Ransom Middle School
Library Collection Development Plan

Principal: Al Marsh

Media Specialist: Crystal K. Roberts

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ECPS Mission and Purpose:

Vision: United for every student to succeed.

Purpose: Our purpose is to inspire, empower, and graduate students ready to contribute to society as productive, responsible citizens.

ECPS School Library Program Vision and Mission and Goals:

Vision:
The Escambia County School District Innovation Center program seeks to promote a culture of literacy and learning to foster independent readers, self-directed learners, and responsible digital citizens.

Mission:

The mission of the school Innovation Centers and school Innovation Specialists is to amplify the classroom experience. It is a place where students, teachers, administration, and staff can explore, learn, create and collaborate. Innovation Specialists also foster a love of reading and learning in addition to modeling current technologies to assist students in becoming proficient, successful, and ethical users of information.

Goals:

- To support the reading habits and curiosities of students, teachers, and families by providing access to updated print and digital resources that represent diverse perspectives.
- To provide students, teachers, and families opportunities to innovate and create through imagining, tinkering, playing, and experimenting in flexible and inviting learning spaces.
- To collaborate with classroom teachers to design learning experiences that enhance curriculum and support student achievement.
- To empower students' voices through teaching and modeling digital citizenship using the Internet, social media, online tools and global virtual connections.

Ransom Middle School Mission and Vision:

School Mission and Vision Provide the school's mission statement. Ransom Middle School believes all students can learn and be successful in middle school. Our purpose is to create a learning environment, which will enable each student to understand that learning is a lifelong process. The faculty is committed to providing rigorous academic courses that challenge students in order to prepare them for high school, college and the workforce. Provide the school's vision statement. The vision of Ransom Middle School is to connect teachers and students with a systematic and comprehensive instructional environment that combines rigorous and relevant curriculum. Innovative instructional practices serve as the catalyst in the transition

from traditional learning to a student-centered, problem solving, project-driven approach that will carry students well into the next century.

Ransom Middle School Library Mission and Vision:

Vision:

The Ransom Middle School Library program seeks to promote a culture of literacy and learning to foster independent readers, self-directed learners, and responsible digital citizens.

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Collection Development Policies:

The school follows the ECSD Collection Development Policies for adding and removing items can be found on the ECPS School Board - Board Policy website, see Chapter 4, Section 6.

School Community Overview:

Ransom Middle School began as a one room school for grades one through twelve in a wooded area in Cantonment, Florida. It was then called Gonzalez 106.

Mr. Earl Ransom donated the property on Muscogee Road when many of the students' families began working at and living near St. Regis Paper Company.

In 1969 it became a middle school for grades six through eight. The current facility (located on forty acres of the highest ground in northern Escambia County) was opened in 1988 and now has a student population of over 1,200 students in grades six through eight.

Ransom exemplifies the ideal middle school with teacher teams at each grade level (smaller schools within the school) and several exploratory/vocational choices for students. Ransom has an award-winning band and chorus with over six hundred-fifty students in the music program. Technology is also a major point of emphasis at RMS.

School Demographics:

1211	Grade 6	Grade 7	Grade 8	Grade	Grade	Grade	Total
# Students	436	370	405				

Number of Students	Demographic
7	Native American
18	Asian
209	Black
78	Hispanic
797	White
83	Multiracial
2	Pacific Islander
610	Male
584	Female
12	ELL
185	Students with Disabilities
752	Students with Free and Reduced Lunch

School Grade History:

School Year	Grade
2023-2024	B
2022-2023	B
2021-2022	B
2020-2021	N/A (Optional (2021)
2018-2019	B

2017-2018	B

School Assessment Data:

School Improvement Plan

ESSA School, District and State Comparison (pre-populated) Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication. 2023 2022 2021 Accountability Component School District State School District State School District State ELA Achievement* 50 40 49 54 42 50 52 ELA Learning Gains 50 51 ELA Lowest 25th Percentile 38 37 Math Achievement* 64 45 56 59 33 36 54 Math Learning Gains 65 43 Math Lowest 25th Percentile 56 28 Science Achievement* 48 40 49 50 43 53 48 Social Studies Achievement* 74 59 68 72 50 58 61 Middle School Acceleration 76 73 73 84 47 49 73 Graduation Rate 41 49 College and Career Acceleration 57 70 ELP Progress 39 40 79 76 * In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data. Escambia - 0221 - Ransom Middle School - 2023-24 SIP

