

St. Francis Area Schools

Media Centers Annual Report 2025-2026

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Introduction

This report presents the current status of ISD 15's district media centers, encompassing staffing updates, district-wide statistics, site-specific highlights, collection development progress, and priorities for the coming year. Together, this information provides a clear picture of where our media centers stand and the direction we are headed.

Last year's report revealed several significant findings. Collections across the district were aging, most notably at St. Francis Middle School, where the average publication date was 34 years old, and at St. Francis High School, where it was 30 years old. Circulation had declined at all schools with one notable exception: Cedar Creek Elementary, where checkouts had increased 46% over the past decade—a stark contrast to St. Francis High School, which saw a 89% decrease over the same period. Cedar Creek's stronger performance aligns with its comparatively newer collection, averaging a publication year of 2007, and the direct involvement of a Library Media Specialist (LMS) in training. Based on these findings, the addition of an LMS at St. Francis Elementary was proposed to address both their staffing need and their requirement for a fifth special.

In response to these findings, collection development was established as the primary focus for the 2025–2026 school year. This effort centered on three areas: completing inventories at each media center to establish an accurate picture of existing holdings, developing a plan for weeding outdated materials, and exploring strategies to thoughtfully rebuild each collection.

I. Staff & Roles

During the 2025–2026 school year, staffing across the district media centers remained largely consistent with the previous year. St. Francis High School continued to be maintained by the Career Counselor in a dual-role capacity, while the Middle School media center was supported by a part-time media assistant. St. Francis Elementary and East Bethel Elementary each had a full-time media assistant, and Cedar Creek Elementary was operated by a Library Media

Specialist (LMS). In addition to managing Cedar Creek's media center, the LMS provided district-wide support by traveling to the other buildings one day per week to work alongside media center staff.

In April 2026, the media assistant at East Bethel Elementary stepped down from her position. A replacement was hired prior to her departure and received training before she left. The incoming media assistant brought prior library experience, and the transition was smooth.

Looking ahead, one additional staffing change is worth noting. The long-tenured media assistant at St. Francis Elementary announced her retirement, and the district took the opportunity to reclassify the position. Rather than replacing her with another media assistant, the board approved elevating the role to a full Library Media Specialist. A new LMS has been hired and will take on a broad scope of responsibilities: teaching students media literacy skills, managing the St. Francis Elementary library, and co-supporting the other district media centers alongside the Cedar Creek LMS. This marks a meaningful step forward in building a stronger, more consistent foundation of professional library support across the district.

II. District-Wide Statistics at a Glance

The following tables provide a statistical snapshot of the district media centers for the 2025–2026 school year. **Figure 1** presents district-wide totals and averages, comparing this year's data against last year's baseline. **Figure 2** offers a school-by-school breakdown across the. **Figure 3** illustrates the number of books added and removed from each building.. Together, these three snapshots reflect the tangible results of this year's focus on collection development.

Report Date: May 16, 2026 Data Context: Collection statistics comparing the 2024–2025 school year baseline against current 2025–2026 school year data

III. District-Wide Totals & Averages Comparison

Metric	2024-2025 (Last Year)	2025-2026 (Current Year)	Net Change
Total Books in Collection	78,307	75,108	-3,199
Average Books Per Student	23.77	17.72	-6.05
Average Age of Collection	1998	1999	+1 Year (Newer)
Total Books Checked Out	67,508	72,471	+4,963

Figure 1 — District-Wide Totals & Averages

Library / Media Center	Years	Total Books in Collection	Books / Student	Collection Age	Total Circulation
St. Francis High School (SFHS)	2024-2025	22,696	19.98	1995	1,381
	2025-2026	20,832	18.07	1995	928
St. Francis Middle School (SFMS)	2024-2025	12,465	13.91	1991	4,339
	2025-2026	11,630	13.21	1992	4,990
St. Francis Elementary (SFE)	2024-2025	17,413	27.42	1998	17,663
	2025-2026	16,302	26.20	1999	18,687
East Bethel Elementary (EBES)	2024-2025	13,727	28.72	1999	14,545
	2025-2026	13,510	28.99	2000	14,770
Cedar Creek Elementary (CCES)	2024-2025	12,006	18.11	2007	29,580
	2025-2026	12,834	19.47	2008	33,096

Figure 2 — School-by-School Comparative Breakdown

When reviewing **Figure 3**, it is important to understand what is captured in the "books removed" totals. Removed books fall into three categories: materials that could not be located during inventory and were determined to be lost, outdated materials identified through the weeding

process, and items withdrawn due to poor physical condition. At St. Francis High School, the notably higher removal number reflects the additional step of clearing unused textbooks from the collection inventory- a one-time action that significantly contributes to that building's total.

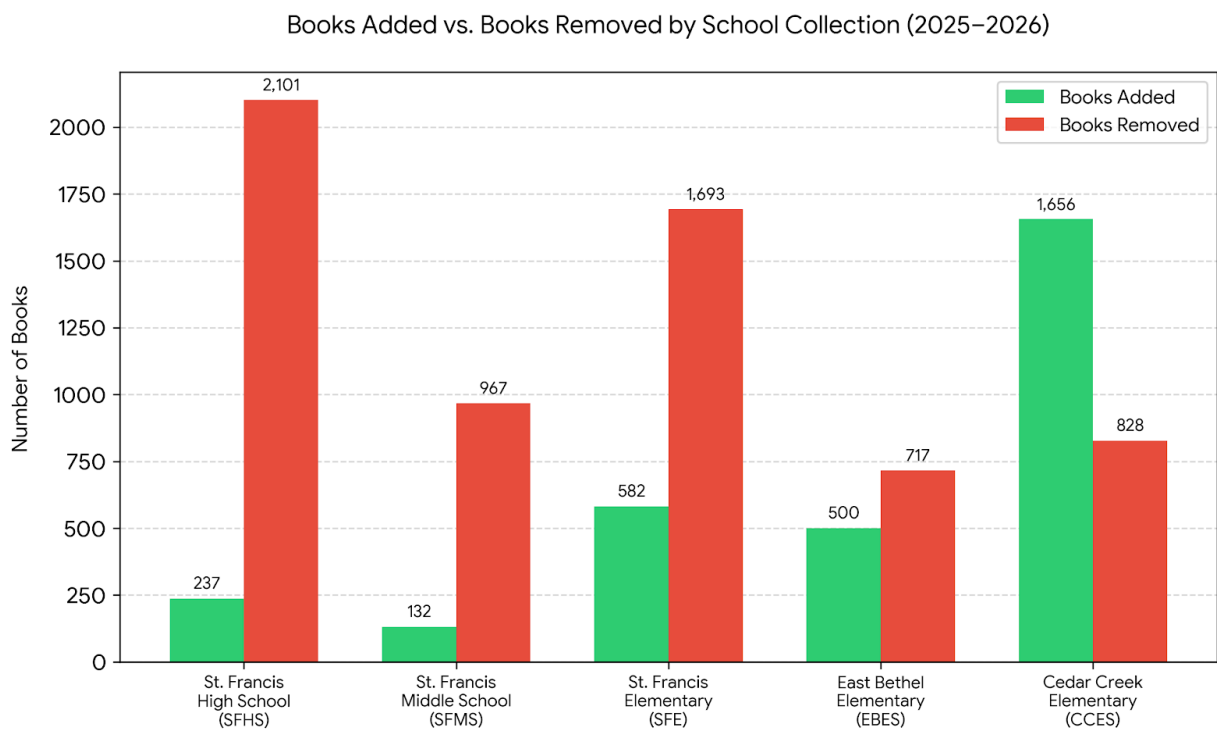


Figure 3 — Books Added and Removed by Building

Taken together, these figures tell an encouraging story. While the overall collection size decreased slightly, this was an intentional outcome of active weeding rather than a sign of decline. Circulation increased district-wide by over 4,963 checkouts, and the average age of the collection improved- both consistent with research showing that removing outdated materials tends to make collections more appealing and usable for students.

IV. Media Center Reports

When analyzing library collections and planning their development, it is vital to consider the unique composition of the student population. Books frequently serve as "windows," offering views into worlds that may be real or imagined, familiar or strange. These windows also function

as "sliding glass doors," inviting readers to step through their imaginations to become part of the author's world. Yet, when lighting conditions are precisely right, a window transforms into a "mirror," allowing readers to see their own identities reflected back (Bishop, 1990). To ensure the collection provides these vital mirrors and windows, a brief demographic description of the student population is included below.

St. Francis High School

Overview

St. Francis High School serves a student population of 1,153 (Minnesota Department of Education, 2025). The student body is demographically composed of 78.7% White, 7.3% Asian, 4.5% Hispanic/Latino, 4.4% identifying as two or more races, 3.7% American Indian, and 1.3% Black. Additionally, 3% of students receive English Language Learner (ELL) services, and 12.7% receive Special Education services.

The media center is open for the duration of the instructional day. It is currently staffed by the Career Counselor, who acts in a dual role balancing counseling duties with media center management. At present, there are no regularly scheduled class visits to the space.

Collection Statistics

As of May 15, 2026, the library collection contains 20,832 items, encompassing general library materials and language arts classroom book sets. This provides an average of 18.07 books per student. Figure 4 illustrates the distribution of the collection between fiction and non-fiction titles.

The average publication age for the entire collection is 1995; specifically, the fiction section averages 1996, while the non-fiction section averages 1994. **Figure 5** provides a detailed breakdown of the average publication age across each century class of the Dewey Decimal system.

