

FY27 COLLECTION DEVELOPMENT PLAN



HOWELL L. WATKINS MIDDLE SCHOOL FY27 Collection Development Plan

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Signature Page

Howell Watkins Middle School
FY27 Collection Development Plan

Date Approved by Administration:

4/22/26

Media Specialist Name: _____ Jarrad Scott _____

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Principal Signature: _____



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Purpose of Collection Development Plan

The Collection Development Policy is designed to support Howell L. Watkins Middle School. The library strives to assist all students in becoming global citizens who have a lifelong love of reading and who use the information to create a better and more peaceful world through intercultural understanding and respect. This policy guides selecting, acquiring, and managing the H.L. Watkins Middle School Library Collection.

As our student, faculty, and staff population diversifies and grows, we will reassess and adapt our collection to reflect new and differing areas of interest and need. Our priority is to offer titles and subject areas desired or needed by our users. We also strive to provide materials in print, digital, and electronic media formats. The collection development policy is evaluated annually and revised as necessary to guide the implementation of changes in the collection.

Background Statement & School Community

The users (students) of the H. L. Watkins media center and school community are highly diverse. H. L. Watkins has a culturally and ethnically diverse student population representing numerous countries and backgrounds. According to the Gold Report, the population includes students that are: 6% white, 67% black, 23% hispanic, with 56% male students and 44% female students. 17% of students are ELL, and 23% are ESE. We serve 614 students in grades 6-8. H. L. Watkins is an International Baccalaureate (IB) school, and we also offer two choice programs, Pre-Medical Science, and the Math, Science and Robotics program.

School Mission Statement

Howell L Watkins is committed to providing a world-class educational experience for the students and staff we serve. Providing an atmosphere and culture of excellence and equity that empowers each student and staff to reach their highest potential. Implementing initiatives that foster expanding awareness, developing skills, and amplifying ethical behaviors that are attributed to being responsible, productive and contributing members of society.

Media Center Mission Statement

The mission of H. L. Watkins Media Center is to foster a love of reading and learning for students. We hope to engage the students in 21st century learning, skills, and knowledge, in order to guide them to become productive and respectable members of society.

Responsibility for Collection Management & Development

In accordance with School Board Policy 8.12, the School Board is the legal owner of all library materials. The Principal is responsible for administering the school's library media program and for the physical maintenance of the facility.

Per state statute, the professional selection and vetting of materials must be performed by a Certified Educational Media Specialist. At schools with a certified specialist, this responsibility lies with that individual. At schools without a certified specialist, the selection and vetting of materials is managed by

the District Library Media Services Department to ensure statutory compliance.

To ensure the collection remains relevant and responsive to the school community, input regarding selection and collection development is actively solicited from administration, faculty, students, parents, and District stakeholders.

Library Program

The library program at H. L. Watkins is guided by the AASL (American Association of School Libraries) national standards. The librarian is on a fixed schedule, where they teach 3 elective courses. Journalism class is responsible for putting together the schools yearbook and school newsletter. Intro to communication class teaches students the basics to using a computer. TV production was brought back into the curriculum once the proper equipment was installed. Announcements are done live in the morning and shown throughout the day through the schools VLC channel. The announcements can also be found on YouTube under our news channel.

During other times, the library is open for students to come freely. Students may come before school from 8:45-9:30am. They may also come during the day when the Media Specialist is not directly teaching a class with a pass from their teacher. The media center completed renovations of the Seminole Lounge, where students can come and read a book do some studying, or just hang out. The new addition drew a lot of students coming in to relax from the everyday stressors of class.

Other literacy initiatives in the library include the "Got Caught Reading" Tickets. "Got Caught Reading" tickets are given out to students by teachers when they see them reading willingly on their own. These tickets may also be turned into the media center for prizes. We partnered with Lake Park Library System to continue our book club partnership. Students were given a month and a half to complete the reading material. we met the first Wednesday of every month to discuss 4-5 chapters of the book. Once completed, we had a pizza party to discuss the book as a whole.

The Seminole Zone is open for students to explore when they are in the media center. The Seminole Zone includes a research center, coloring center, building center, games and puzzles, and other creative and fun hands on activities. Teachers may email the media specialist if they would like to schedule a time for a whole class to visit the media center.

The media specialist held a book fair once this year in the Spring lasting for 1 week in FY26. This year the book fair made \$1,217 with a profit of 30% of that, \$350, to spend in Scholastic Dollars from the Scholastic catalog. In the future, we will attempt to hold the book fair twice a year, one in the fall and one in the spring, to increase revenue and participation. The book fair includes an opportunity for every teacher to bring their class to shop, games, contests, snacks, and prizes.