School Programs and/or Initiatives:

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. Our school addresses building a positive school culture and environment as follows: Ransom Middle is a Positive Behavior Interventions and Supports (PBIS) school. All students review the schoolwide behavior expectations (TIGER Expectations) and the district rights and responsibilities handbook at the beginning of the school year. The TIGER Expectations that all students and staff follow are Taking Responsibility, Instilling Integrity, Going the Extra Mile,

Engaging in Learning, and Respecting Others. For academics, we have FAST PM1-PM2 progress monitoring awards, which are handed out to qualifying students. For students who need extra support in academic success, we use the Edgenuity online learning system for course recovery. This program allows students to complete any classes that they had previously not completed successfully. For attendance, we monitor by checking for perfect attendance, including tardies and parent checkouts, using our FOCUS information system. For behavior, we have outdoor field days for students with no major behavior referrals each semester. For students who need extra behavior support, the PBIS coach, the RtI coordinator, and the behavior coach work closely with students in the Tier 2 and Tier 3 levels. These students have a behavior points tracker (Tiger Tracker) that is filled out by each teacher. These students then meet with their mentors (RtI coordinator, behavior coach, or PBIS coach) weekly (Tier 2) or daily (Tier 3). At least monthly, all students with Tier 2 or 3 support meet with their mentors and receive prizes based on positive behavior. We also used the Suite360 online program to assign specific intervention modules to students based on their behavior needs. We monitored the intervention success by tracking on any subsequent major or minor referrals for those students.** Communication is key to building positive relationships with parents, families and stakeholders. We will continue to implement activities that will build the capacity for meaningful parent/family involvement, and build relationships with the community to improve student academic achievement. We will continue to host parent/student orientations, open house at the beginning of each new school year, family engagement events such as Algebra and Geometry Night, Literacy and Math Night and National Junior Society meetings. Teachers and guidance counselors will conduct parent conferences with each student's family who desires a conference. Grade reports can be accessed on Focus by parents. We will send out weekly parent call-outs and post news/events on the school Facebook page and website. We will continue to seek out new partners in education each year. Additionally, we also work with community stakeholders, including our school navigator, CHS, and CDAC to support our students' social-emotional needs. Additional Services include: *The district will provide a mental health liaison who will be focusing on small groups at each grade level. Areas of group focus include: concentrating on problem solving, conflict resolution and grieving. *Guidance counselors will concentrate on reducing the number of absences through the "Child Attendance studies". A system is in place through Focus and Child Studies to notify parents immediately when their child has unexcused absences. *Guidance is tracking homeless students monthly to see what progress is being made and to see if services are being provided. *The RTi/MTSS coordinator will concentrate on students monthly who have 2 or more "Early Warning Indicators". The coordinator will provide interventions as needed. Escambia - 0221 - Ransom Middle School - 2023-24 SIP Last Modified: 08/26/2024 https://www.floridacims.org Page 23- 25

School Library Programs and/or Initiatives:

Literacy growth is a cornerstone of our school. The following are some of Ransom library's programs and initiatives to promote literacy and community within our school:

Ransom Middle uses the Accelerated Reader computer program school-wide. This reading program helps manage and monitor students' reading skills and encourages growth. We provide

motivation for student use via an AR store, from which students may select prizes. To increase interest, the library works in conjunction with our Literacy Leadership Team, administration and media coordinator to promote the initiative via the school's morning show. Additionally, we have larger prize drawings each semester.

The library promotes Battle of the Books in conjunction with the school academic team sponsor. All students are welcome to participate. Students read the SSYRA book list and take AR tests throughout the year.
Throughout the year, the library promotes reading via book trailers in conjunction with our media coordinator via school-wide morning television programs. Various seasonal and curriculum-based fictional and informational materials are displayed to promote curiosity and interest in literacy. To help students understand various types of fiction available and/or to help them find their preferred genre, genre-specific displays are made available all year.

The catalog also offers a variety of media formats, such as traditional print and magazines as well as a digital collection of eBooks, for students to be able to read on their chromebooks or other devices.
The collection also strives to meet the literacy needs of our diverse student body. We have a special designated section for struggling readers called, "Quick Reads", which houses titles at lower than our average reading level. We also have a separate section for those students who have permission to read young adult selections. We track parental reading limitations via FOCUS.