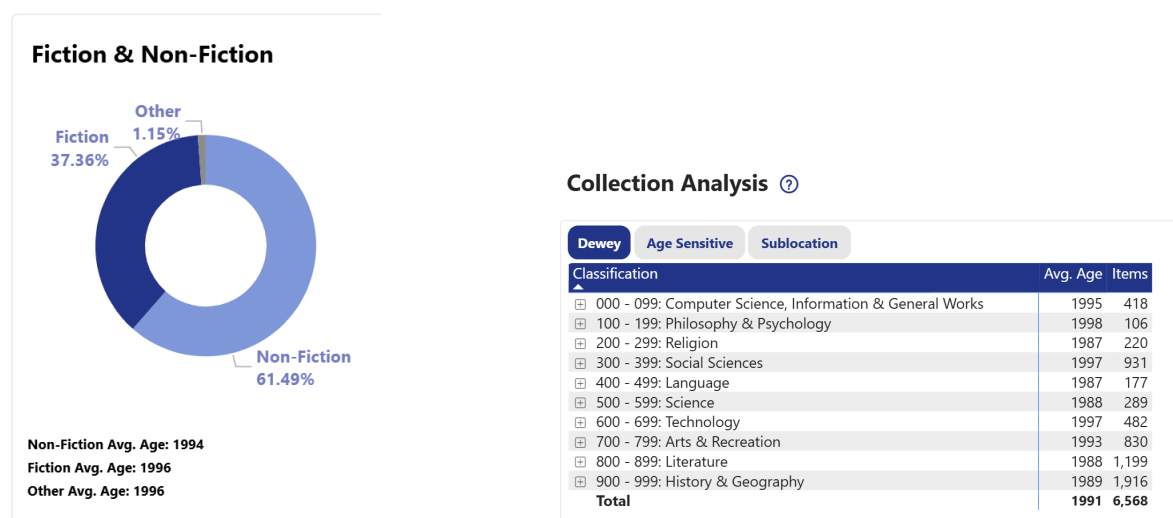


Figure 4— Fiction/Non-Fiction

Figure 5 — Average Age in Dewey Section

While the vast majority of titles in the collection are in English, **Figure 6** outlines the current representation of materials aligned with three distinct student demographic groups at St. Francis High School.

Language/ Ethnicity	% of student population	#books needed to represent	Total books in collection	% of the collection
Spanish	4.5%	937	21	.10%
Asian	7.3%	1,521	8	.04%
American Indian	3.7%	771	207	.99%
Combine	15.5%	3,229	236	1.13%

Figure 6 — Non-English Representation in the collection of 20,832 titles

Circulation

Between September 1, 2025, and May 15, 2026, the library recorded a total of 928 checkouts. This averages out to fewer than one book checked out per student over the course of the school year. As shown in **Figure 7**, there is an overall decline in circulation when comparing the

2025–2026 school year to 2024–2025. The only area of increase was in Other Checkouts (Teachers etc).

St. Francis High School — Library Circulations by Grade

Total checkouts (physical + digital + in-library + renewals)

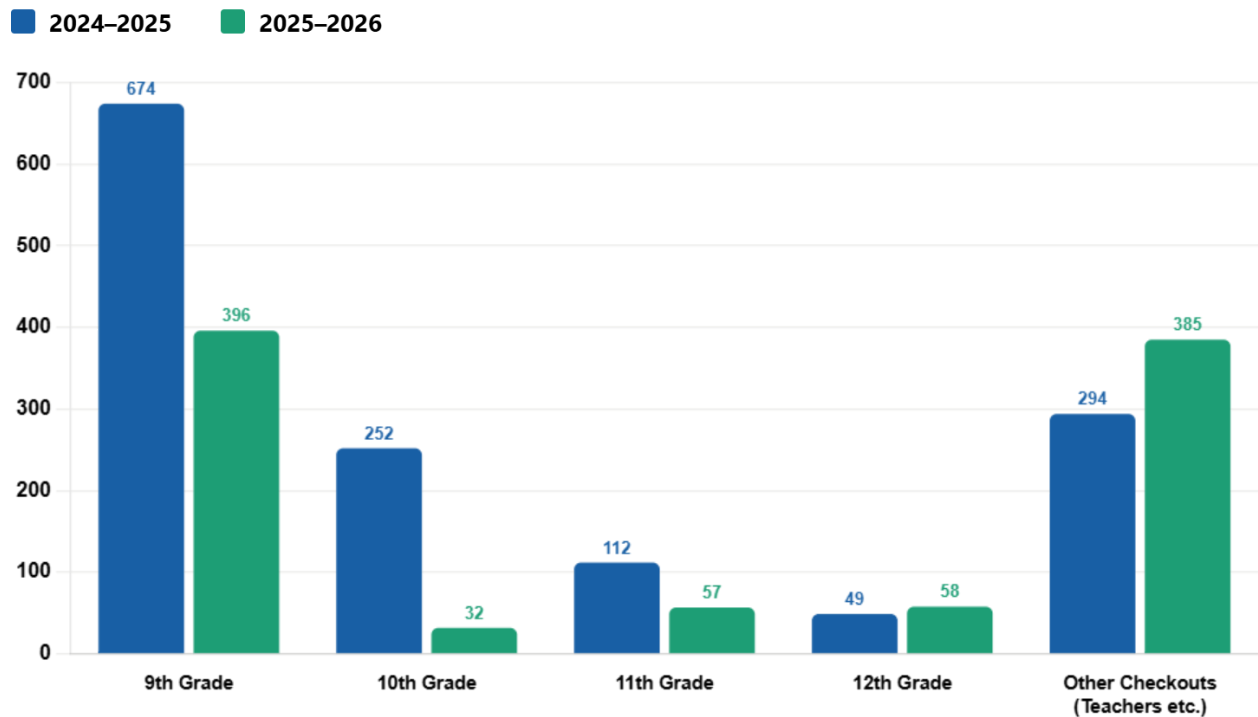


Figure 7 — Check Outs by Grade Level Comparison

Highlights

Several major cleanup projects were launched within the high school's Destiny library system. Beyond general circulation items, the system catalogs student textbook sets across multiple academic departments alongside classroom novel sets used by the Language Arts department. This cleanup resulted in the removal of 2,101 items.

Curriculum staff successfully identified, updated, and purged outdated textbook records from the catalog. Additionally, a comprehensive assessment of the Language Arts book sets was initiated.

During the spring semester, a student intern was going to help the media center staff with a complete collection inventory, however due to unforeseen circumstances this was not done. Plans are to take on this project at the beginning of next year.

St. Francis Middle School

Overview

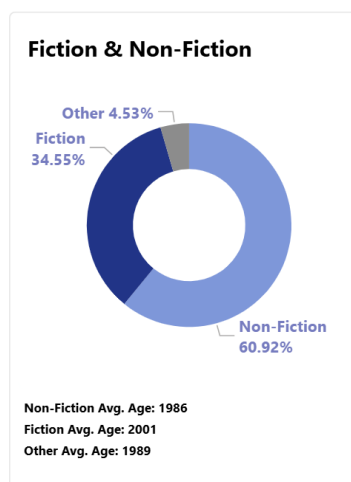
St. Francis Middle School serves a student population of 880 (Minnesota Department of Education, 2025). The student body is demographically composed of 78.5% White, 7.4% Asian, 4.0% Hispanic/Latino, 5.3% identifying as two or more races, 3.0% American Indian, and 1.8% Black. Additionally, 2.5% of students receive English Language Learner (ELL) services, and 14% receive Special Education services.

The media center is open daily from 9:30 a.m. to 2:00 p.m. and is staffed part-time by one media assistant. Students in the 6th grade have regularly scheduled library visits lasting 10 to 15 minutes. At present, students in grades 7 and 8 do not have scheduled visits.

Collection Statistics

As of May 15, 2026, the library collection contains 11,630 items, providing an average of 13.21 books per student. **Figure 8** illustrates the distribution of the collection between fiction and non-fiction titles.

The average publication age for the entire collection is 1992. The fiction section features a relatively modern average age of 2001, whereas the non-fiction section has an average age of 1986. **Figure 9** provides a detailed breakdown of the average publication age across each century class of the Dewey Decimal system.



Dewey Age Sensitive Sublocation		
Classification	Avg. Age	Items
000 - 099: Computer Science, Information & General Works	2001	194
100 - 199: Philosophy & Psychology	1998	31
200 - 299: Religion	1984	37
300 - 399: Social Sciences	1992	482
400 - 499: Language	1984	36
500 - 599: Science	1983	1,047
600 - 699: Technology	1983	793
700 - 799: Arts & Recreation	1983	1,264
800 - 899: Literature	1976	617
900 - 999: History & Geography	1983	2,129
Total	1983	6,630

Figure 8 — Fiction/Nonfiction

Figure 9 —Average age in Dewey Section

While the vast majority of titles in the collection are in English, **Figure 10** outlines the current representation of materials aligned with three distinct student demographic groups at St. Francis Middle School.

Language/ Ethnicity	% of student population	# books needed to represent	Total Books	% of the collection
Spanish	4%	465	3	.03%
Asian	7.4%	861	3	.03%
American Indian	3%	349	76	.65%
Combined	14.4%	1,675	82	.71%

Figure 10 —Non-English representation in the collection of 11,630 titles

Circulation

Between September 1, 2025, and May 15, 2026, the library recorded a total of 4,990 checkouts, averaging 5.7 books checked out per student. As shown in **Figure 11**, there is an increase in circulation in 6th grade and other checkouts (Teachers etc.), while there is a decline in circulation with the 7th and 8th Grade when comparing the 2025–2026 school year to

2024–2025.

St. Francis Middle School — Library Circulations by Grade

Total checkouts (physical + digital + in-library + renewals)