The media specialist attempted to create a Battle of the Books team this year but it fell through when students moved to different schools. The media specialist would also like to visit classrooms to offer assistance, support, lesson plan activities, and project based learning ideas and implementation on an individual interest or as needed basis. The media specialist is also capable of training teachers on literacy related websites and game based learning opportunities online to support instruction.

Goals and Objectives

Goal 1: Increase Student Engagement and Reading Interest

Objective 1.1:

Increase student library visits by 20% by the end of the school year through monthly themed displays, book talks, and interactive activities.

Objective 1.2:

Boost independent reading by having at least 75% of students check out one or more books per quarter, tracked through circulation data.

Goal 2: Strengthen Information Literacy and Research Skills

Objective 2.1:

Collaborate with at least 5 core subject teachers per semester to deliver lessons on research skills, including evaluating sources and citing evidence.

Objective 2.2:

Ensure 80% of students demonstrate proficiency in identifying credible sources and avoiding plagiarism, measured through project-based assessments or rubrics.

Goal 3: Support Digital Literacy and Technology Integration

Objective 3.1:

Provide at least one digital literacy lesson per grade level each quarter, focusing on skills such as online safety, digital citizenship, and database use.

Objective 3.2:

Increase student use of digital resources (databases, eBooks, etc.) by 25% by the end of the year, tracked through usage analytics.

Budget and Funding

The LMC is given a school-based operating budget at the beginning of every school year. The school administration uses a formula to distribute the appropriated funds. The budget for the FY27 school year is expected to be similar to FY26.

<i>School-based Operating Budget</i>	<i>Budget FY26</i>	<i>Projected FY27 Budget</i>
<i>Account 551100 - Media Supplies</i>	<i>\$0</i>	<i>\$0</i>
<i>Account 553420 - Media Subscriptions (Periodicals-Newspapers)</i>	<i>\$314</i>	<i>\$314</i>
<i>Account 561100 - Library Books</i>	<i>\$523</i>	<i>\$523</i>
<i>Account 562230 - Media A/V Equipment</i>	<i>\$314</i>	<i>\$314</i>
<i>Account 564220 - Furn-Fix/Equip</i>	<i>\$235</i>	<i>\$235</i>
<i>Fundraising and/or Grants</i>	<i>FY26</i>	<i>Projected FY27</i>
<i>Media Center Internal Account number for your grant(s) (get this from your bookkeeper)</i>	<i>\$0</i>	<i>\$0</i>
<i>State Media Allocation</i>	<i>FY26</i>	<i>Projected FY27</i>
<i>Account 561100 (program 3070) - Media Books</i>	<i>\$1533</i>	<i>\$1533</i>

Purchasing Plan FY27

Purpose	Amount
Update our Language and Literature sections	1500
Seminole Zone/Lounge activities	500
Technology integration	500
Total:	\$2500

Scope of the Collection

The Library Media Center manages a comprehensive collection of print, digital, and technological resources selected to support the school's instructional goals and the diverse needs of the student community. The following sections outline the specific formats and equipment currently maintained within the collection.

Formats:

- Print: Hardcover and Paperback Books, Graphic Novels, Reference Materials, , Professional Collection.
- Digital: eBooks, Digital Audiobooks, Online Databases (District).

Digital Resources:

The collection includes District-provided databases and eBooks that expand the local collection and provide students with 24/7 access to high-quality digital content. These resources are vetted at the District level to ensure alignment with state standards and student privacy regulations.

Policy Alignment and Organization:

In accordance with School Board Policy 8.12 (Section 5d), the library media collection is curated to support both the academic curriculum and the personal interest needs (pleasure reading) of the student body.

Furthermore, per School Board Policy 8.12 (Section 8) on the Management of Library Media Instructional Materials, the collection is organized and maintained using the standard Dewey

Decimal Classification System to ensure uniform accessibility across the District.

Equipment

To support the school's curriculum and foster digital literacy, the Library Media Center maintains a curated inventory of audiovisual and technological equipment. The lists below detail the specific hardware available to students and staff for instruction, content creation, and daily access.

Instructional Area:

- 27 Windows Laptops
- Classroom Technology: Interactive Flat Panel, Document Camera, Sound System.

Media Production:

- TV Studio: Full Production Studio (Cameras, Tri-Caster/Mixer, Lighting, Green Screen).
- Mobile News: Portable News Crew Equipment (iPads, Mobile Green Screen).
- Student Production: Cameras/Tripods, Microphones, Podcasting Equipment, Production iPads.

Teacher Support and Workroom:

- Production: Large Format (Poster) Printer, Laminator, Die-Cut Machine.