The librarian and media clerk participate in Ransom Middle School's Literacy Leadership team, and the librarian is a member of FAME (The Florida Association of Media in Education) and The Escambia County School Librarian Association, and she serves as facilitator for our school's LAC, Library Advisory Council. Our student library assistants are trained to respectfully interact with and assist their peers with various library skills and book selection throughout the school year.

The library hosts mentor/student meetings, including Pensacola State College's TRIO Educational Talent Search. (ETS) strives to increase the number of disadvantaged youth who complete high school and then enroll in and complete postsecondary education. The library houses our school-based Technology Coordinator, hosts various staff and community meetings, school events and activities, hosts a daily Critical Thinking class, a certified testing lab and other school-based tests.

School Library 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.

Items in Collection	Items per Student	Fiction %	Nonfiction %
16, 696	12.3	46	51

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

Average Age Fiction	Average Age Non-Fiction	Aged Titles %	Newer Than 5 Years
2010	2009	43	20

Library media resources are distributed across the AR reading ranges noted below:

2-2.9	3-3.9	4-4.9	5-5.9	6-8.9
356	958	2872	3867	4407

School Library 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 FollettDestiny, the library management system, and Titlewave, the vendor's ordering and analysis tool.

Nonfiction:

Section	Items in Collection	Actual %	Rec. %	Average Age
Computer Science, Information & General Works	185	1.1	1.4%	2013/2-10 years
Philosophy & Psychology	56	0.3	1.1	2014/10-15 years
Religion	64	0.4	0.6	2002/5-10 years

Social Sciences	882	5.3	10.6	2010/3-10 years
Language	72	0.4	0.3	2006/10 years
Science	1064	6.4	13.5	2006/5-10 years
Technology	923	5.5	8.2	2010/5-10 years
Arts & Recreation	2342	14.0	7.7	2013/Flexible
Literature	385	2.3	2.2	1997-Flexible
History & Geography	1324	7.9	10.1	2006/5-15 years
Biography	998	6.0	5.8	2008/Flexible

Strategic Focus:

This section lists the priorities for selection and weeding for each school year and includes the action, updates and outcomes. Subject to change due to funding and time constraints.

2024-2025 School Year

Selection Priorities	Weeding Priorities (Guidelines)
- Current Social Science & History - Current Agricultural and Culinary Titles (new course offered) - Current/Updated Science Titles - Student/Teacher Requests	- Outdated Social Science Topics - Worn or Outdated Science & History Non-Fiction - Fiction w/No to Low Circulation or Worn etc.

2025-2026 School Year

Selection Priorities	Weeding Priorities (Guidelines)
- Student & Teacher Requests - Science Non-Fiction - Sports Non-Fiction	- Outdated Space topics - Outdated Drawing books - Fiction w/No/Low Circulation or Worn

2026-2027 School Year

Selection Priorities	Weeding Priorities (Guidelines)
- Current Health-Related Non-Fiction - Current Science/Space-Related or Sports Non-Fiction - Student/Teacher Requests	- Outdated Health NF Topics - Outdated Art NF Topics - Fiction w/No to Low Circulation or Worn etc.

Budget and Purchasing Plan:

This section outlines the current budget available and specifically lists the priorities for this school year (2024-2025).

Annual Budget 2024-2025

State Funds - A/V Non Cap, S/W & Books	60650 Accts. approx 5000
State Funds - Library Books	1080 Acct. 50.00
Internal Funds - Book Fairs	Scholastic Dollars 1337.29
Internal Funds - Other	Varies During the Year

Approximate Purchasing Plan 2024-2025*

Purpose	Approx. Amount
Update & Add to Social Sciences & History- Non-Fiction	500.00
Student & Teacher Requested Fiction Misc. Titles	400.00 (running total)
Update Science-Related NF (Biology (new course), Forensics, Ecosystems,Geology Rocks!, Sci. & Tech Field Guides, etc)	500.00
Add more NF Agriculture & Culinary (new course offering) titles	200.00
Approx. Total	1600.00

* Will vary; dependent upon receipt of district titles to be added to non-fiction collection.

Policy and Process for Reconsideration of Educational Media:

The school follows the ECSD Collection Development Policies for requests for reconsideration of educational media can be found on the ECPS School Board - Board Policy website, see Chapter 4, Section 6. If parents/guardians wish to discuss and limit book selections for their students, please contact the school media specialist at: (850) 937-2220.