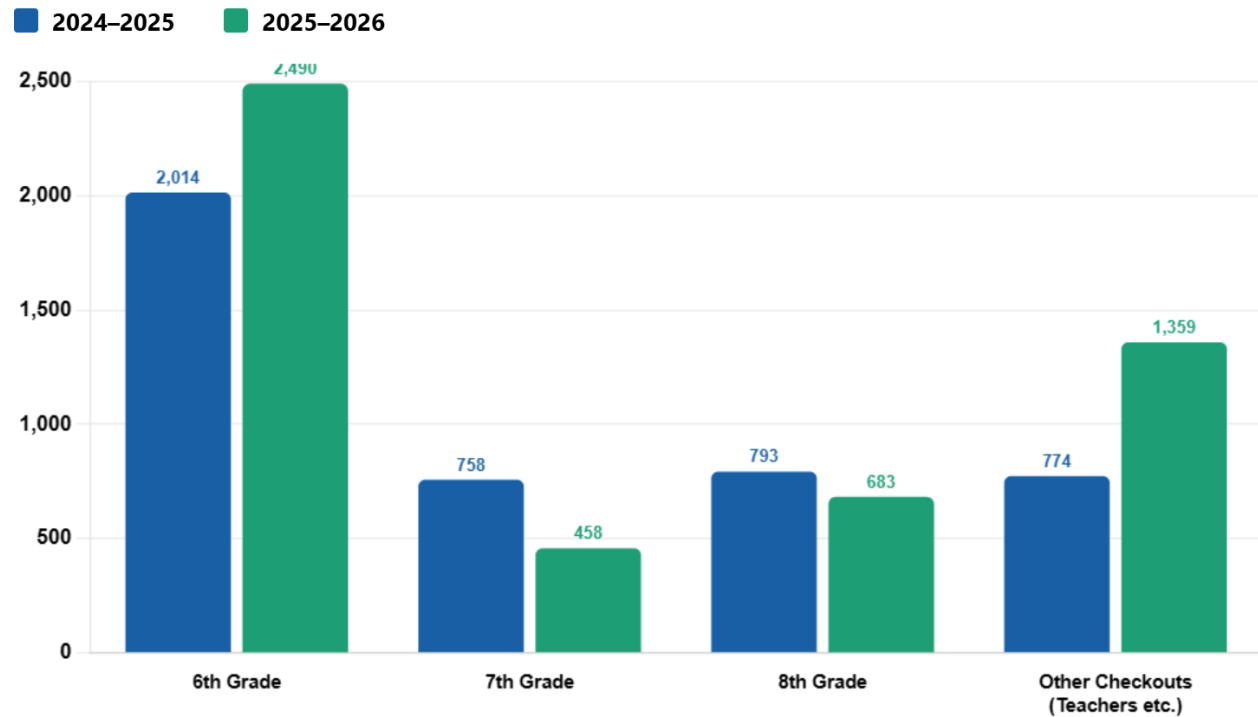


Figure 11 — Check Outs by Grade Level Comparison

Highlights

The overarching objective for this school year was comprehensive collection development. To launch this initiative, staff completed a thorough physical inventory of the St. Francis Middle School media collection—the first full inventory executed since the 2008–2009 school year.

Beginning in October 2025 and concluding in February 2026, the inventory allowed staff to systematically purge lost items from the active catalog, yielding a precise baseline look at the collection.

The second phase of collection development focused on weeding obsolete and dated materials, a process that began in April within the non-fiction sections. Starting with the 000 (Computer

Science, Information & General Works) class, staff evaluated titles published in 1999 or earlier against three key metrics:

1. Historical checkout frequency
2. Curricular and interest relevancy
3. Physical condition

At the time of this report, weeding has been finalized across the 000 (Generalities), 100 (Philosophy & Psychology), 200 (Religion), 300 (Social Sciences), and 400 (Language) sections, with work currently started in the 500 (Sciences) section. **Figure 12** demonstrates the targeted improvements in average collection currency following the removal of these outdated materials.

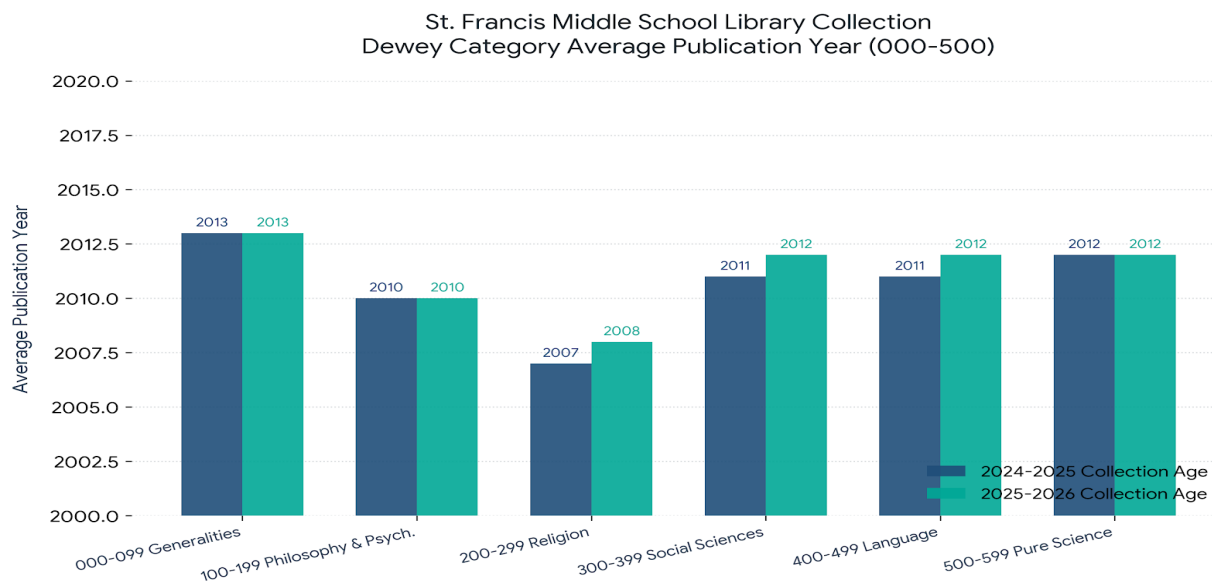


Figure 12— Average age in sections weeded comparison

In total, 967 items were removed from the Middle School media collection database. The majority of these withdrawals stemmed from lost items uncovered during the winter inventory, while 404 items were explicitly removed through the targeted spring weeding process.

Conversely, staff successfully integrated 132 pristine new titles into circulation. These new books are highly visible at the media center entrance, featured across display bookshelves, an

active book cart, and a recently added display table. This emphasis on clear visual placement has significantly driven student engagement.

Special programming also boosted student interest, notably February's "Blind Date with a Book" event. Books were wrapped in opaque paper to conceal their covers, prompting curious students to check them out based solely on descriptive clues—a strategy that was exceptionally well received by all participating readers.

St. Francis Elementary School

Overview

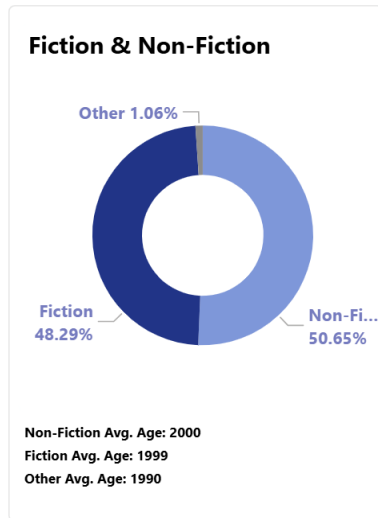
St. Francis Elementary School serves a student population of 622 (Minnesota Department of Education, 2025). The student body is demographically composed of 80.7% White, 5.3% Asian, 4.5% Hispanic/Latino, 5.5% identifying as two or more races, 1.9% American Indian, and 2.1% Black. Additionally, 4.7% of students receive English Language Learner (ELL) services, and 14.8% receive Special Education services.

The media center operates daily from 9:00 a.m. to 3:30 p.m. and is staffed full-time by one media assistant. All classes visit the media center weekly for a scheduled 20-minute book checkout session.

Collection Statistics

As of May 15, 2026, the library collection contains 16,302 items, providing an exceptional average of 26.2 books per student. **Figure 13** illustrates the distribution of the collection between fiction and non-fiction titles.

The average publication age for the entire collection sits at 1999. Taken separately, the fiction section features an average age of 1999, while the non-fiction collection averages a publication year of 2000. **Figure 14** provides a comprehensive breakdown of the average age across each class of the Dewey Decimal system.



Dewey	Age Sensitive	Sublocation
Classification	Avg. Age	Items
000 - 099: Computer Science, Information & General Works	2005	228
100 - 199: Philosophy & Psychology	2007	33
200 - 299: Religion	2007	25
300 - 399: Social Sciences	2001	472
400 - 499: Language	2000	113
500 - 599: Science	2004	1,336
600 - 699: Technology	1999	826
700 - 799: Arts & Recreation	2006	1,369
800 - 899: Literature	1995	385
900 - 999: History & Geography	1996	1,540
Total	2001	6,327

Figure 13— Fiction/Nonfiction

Figure14—Average age in Dewey Section

While the vast majority of titles within the collection are in English, **Figure 15** highlights the current representation of materials dedicated to three distinct minority demographic groups within the St. Francis Elementary student population.

Language/ Ethnicity	% of student population	# books needed to represent	Total Books	% of the collection
Spanish	4.5%	762	0	0%
Asian	5.3%	897	0	0%
American Indian	1.9%	322	207	1.22%
Combine	11.7%	1,981	207	1.22%

Figure 15 —Non-English representation in the collection of 16,931 titles.

Circulation

Between September 1, 2025, and May 15, 2026, a total of 18,687 items were checked out, averaging approximately 30 books per student. **Figure 16** reveals a mixed circulation trend across different grade levels: Kindergarten, 1st grade, 3rd grade, 4th grade, and other checkouts

(teacher etc.) demonstrated an increase in active checkouts, whereas 2nd grade and 5th grade showed slight declines when comparing the 2025–2026 school year to 2024–2025.

St. Francis Elementary — Library Circulations by Grade

Total checkouts (physical + digital + in-library + renewals)