Collection Development and Maintenance

The collection is developed and maintained through a rigorous process of selection and weeding (deselection) to ensure materials remain current, relevant, and in good physical condition.

Selection Criteria:

In accordance with School Board Policy 8.12, materials are selected based on educational significance, need, and accuracy. The selection process prioritizes resources that support the curriculum, foster factual knowledge growth, and reflect the diversity of the global community.

Weeding (Deselection) Policy:

Per Florida Statute 1006.28 and District guidelines, the collection is continuously reviewed. Materials are removed (weeded) if they are physically damaged, factually inaccurate, obsolete, or no longer circulating. This ensures the library remains a vital, attractive, and useful resource for students.

Selection and Evaluation Criteria

The selection of library books is guided by a thoughtful, structured process rooted in School Board Policy 8.12, which serves as the foundation for ensuring that all materials support the educational mission, reflect community standards, and promote intellectual freedom. This policy provides clear direction for selecting resources that are appropriate, diverse, and aligned with the needs of middle school learners.

To ensure high-quality and professionally vetted materials, I rely on established review sources such as School Library Journal, The Horn Book, Kirkus Reviews, and Booklist. These respected journals provide critical evaluations, recommended grade levels, and insight into literary quality, helping to ensure that selected materials meet professional standards.

In evaluating materials, I apply several critical criteria. I prioritize educational significance, ensuring resources support curriculum goals and student learning. I consider age and developmental appropriateness, selecting materials that are engaging and suitable for middle school students. I also evaluate accuracy and credibility, particularly for informational texts, and ensure diversity and inclusivity so that the collection reflects a wide range of perspectives and experiences. Additionally, I look for strong curriculum alignment and relevance to student interests to promote both academic growth and a love of reading.

Through this intentional process, the library collection remains balanced, current, and responsive to the needs of all learners.

District-Wide “Procedures for Selecting and Developing Library Collections”

[School Board Policy 8.12](#) sets out the procedures for selecting and developing library collections, which are followed District-wide.

District Resources and Services

The School District Library Media Services Department supports school-based library media center personnel and establishes uniform policies and procedures for school library media centers throughout the District. These services include, but are not limited to:

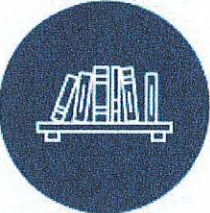
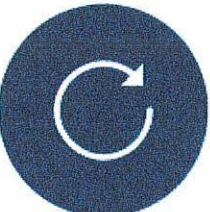
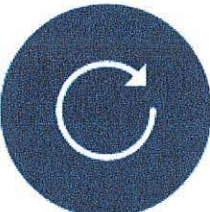
- Maintaining a professional library collection to assist with recertification and knowledge acquisition on education-related topics;
- Managing the online catalog, including the library inventory and circulation software;
- Selecting and making accessible online information databases for reference and research;
- Providing guidance and training to school library media staff in program planning, curriculum development, budget, technology, collection maintenance, facility use, and media production;
- Participating in inter-departmental curriculum development, facility planning, personnel staffing, and task forces at the administrative level;
- Managing technical services for acquiring and processing resources for schools;
- Distributing to schools and monitoring categorical and capital budgets allocated for library programs and

- Fostering a global range of services that facilitate the transformation of school-based library activities to meet the changing needs of an information society.

The School District Library Media Services Department collaborates with other District departments, including the Department of Educational Technology, to provide selected electronic information, the technology to access it, and the training needed to efficiently and effectively search for and find specific facts.

Collection Analysis

The collection is developed for and influenced by students, their interests, academic needs, and alignment with the curriculum. The data below is a snapshot of the collection based on a Titlewise Analysis.

			
6710 Items in the Collection	6.4 Items per Student	62% Fiction Titles in the Collection	29% Percent of nonfiction in the collection
Library media resources are curated to include recently published works and classics that rightfully impact the average age of the collection.			
	2005 Average Age of the Collection	60% Aged Titles	5% Newer than 5 Years
Library media resources should be representative of the school.		Skills for Lifelong Learning (SLL) library media resources can contribute to character development.	
			
41% Representative Titles in Collection	2006 Representative Titles Average Age	48% SLL Titles in Collection	2007 SLL Titles Average Age

Collection Analysis By Category

This section provides a detailed look at the current library collection by classification and genre. It was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool.

Computer Science, Information & General Works	64	2014
Philosophy & Psychology	39	2015
Religion	17	2004
Social Sciences	227	2005
Language	26	1995
Science	336	2008
Technology	167	2010
Arts & Recreation	647	2013
Literature	129	1999
History & Geography	311	2005
Biography	170	2009
Easy	52	2009
General Fiction	4192	2004
Graphic Novels (741.5) See Help document if needed	498	2015

Gifts and Donations

Any books gifted or donated to the school must meet the same selection criteria as all other materials. No materials will be added to the collection if they are outdated or age-inappropriate, even if they were donated. All gifts and donations must follow the same processes as new book orders.

