounds, experiences, and identities. Adding diverse titles helps meet the needs of Horizon's multicultural population and aligns with district goals for representation.	\$700.00
SEL- books help students build emotional intelligence,	\$650.00

empathy, self-management, conflict-resolution skills, and positive relationships. These titles are used to support classroom guidance, behavior goals, and whole-child development, which is especially important in elementary settings.	
Early Readers and Decodables- These books directly support foundational literacy instruction used at Horizon, including UFLI, SIPPS, Heggerty, and Benchmark Advance. Buying more decodable and structured early readers ensures alignment with the Science of Reading and provides appropriate materials for K–2 small-group intervention, Tier 2/Tier 3 instruction, and independent practice.	\$600.00
High Interest Fiction and Graphic Novels- These books are selected to engage reluctant readers and increase overall circulation. Graphic novels and popular series encourage reading stamina, support comprehension, and help bridge students into more complex texts. They are especially impactful for students performing below grade level or needing motivation.	\$650.00
Updated nonfiction ensures that information is accurate, relevant, and aligned with Florida B.E.S.T. standards. Priority subject areas include science, geography, history, and technology, which must be refreshed frequently due to outdated content. Updated nonfiction strengthens research skills, supports curriculum units, and replaces books older than 15–20 years currently in the collection.	\$701.69
TOTAL	\$3,301.69

Reviewed by Principal **Thaddeus Smith**

Signature: _____  Date 1/22/2026

- ☐ Share this plan with SAC by October 31, 2025
- ☐ Upload the plan on the school's website by December 1, 2025