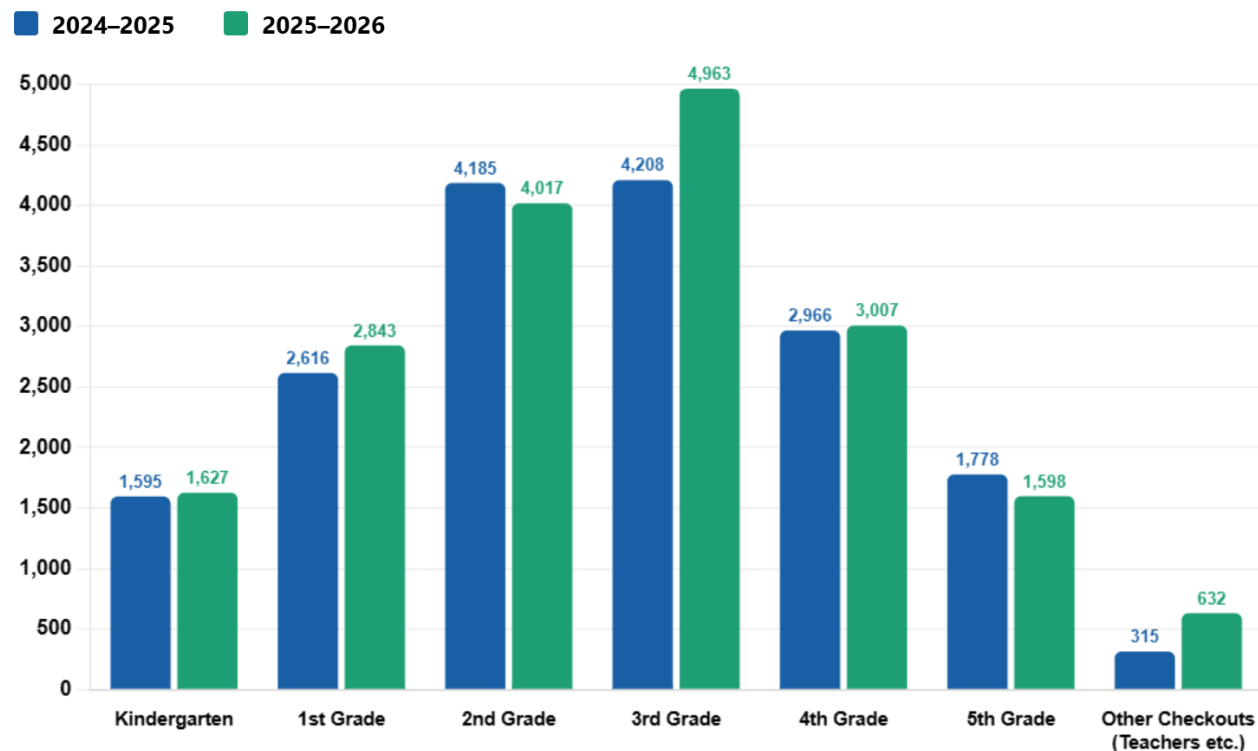


Figure 16 — Check Outs by Grade Level Comparison

Highlights

To begin the school year, staff initiated a complete physical inventory of the St. Francis Elementary collection. Notably, no historical records existed within the Destiny system to indicate when the last full inventory had been completed.

The comprehensive project spanned from September 2025 through February 2026. This process allowed staff to systematically purge items from the active catalog that were definitively lost, establishing a transparent baseline look at the collection's true inventory.

Following the conclusion of the inventory, staff turned their attention to weeding outdated materials, prioritizing the non-fiction Dewey sections. At the time of this report, weeding has been finalized from the 000 class through the 500s.

A total of 1,693 obsolete items were removed from the media collection during this weeding process and from the inventory process. Titles were rigorously assessed against two primary benchmarks:

1. Curricular and interest relevancy
2. Physical condition

Additional items identified as long-term missing during the winter inventory were simultaneously purged from the database. **Figure 17** highlights the improvements achieved in the average age of the collection following the removal of these outdated materials.

Figure 17 shows improvements in the age of the collection when outdated materials were removed.

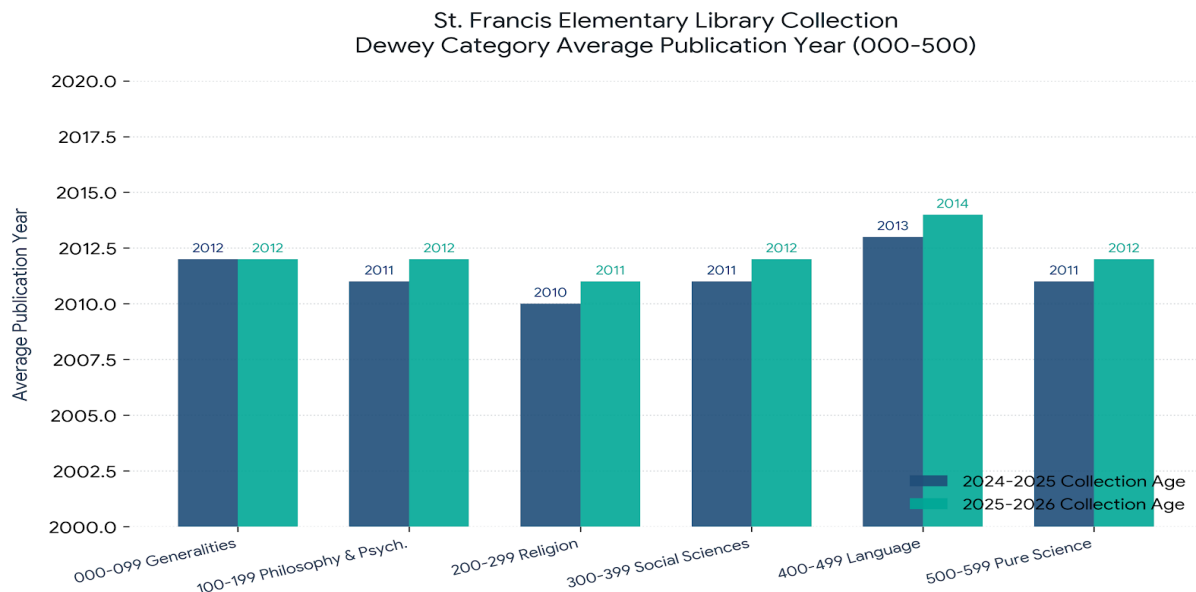


Figure 17 — Average age in sections weeded comparison

Conversely, staff added a wave of new materials to the collection, made possible by the generous funding and support of the St. Francis Elementary Association of Parents and Teachers. As of May 15, 2026, 582 new books have been integrated into circulation, with additional volumes slated for addition before the end of the term as they clear system processing.

Looking ahead, the role of the media center is slated to transition from an environment managed by a media assistant to a dynamic space led by a licensed Library Media Specialist. This structural shift will introduce meaningful changes to how the environment operates. Moving forward, the media center will transform into an active classroom, integrating into the weekly "Specials" rotation to deliver direct instructional lessons, manage specialized materials checkout, and potentially incorporate a collaborative makerspace.

East Bethel Elementary School

Overview

East Bethel Elementary School serves a student population of 467 (Minnesota Department of Education, 2025). The student body is demographically composed of 73.4% White, 11.3% Asian, 5.1% Hispanic/Latino, 5.5% identifying as two or more races, 1.3% American Indian, and 2.4% Black. Additionally, 8.1% of students receive English Language Learner (ELL) services, and 19.7% receive Special Education services.

The media center operates daily from 9:00 a.m. to 3:30 p.m. and is staffed full-time by one media assistant. All classes visit the library weekly for a dedicated 30-minute block that includes a story time session followed by open book checkout.

Collection Statistics

As of May 15, 2026, the library collection contains 13,510 active items, providing a robust average of 28.99 books per student. Figure 18 breaks down the collection distribution between fiction and non-fiction titles.

The average publication age for the overall collection is 2000. Taken separately, the fiction section features an average age of 2004, while the non-fiction materials have an average age of 1998. **Figure 19** provides a precise breakdown of the average publication age across each century class of the Dewey Decimal system.

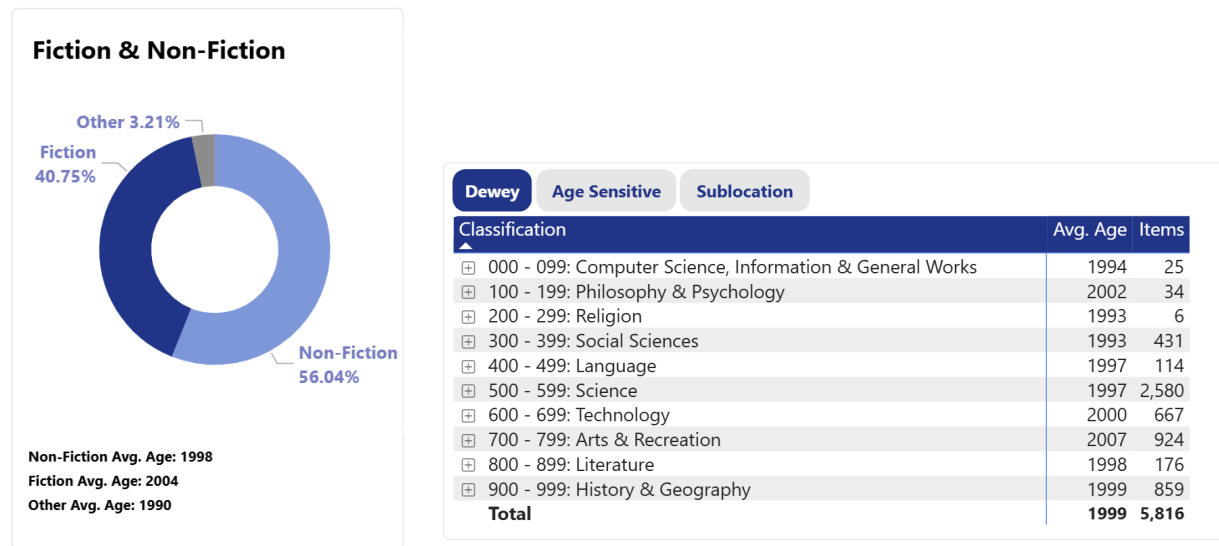


Figure 18— Fiction/Nonfiction

Figure19—Average age in Dewey Section

While the vast majority of titles within the collection are in English, **Figure 20** highlights the current representation of materials dedicated to three distinct minority demographic groups within the East Bethel Elementary student population.

Language/ Ethnicity	% of student population	# books needed to represent	Total Books	% of the collection
Spanish	5.1%	689	20	.15%
Asian	11.3%	1527	6	.04%
American Indian	1.3%	176	53	.39%
Combine	17.7%	2,391	82	.61%

Figure 20 —Non-English representation in the collection of 13,510 titles

Circulation

Between September 1, 2025, and May 15, 2026, the library recorded 14,770 total checkouts, averaging approximately 31.6 books per student. **Figure 21** indicates a slight decrease in checkouts among 1st grade, 2nd grade, 3rd grade and other checkouts (teachers ect.) . Conversely, Kindergarten, 4th grade, and 5th grade student groups achieved an increase in active circulation when comparing the 2025–2026 school year to 2024–2025.