Collection Maintenance

Inventory and Weeding Cycle:

Per School Board Policy 8.12, the collection is inventoried on a three-year rotational basis. This ensures every item in the collection is physically accounted for, assessed for condition, and evaluated for relevance at least once every three years. The plan is FY27 Non-Fiction, FY28 Easy, FY29 Fiction.

Ongoing Maintenance:

Collection maintenance is a continuous process that extends beyond the annual inventory window. Materials are repaired, relabeled, and deselected throughout the school year to maintain a high standard of accessibility and visual appeal.

Collection Organization and Visual Navigation:

The library is thoughtfully organized into two main sections: Fiction and Nonfiction, making it easy for students to navigate and find what they need. The Fiction section is arranged by genre, with every book clearly labeled and each genre assigned its own distinct color. These sections are prominently marked with posters displaying both the genre name and its corresponding color, and additional posters are placed throughout the library to provide quick and clear reference points for students. There is also a dedicated area highlighting popular books and authors, as well as a separate table showcasing newly received titles. The Nonfiction section is organized along its own wall by subject, divided into ten main categories following the Dewey Decimal System. To support student use, posters with Dewey system references are displayed, helping users easily locate materials within this structured system. The fiction section is organized alphabetically by author.

Lost or Damaged Library Materials

At Howell L. Watkins Middle School, we believe in fostering a love for reading and promoting equitable access to library resources. As part of this commitment, no fees are charged for overdue, lost, or damaged library materials. While we encourage students to be responsible stewards of school resources, we understand that accidents happen and materials can sometimes be misplaced. In such cases, students are encouraged to speak with the media specialist to discuss possible solutions, including replacing the item or selecting an alternative resolution. Our goal is to keep students engaged with the library without fear of penalty, while continuing to support a respectful and shared learning environment.

Strategic Focus – Inventory, Deselection (Weeding), and Acquisitions

School Year	Strategic Focus
FY27	Selection Priorities Non-Fiction Literature
	Inventory and Deselection (Weeding) Focus 1) Non Fiction 0-599 2) 800-899
FY28	Selection Priorities Non- Fiction Language
	Inventory and Deselection (Weeding) Priorities [INSTRUCTION: 1) Non-Fiction 600-999 2) 400-499
FY29	Selection Priorities Fiction
	Inventory and Deselection (Weeding) Priorities 1) Fiction (General Fiction, Easy, Story Collection, Graphic Novels). 2) Graphic novels

Reconsideration of Materials

Objection Protocols: In the event of a citizen objection to any material within the library or classroom collection, the school shall strictly follow the procedures outlined in School Board Policy 8.1205. Copies of this policy and the Specific Material Objection Form are included in the Appendices of this document for immediate reference.

Status of Challenged Materials: Materials currently under objection shall be managed in accordance with the District's reconsideration procedures. Except where immediate removal is required by state statute (e.g., alleged sexual conduct), no material shall be removed or restricted solely based on an objection until the formal review process has been completed.

Annual Evaluation and Revision of Collection Development Plan

This collection development plan will be reviewed annually.

Appendices

A: Library Bill of Rights

"Library Bill of Rights", American Library Association, June 30, 2006.

[Link](#) (Accessed March 13, 2026)

Document ID: d03f6aae-7e51-46b3-afed-50fa0809f8ca

B: Intellectual Freedom Statement

"The Freedom to Read Statement", American Library Association, July 26, 2006.

[Link](#) (Accessed March 13, 2026)

Document ID: 24cc13f0-22e4-4c16-ba92-d68ee65b9e28

C: Policy 8.12 - Selection of Library Media Center Materials, Classroom Library Materials, and Reading List Materials

School Board of Palm Beach County (November 14, 2023). Selection of Library Media Center Materials and Reading List Materials.

[Link](#) (Accessed March 13, 2026)

D: Policy 8.1205 - Objection Procedures for Specific Library Media Center, Classroom Library, Reading List, Supplemental or Instructional Materials That Have Not Gone Through the Board Adoption Process

School Board of Palm Beach County (November 14, 2023). Objection Procedures for Specific Library Media Center, Classroom Library, Reading List, Supplemental or Instructional Materials That Have Not Gone Through the Board Adoption Process.

[Link](#) (Accessed March 13, 2026)

E: Specific Material Objection Form

School Board of Palm Beach County (November 14, 2023). Specific Material Objection Form.

[Link](#) (Accessed March 13, 2026)