East Bethel Elementary School — Library Circulations by Grade

Total checkouts (physical + digital + in-library + renewals)

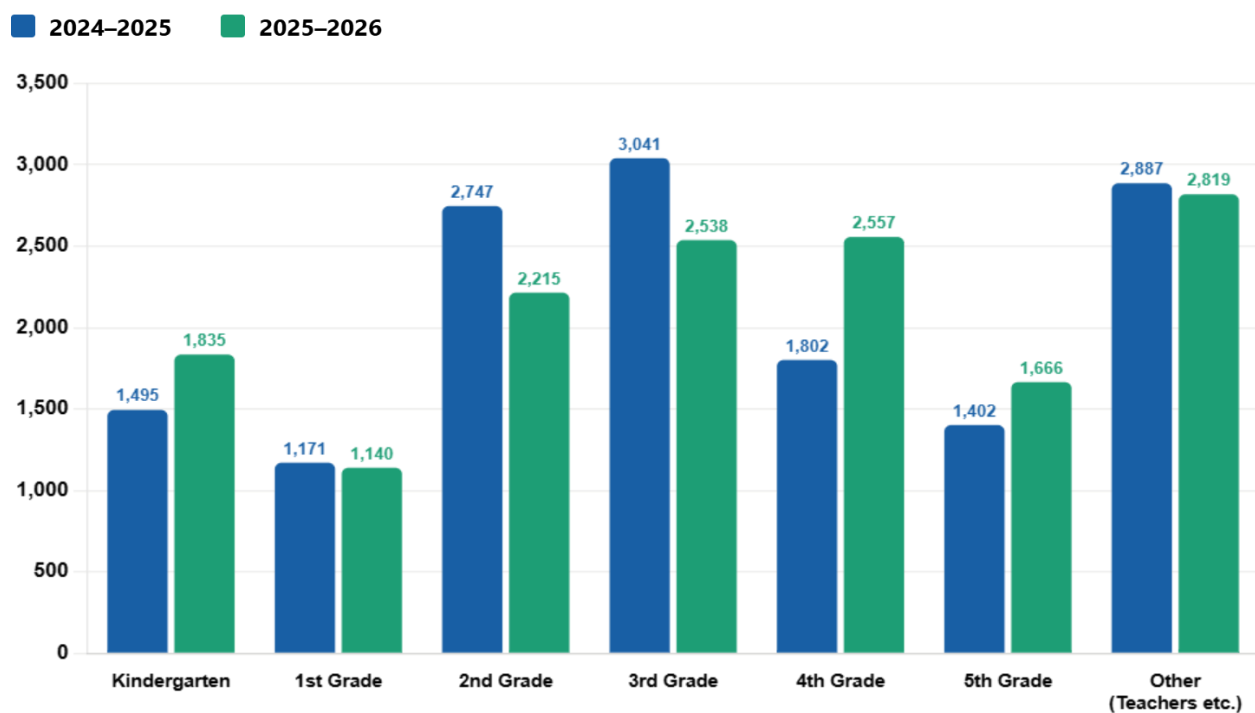


Figure 21 — Check Outs by Grade Level Comparison

Highlights

In September, media staff made strategic arrangements with Follett—the district's library systems management partner—to utilize their professional Library Collections Refresh Program. This service pairing provided the school with dedicated assistance from a trained collection manager tasked with evaluating current holdings, building a balanced multi-year weeding timeline, and structuring a long-term replenishment roadmap. The comprehensive service

required an investment of \$2,250. Initial consulting phases launched in late October, with the finalized plan delivered in December.

The resulting plan, compiled by Follett Software representative Charla Hollingsworth on December 1, 2025, offers an objective evaluation and five-year remediation strategy for the East Bethel campus. A TitleWise Collection Analysis revealed that the overall library repository is in below-average condition, maintaining an average age of 25 years (an average publication year of 2000), with 76% of the active inventory older than 15 years.

To address this material stagnation, the report establishes a structured five-year weeding layout prioritized by item age and circulation history to systematically remove roughly 2,500 obsolete or worn fiction and easy titles. This removal process will be completed using a strategic five-year weeding plan.

To offset these ongoing discards, the framework institutes strict acquisition rules, dictating that newly purchased books maintain a publication shelf-life within the past three to five years. Ultimately, the report emphasizes that keeping a leaner, highly appealing collection of fresh, curriculum-aligned literature takes operational precedence over housing a massive inventory of outdated or inaccurate records. Moving forward, media center staff will use this framework to guide their physical weeding workflows.

In April 2026, the library experienced a personnel transition when the serving media assistant stepped down. A new media assistant was successfully hired and received peer-to-peer training from the departing employee, ensuring operational continuity.

While this transition caused a minor mid-spring delay in executing the Weeding and Replenishment plan, management plans to resume aggressive development next school year, giving the incoming staff member adequate time to master standard day-to-day library workflows first. A total of 717 items have been removed from the system from the inventory process and weeding.

Cedar Creek Elementary School

Overview

Cedar Creek Elementary School serves a student population of 659 (Minnesota Department of Education, 2025). The student body is demographically composed of 78.1% White, 10.0% Asian, 4.6% Hispanic/Latino, 4.1% identifying as two or more races, 2.9% American Indian, and 0.2% Black. Additionally, 7.6% of students receive English Language Learner (ELL) services, and 23.5% receive Special Education services.

The media center operates daily from 9:00 a.m. to 3:30 p.m. and is staffed full-time by a licensed Library Media Specialist (LMS). The library is not open for book check outs on Wednesdays due to the LMS working at other sites across the district. Classes can utilize the open media center space for larger group activities. Every class participates in a weekly 30-minute library block that seamlessly balances an interactive story time, a targeted mini-lesson, book checkouts, and hands-on makerspace exploration.

Collection Statistics

As of May 15, 2026, the library collection contains 12,834 active items, providing a strong baseline of 19.47 books per student. **Figure 22** breaks down the library catalog distribution between fiction and non-fiction titles.

The average publication age for the entire collection is 2008. Separated by layout, the fiction section features an average age of 2009, while the non-fiction materials possess an average publication year of 2007. **Figure 23** provides a comprehensive breakdown of the average publication age across each century class of the Dewey Decimal system.

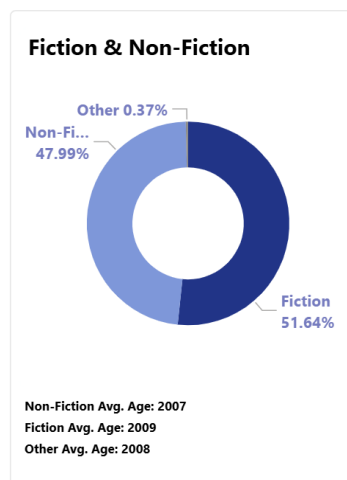


Figure 22— Fiction/Nonfiction

Dewey	Age Sensitive	Sublocation
Classification	Avg. Age	Items
000 - 099: Computer Science, Information & General Works	2012	73
100 - 199: Philosophy & Psychology	2018	60
200 - 299: Religion	2015	18
300 - 399: Social Sciences	2006	344
400 - 499: Language	2006	55
500 - 599: Science	2005	1,355
600 - 699: Technology	2005	619
700 - 799: Arts & Recreation	2016	1,400
800 - 899: Literature	2002	211
900 - 999: History & Geography	2005	822
Total	2008	4,957

Figure 23—Average age in Dewey Section

While the vast majority of titles within the collection are in English, **Figure 24** highlights the current representation of materials dedicated to three distinct minority demographic groups within the Cedar Creek Elementary student population.

Language/ Ethnicity	% of student population	# books needed to represent	Total Books	% of the collection
Spanish	4.6%	590	87	.67%
Asian	10%	1,283	35	.27%
American Indian	2.9%	372	221	1.71%
Combine	17.5%	2,246	82	2.66%

Figure 24 —Non-English representation in the collection of 12,894 titles

Circulation

Circulation

Between September 1, 2025, and May 15, 2026, the library recorded an exceptional total of 33,096 checkouts, averaging approximately 50.2 books per student. **Figure 25** indicates an

increase in all grades and other checkouts (teachers etc) except for 5th Grade, which showed a slight decrease when comparing the 2025–2026 school year to 2024–2025.

Cedar Creek Elementary School — Library Circulations by Grade
Total checkouts (physical + digital + in-library + renewals)

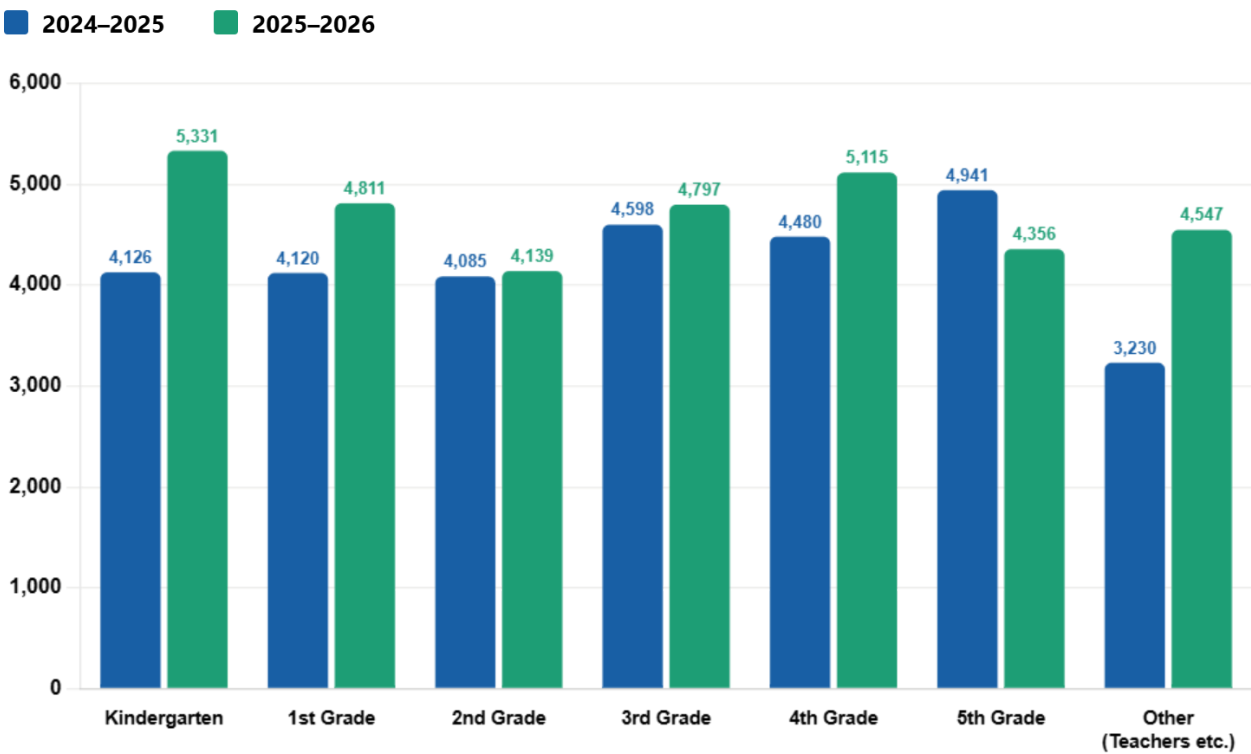


Figure 25 — Check Outs by Grade Level Comparison

Highlights

Throughout the school year, students participated in essential lessons on Digital Citizenship. Utilizing the structured framework provided by Common Sense Media, students in Kindergarten through 5th grade focused on establishing healthy media balance. Future program goals include expanding this curriculum next school year to target core concepts such as privacy and safety, digital footprints, cyberbullying awareness, positive digital communication, and broad media literacy.

In alignment with current grade-level reading, writing, and science standards, the media center collaborated with the 3rd-grade teaching team to deliver a comprehensive unit on Inquiry-Based Research Methods. Throughout this guided research process, students mastered targeted information skills, including distinguishing thick versus thin questions, applying effective note-taking methods, paraphrasing information to prevent plagiarism, organizing data logically, and transforming their notes into a final project. Instructional focus intentionally emphasized the investigative process over the final project output.

Scientific inquiry was further fostered through a year-long study tracking the decomposition process of pumpkins. Two carved pumpkins were placed in isolated containers—one positioned outside exposed to changing weather conditions, and one secured in a sealed container indoors. Students formulated hypothesis predictions, recorded ongoing observational notes, and analyzed documentary photographs throughout the year. Students synthesized their year-long data into formal scientific conclusions at the end of the term.

In active collaboration with the CCES English Language Learner (ELL) instructional team and the Anoka County Library, the media center hosted a highly successful series of three EL Reading Nights. Students and their families were invited into the space to participate in community-building literacy activities, including interactive educational games, hands-on crafts, engaging read-aloud sessions, and a popular "Potluck of Nations" culinary celebration.

Furthermore, to directly support the academic and cultural needs of our ELL student population, the media center systematically expanded its bilingual catalog. This targeted acquisition focus introduced a wave of high-quality bilingual materials in Spanish, Hmong, and Russian, ensuring our diverse learners have access to literature that reflects both their heritage languages and their developmental reading paths.

To encourage students to explore unfamiliar genres, the media center launched a highly successful "Bookmark Challenge." Students received an automated bookmark printed with five randomized genre categories. To complete the challenge, participants located and checked out

matching selections from all five categories, turning in their verified bookmarks upon completing the books. **Figure 26** shows the impact on check outs.

Dewey Category	2024-2025 Checkouts	2025-2026 Checkouts	Change
000 Information	227	256	+29
100 Philosophy	279	274	-5
200 Religion	27	37	+10
300 Social Science	331	346	+15
400 Language	43	106	+63
500 Science	2443	3322	+879
600 Technology	1111	1315	+204
700 Arts & Recreation	6230	6271	+41
800 Literature	63	224	+161
900 History & Geography	1227*	476	-751

Figure 26 — Check out comparison by Dewey categories

**Note: During the 2024–2025 school year, the library hosted a specialized "Passport Challenge" where students earned collectible stamps for reading within the 900s section, generating a temporary spike in that classification code.*

The Bookmark Challenge dramatically increased circulation velocities across the majority of the collection. The initiative was enthusiastically received by readers across all proficiency levels; remarkably, one highly motivated student single-handedly completed challenges totaling 127 book checkouts over the academic year. There were 298 entries into the contest for a total of 1,490 books checked out by participants from September through May.

In tandem with this engagement program, insights gained from professional development at the Minnesota Library Association conference prompted the complete elimination of historical student checkout limits. Removing these barriers yielded an overall circulation boost of 3,412 books, lifting the campus reading average from 43.5 checkouts to a landmark 50.0 books per student annually.

Through a wonderful collaborative effort involving the CCES PTO, numerous parent volunteers, and Elpis Enterprises—a St. Paul-based non-profit providing job training and housing assistance to youth experiencing instability—every student was able to build their own bird feeder. Over the course of three sessions, students hands-on assembled more than 659 bird feeders, gaining valuable experiential learning.

Finally, targeted collection maintenance occurred with physical weeding efforts focused primarily on improving currency across the 000 through 400 classifications. **Figure 27** highlights the resulting gains in average age across these revitalized sections. 828 items were removed from this weeding process and inventory corrections. Followed by an inventory of the collection prior to the end of the school year.

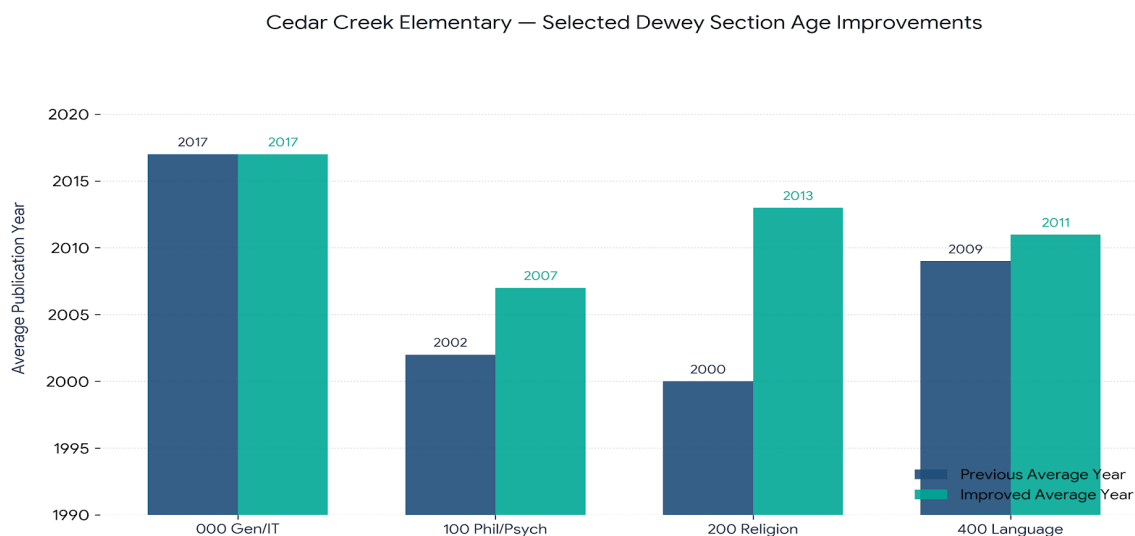


Figure 27 — Average age in sections weeded comparison

V. Key Takeaways

1. Circulation is growing district-wide despite a smaller collection.

Total district checkouts increased by 4,963, even as the overall collection shrank by 3,199 books. This confirms the well-supported finding that leaner, more current collections drive greater student engagement than large inventories of outdated materials.

2. Collection development goals were substantially met.

All five buildings completed or advanced inventories or targeted weeding removed thousands of outdated titles across the district. St. Francis Middle School completed its first full inventory since 2008–2009. St. Francis Elementary removed over 1,000 items, while adding significant new additions funded through the PTA. These efforts represent meaningful progress toward modernizing collections that last year’s report identified as critically aging.

3. Cedar Creek’s LMS model continues to demonstrate the strongest outcomes.

Cedar Creek recorded 33,096 checkouts—an average of 50 books per student—far surpassing every other building. Its LMS-led programming (Digital Citizenship lessons, the Bookmark Challenge, EL Reading Nights, inquiry-based research units, and makerspace integration) illustrates what becomes possible when a licensed professional leads the media center. The removal of checkout limits alone added just over 3,500 circulations, a straightforward policy change with a measurable impact.

4. Diverse and multilingual representation remains a significant gap across the district.

Every school's collection falls far short of proportionally representing its Spanish-speaking and Asian student populations. St. Francis Elementary holds zero Spanish or Asian-language titles despite those groups comprising nearly 10% of its student body. Collections that lack mirrors for students from these communities remain deeply underrepresented, and this gap should be addressed intentionally in next year's acquisition planning. Cedar Creek's recent expansion of bilingual materials in Spanish, Hmong, and Russian provides a replicable model for the other buildings. .

5. The addition of a second LMS at St. Francis Elementary is a pivotal step forward.

The board’s decision to reclassify the St. Francis Elementary media assistant position to a licensed Library Media Specialist directly addresses one of last year’s primary recommendations.

With a new LMS hired and prepared to teach media literacy as part of the Specials rotation, this building is positioned for meaningful growth in both student engagement and instructional quality. The incoming LMS will also co-support other district media centers, extending professional library expertise more broadly across ISD 15.

6. St. Francis High School requires focused attention.

With only 928 checkouts for a school of over 1,100 students—fewer than one book per student for the year—the high school media center continues to underperform significantly. The dual-role staffing model (Career Counselor managing the space alongside other duties) and the absence of any regularly scheduled class visits are contributing factors. The collection's average publication year of 1995 also remains unchanged and well below acceptable standards. Addressing staffing structure, scheduling access, and collection currency at the high school should be a priority in the year ahead.

VI: Looking Ahead: 2026-2027 Priorities & Future Consideration

2026–2027 Priorities

★ Goal 1: Collection Development

- Continue weeding outdated materials across all collections.
- Increase diverse ethnic representation within the catalog to better reflect the student body.
- Acquire modern fiction and non-fiction titles to directly support the curriculum and foster a stronger culture of reading among students.

★ Goal 2: Develop Media Literacy Curriculum

- With St. Francis Elementary transitioning Media to a "Special," design and implement structured media literacy lessons covering digital citizenship, research skills, and reading engagement.
- Create modified versions of this curriculum for Cedar Creek Elementary and, eventually, East Bethel Elementary.

★ Goal 3: Establish Unified Media Center Practices

- Collaborate across the district's Licensed Media Specialists (LMS) to develop a standardized handbook and operational policies.

-
- Key areas of focus include lost book procedures (fees, timelines, resolutions), uniform opening/closing schedules for the start and end of the school year, and shared standards for check-outs and student access.

Future Considerations

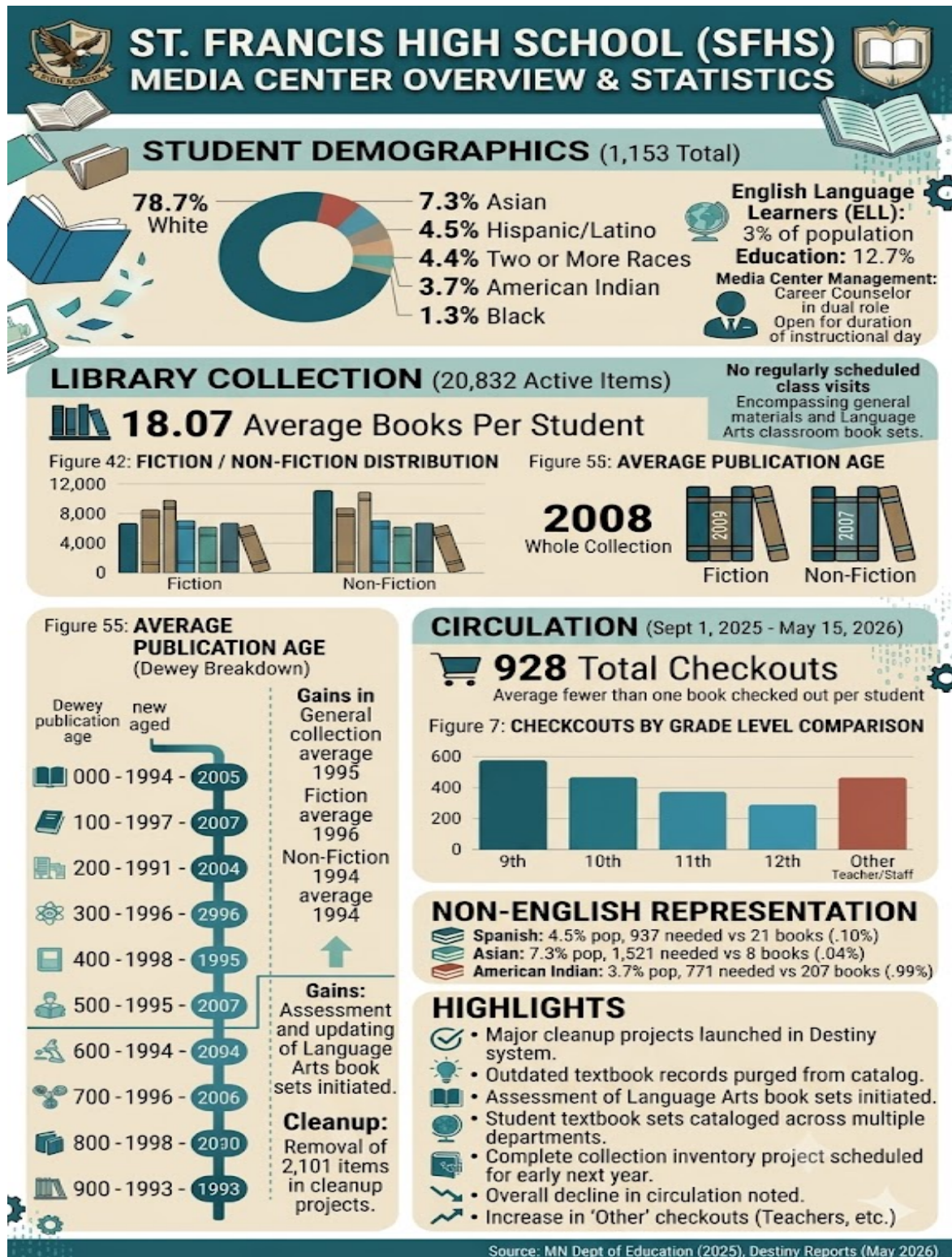
★ Consideration 1: Adding an LMS to East Bethel Elementary

- *Current Model:* The Cedar Creek Elementary LMS is slated to split time between Cedar Creek and East Bethel Elementary, delivering bi-weekly lessons. Under this framework, students receive just 15–20 minutes of instruction and 10 minutes for book check-outs every other week. This model also requires adding a third staff member (a media assistant) to function. Meanwhile, St. Francis Elementary students receive 35 minutes of weekly instruction plus 10 minutes for check-outs.
- *Proposed Solution:* Hiring an additional LMS (and removing the need for media assistants at CCES and EBES) would provide students and staff at both schools with a dedicated professional to support learning. Long-term, adding another LMS to oversee and support secondary schools would also be highly beneficial.

★ Consideration 2: Standardized Per-Student Library Funding

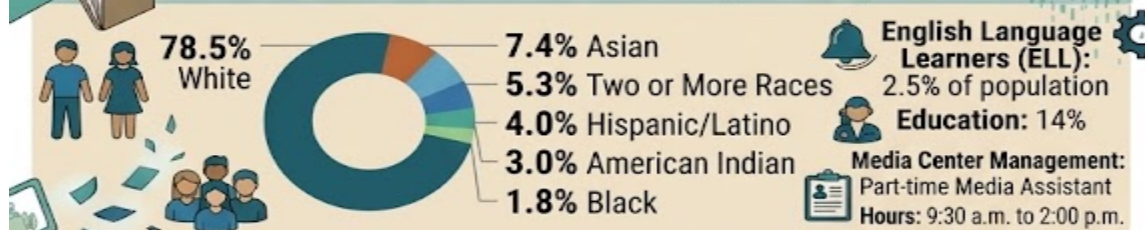
- *Current Model:* Funding currently varies drastically by building, relying on unpredictable combinations of building budgets, book fairs, and PTO support. Some sites rely strictly on limited building allocations. St. Francis High School currently **does not** have a library budget.
- *Proposed Solution:* Implement a predictable, district-wide funding model based on student enrollment (e.g., allocating \$5 per student for the library budget). For example, St. Francis Middle School—which currently receives a flat \$1,000—would see its budget increase to \$4,400 to support its 880 students, ensuring funding fairness and access to fresh materials across the district.

VII. Infographics for Each Media Center



ST. FRANCIS MIDDLE SCHOOL (SFMS) MEDIA CENTER OVERVIEW & STATISTICS

STUDENT DEMOGRAPHICS (880 Total)



LIBRARY COLLECTION (11,630 Items)

13.21 Average Books Per Student

Figure 8: FICTION / NON-FICTION DISTRIBUTION

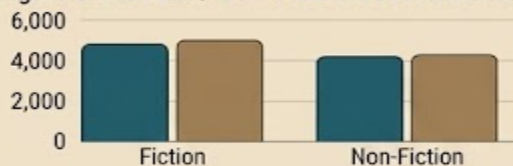
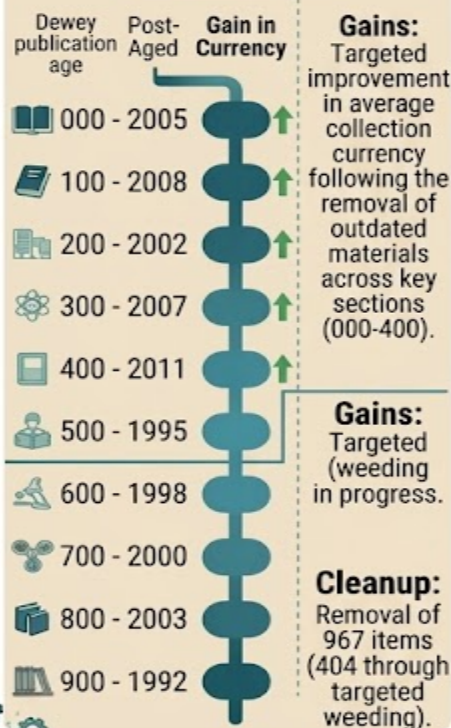


Fig 9: AVERAGE PUBLICATION AGE



Figure 9: AVERAGE PUBLICATION AGE (Dewey Breakdown)



CIRCULATION (Sept 1, 2025 - May 15, 2026)

4,990 Total Checkouts
Average 5.7 books per student

Figure 11: CHECKOUTS BY GRADE LEVEL COMPARISON

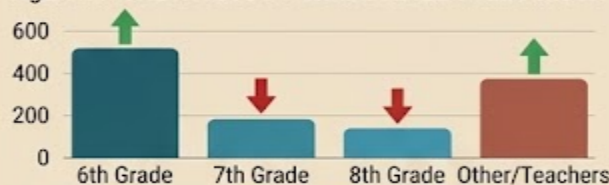


Figure 10: NON-ENGLISH REPRESENTATION

Spanish:	4.0% pop, 465 needed vs 3 books (.03%)
Asian:	7.4% pop, 861 needed vs 3 books (.03%)
American Indian:	3.0% pop, 349 needed vs 76 books (.65%)
Combined:	14.4% pop, 1,675 needed vs 82 books (.71%)

HIGHLIGHTS

- Comprehensive collection development focus.
- First full physical inventory since 2008-2009.
- Systematic purge of lost database items.
- Targeted non-fiction weeding project (starting with 000).
- Weeding finalized across 000-400 sections (computer sci, philosophy, religion, social sci, language).
- Work started on 500 section.
- Total 967 items removed (404 through targeted spring weeding).
- 132 new pristine titles integrated (visible placement).
- "Blind Date with a Book" special programming event.

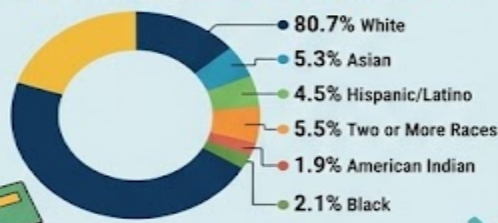
Source: MN Dept of Education (2025), Destiny Reports (May 2026).

ST. FRANCIS ELEMENTARY SCHOOL (SFES)

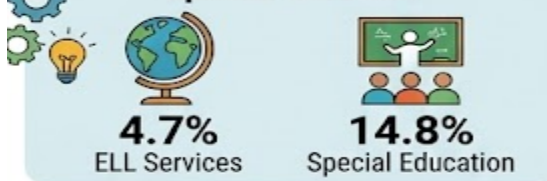
MEDIA CENTER ANNUAL REPORT & STATISTICS

SCHOOL & DEMOGRAPHICS

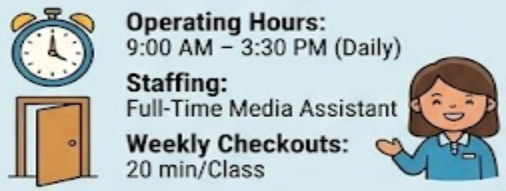
Total Students: 622



Special Services



Media Center Operations



CIRCULATION TRENDS

(Sept 1, 2025 - May 15, 2026)

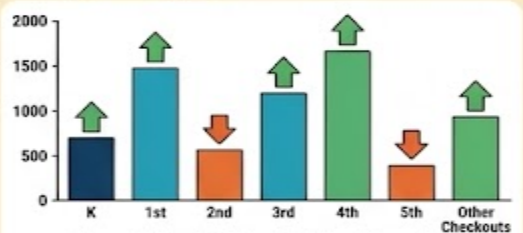


Figure 16: Check Outs by Grade Level Comparison

LIBRARY COLLECTION (16,302 Items)

Exception average of
26.2
Books Per Student

Figure 13: FICTION/NON-FICTION DISTRIBUTION

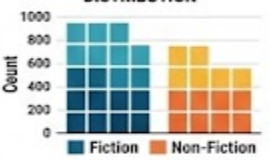
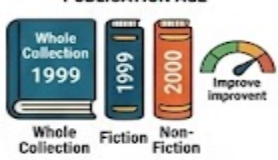


Figure 14: AVERAGE PUBLICATION AGE



MINORITY DEMOGRAPHIC MATERIALS

Language/Ethnicity	% of student population	# books added to represent	Total Books	% of the collection
Spanish	5%	0	0	0.00%
Asian	5%	0	0	0.00%
Combined	5%	0	0	1.22%
American Indian and Combined	17%	1,981	207	1.22%

Figure 15 –Non-English representation

HIGHLIGHTS

YEARLY HIGHLIGHTS & SUCCESSES

Full Physical Inventory

Sept '25 - Feb '26

- Systematic purge of lost items
- Established transparent baseline



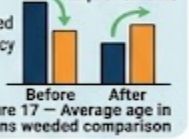
Weeding Outdated Materials

000-500s finalized

- 1,693 Obsolete Items Removed
- Assessed condition & relevancy



Figure 17 Average age improvements



New Materials Added

Generously funded by St. Francis Elementary Association of Parents and Teachers

582 New Books Integrated

More to come!



Looking Ahead: The New Era

Licensed Library Media Specialist leading an interactive classroom

- Transformation to dynamic classroom Space
- Direct Instructional Lessons
- Specialized Materials Checkout
- Collaborative Makerspace Potentially!



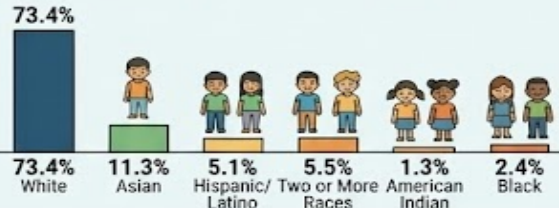
'EAST BETHEL ELEMENTARY SCHOOL (EBES) MEDIA CENTER ANNUAL REPORT & STATISTICS

Library and Mediattary School, East Bethel, MN, (school year up to May 15, 15, 2026)

OVERVIEW & DEMOGRAPHICS (EBES 2026)



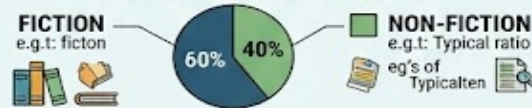
STUDENT DEMOGRAPHICS (Figure 17)



SPECIAL SERVICES (EBES 2026)



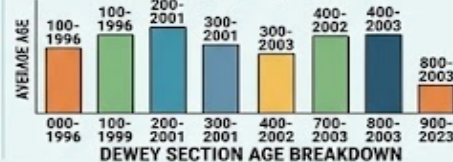
COLLECTION DISTRIBUTION (Figure 18)



MEDIA CENTER OPERATIONS



DEWEY SECTION AGE ANALYSIS (Figure 19)



REPRESENTATION & CIRCULATION

MINORITY REPRESENTATION IN CECULATION (Figure 20)

GROUP	NEED!	ACTUAL
SPANISH: 5.1% POP	689 BOOKS NEEDED (for rep)	20 BOOKS (0.15% collection)
ASIAN: 11.3% POP	1527 BOOKS NEEDED (for rep)	6 BOOKS (0.04% collection)
AMERICAN INDIAN: 1.3% POP	176 BOOKS NEEDED (for rep)	53 BOOKS (0.39% collection)
COMBINED (17.1% POP)	2,391 BOOKS NEEDED (for rep)	82 BOOKS (0.31% collection)

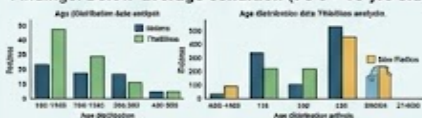
CIRCULATION TRENDS (Figure 21)



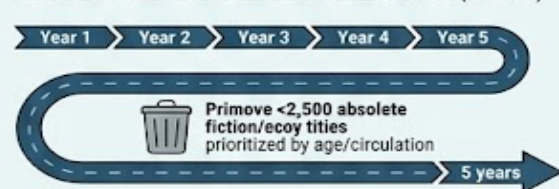
HIGHLIGHTS & NEXT STEPS (EBES 2026)

PARTNERSHIP & INVESTMENT

Follett | Refresh Program
Strategic arremgents with Follett | \$2,250 investment
Findings: Below-average condition (76% > 15 yrs old)



FIVE-YEAR WEEDING & REPLENISHMENT PLAN (Dec 2025)



STRICT ACQUISITION RULES FRESH, CURRICULUM-ALIGNED LITERATURE

Books maintain publication shelf-life within past 5-5 years
Books maintain public-ockless next less inventory assetoped of 5 years.
Lean or tomassators over massive inventory oor on to affect loores not leanness over massive inventory.

PERSONNEL TRANSITION (April 2026)

Serving media assistant steps down
New assistant hired & trained

COLLECTION DEVELOPMENT (Current Work)

Counter:
717
ITEMS REMOVED (Inventory & Wending)
Next Steps:
RESUME PLAN EXECUTION NEXT SCHOOL YEAR



Infographic based on East Bethel Elementary School 2026 Library Annual Report. Produced by Your Organizeti Name/Service) in East Bethel, MN, June 2, 2026. Tiny gears aroul-endlighs around the edges. Clean typography and no condescending text. Foolis is direct visualization. Precise decimal percentages are replotted.

'CEDAR CREEK ELEMENTARY SCHOOL (CCES) MEDIA CENTER OVERVIEW & STATISTICS

Library and Mediatory School, [Your District Name], [Your City], [Your State] (school year up to May 15, 2026)

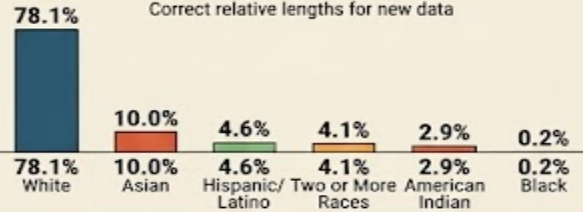
OVERVIEW & DEMOGRAPHICS (CCES 2026)



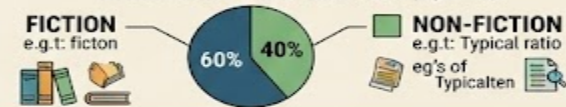
SPECIAL SERVICES (CCES 2026)



STUDENT DEMOGRAPHICS (Figure 17: Correct relative lengths for new data)



COLLECTION DISTRIBUTION (Figure 18)

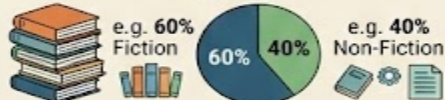


LIBRARY COLLECTION

(as of May 15, 2026)

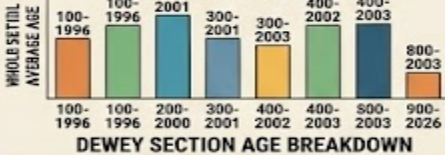


Figure 22: COLLECTION DISTRIBUTION (by layout)



DEWEY SECTION AGE ANALYSIS

(Figure 23)



DEWEY SECTION AGE ANALYSIS

(Dewey Breakdown) (Figure 23)



REPRESENTATION & CIRCULATION

REPRESENTATION (Figure 24)

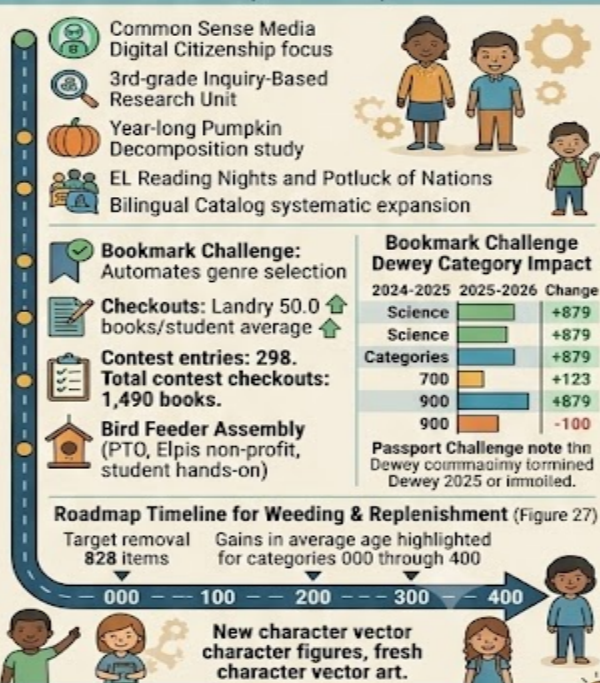
GROUP	NEED	ACTUAL
Spanish:	590	87
Asian:	1283	35
American Indian:	372	221
Combined	2246	82

CIRCULATION (Sept 1, 2025 - May 15, 2026)



CIRCULATION TRENDS (Figure 25)
(Year-over-Year Comparison)

HIGHLIGHTS (CCES 2026)



Infographic based on East Bethel Elementary School 2026 Library Annual Report. Produced by Your Organization Name/Service in East Bethel, MN, June 2, 2026. Tiny gears around the edges. Clean typography and no condescending text. Foolish is direct visualization. Precise decimal percentages are registered.

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District. <https://isd15.follettdestiny.com/>

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