

School Name and Number : 0121 - Auburndale Elementary School

School Performance Excellence Plan

Principal: Raquel Munoz

Telephone #: (305) 445-3587

High School Feeder Pattern: 7071 - Coral Gables Senior

Region: Region IV

Board District #: 6 - Mrs. Manty Sabatés Morse

Title I Budget and Waivers

X

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 0121 - Auburndale Elementary School

2002 School Performance Grade: C

Vision/Mission/Belief Statement(s):

VISION: Our vision at Auburndale Elementary School will be to provide a learning process for students which emphasizes basic and advanced skills. This will prepare our students to be lifelong productive and successful citizens in society and to meet the challenges of the 21st century. We at Auburndale Elementary School believe that all students have a right to reach their highest potential as students so that they may become productive citizens. Therefore, all teachers, staff, and parents will have high expectations and challenges for students to attain higher academic growth. Faculty and staff will work together to nurture an environment in which students are well rounded and have a positive attitude about their future. Our students will have mutual respect for all diversities that individuals bring to the educational community.

Furthermore, we must provide students with the opportunity to grow in a technological society. Therefore, we will equip students with basic skills, problem solving, and higher order thinking skills in order to reach their potential as life long learners.

MISSION: The school and community have a shared mission of high expectations for all students. We seek to provide a diverse and enhanced educational environment available to all students who recognize their own unique potential as individuals striving for knowledge and achievement. Above all, we value the unique worth of each individual. Our staff seeks to provide a nurturing and safe learning environment where students are channeled to seek their highest potential for achievement. We also believe that all students benefit from an educational program in which mathematics, science, social studies, reading, speaking, and writing in the English language and Spanish language through the Extended Foreign Language program are stressed. Therefore, we provide a

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challenging curriculum incorporating a strong technology component with flexibility to meet the needs of each student. Moreover, we provide an enriching program that encourages critical thinking in reading and mathematics through a computer-assisted-instruction lab and scientific exploration through a science lab program. Through an integration of the Competency-Based-Curriculum and the Sunshine State Standards, an atmosphere that stimulates, challenges, and guides students to their educational goals is created. Our high expectations for academic achievement are balanced with curriculum programs and activities which promote self-motivation, self-worth, and broaden their minds in order to become life-long learners. We strive to unite with parents, community, and local business members to form a strong fellowship that will help us attain success.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Auburndale Elementary School

Auburndale Elementary School is located in a predominantly Hispanic neighborhood in the Little Havana section of the city of Miami. This school is a 52 year old building that presents some technological and electrical challenges. The local community is mainly working class with single-family homes. The school's student body is approximately 86 percent Hispanic with over 40 percent Limited English Proficient (LEP) students, and 83.9 percent of the students are on the Free and Reduced School Lunch Program. Auburndale also houses an Exceptional Student Education (ESE) Center with approximately 189 students with varying exceptionalities including Gifted, Specific Learning Disabilities (SLD), Educable Mentally Handicapped (EMH), Physically Impaired (PI), Dual Sensory (DS), Deaf and Hard of Hearing (DHH), and other health impaired.

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, students in grades three through five will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level on the 2003 administration of the FCAT Reading Test as compared to the 2002 administration.

Given instruction in the Writing Across the Curriculum, students in grades one through five will demonstrate an increase in their writing proficiency as demonstrated by a 35 percent increase in pre- and post-test scores on a site-developed assessment administered in the fall of 2002 and the spring of 2003 as documented in teacher logs.

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, students in grades three through five will increase their mathematics skills as evidenced by 54 percent of students reaching the state required mastery level on the 2003 administration of the FCAT Mathematics Test as compared to the 2002 administration.

Given schoolwide hands-on instruction, students in grades three through five will increase their knowledge of science process skills as evidenced by a 35 percent increase in pre-and post-test scores on a site-developed assessment administered in the fall of 2002 compared to the test administered in the spring of 2003 as evidenced in teacher logs.

In conclusion, Auburndale's stakeholders, including administrators, teachers, parents, staff, students, and community/business leaders, feel extremely confident that carrying out the strategies required to meet the above objectives in reading, writing, mathematics, and science will enable the school to accomplish its mission. Our mission is to provide a learning process for students which emphasizes the basic and advanced skills which will prepare them to be lifelong productive and successful citizens in society and to meet the challenges of the 21st century.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Auburndale Elementary School provides basic educational goals based on the Sunshine State Standards/Competency-Based Curriculum for all students in prekindergarten through fifth grade. In addition, Auburndale houses an Exceptional Student Education (ESE) Center.

Teaching methods are provided in a regular classroom environment and integrated through technological advances in the Accelerated Reader Lab for grades three through five. FCAT strategies are implemented in reading, writing, and mathematics. The SRA/Direct Instruction Reading Program is offered for students in kindergarten through fifth grade.

Monthly parental newsletters and workshops are provided for parents to inform them of our school's accomplishments. Through our endeavors we offer a wide variety of support services that will meet the needs of our students, parents, and community.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

We at Auburndale Elementary School believe that all students have a right to reach their highest potential as students so that they may become productive citizens. Therefore, all teachers, staff, and parents will have high expectations and challenges for students to attain higher academic growth. Faculty and staff will work together to nurture an environment in which students are well rounded and have a positive attitude about their future. Our students will have mutual respect for all diversities that individuals bring to the educational community.

Furthermore, we must provide students with the opportunity to grow in a technological society. Therefore, we will equip students with basic skills and problem solving and higher order thinking skills in order to reach their potential as life long learners.

The school and community have a shared vision of high expectations for all students. We seek to provide a diverse and enhanced educational environment available to all students who recognize their own unique potential as individuals striving for knowledge and achievement.

Our mission at Auburndale Elementary School will be to provide a learning process which emphasizes basic and advanced skills for students. This will prepare our students to be lifelong productive and successful citizens in society and to meet the challenges of the 21st century.

Auburndale Elementary School maintains the following philosophy as the motivational aspect for our school. We are dedicated to instruct and educate our students, to prepare them to be productive citizens in society, and to help them meet the challenges of the 21st century.

1.3 Human Resources

This item describes the people who carry out the work of the school.

Auburndale Elementary School currently employs a total of 112 full-time staff members and 34 part-time staff members. Of this group, four are administrators, 34 are classroom teachers, 24 are exceptional education student teachers, two are guidance counselors, 16 are special area teachers, 19 are classroom paraprofessionals, six are clerical employees, 10 are cafeteria workers, and six are custodial service workers. According to the School Profile Report 2001-2002 of the teaching staff, 11.4 percent are new teachers to this school, with the average teaching experience in Florida of staff is 11 years. On staff there are 43 teachers holding advanced degrees.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Auburndale Elementary School is located on an 8.09 acre site in South Central Miami-Dade County at 3255 SW 6th Street. A 40-classroom building is enhanced with a cafeteria, multimedia center, state-of-the-art science lab, reading and mathematics computer lab, seven portable classrooms, two prekindergarten

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

classrooms, and an Exceptional Student Education Center (ESE). This 52 year old school has been wired to provide internet access to the computer lab, regular classrooms, and ESE Center. The multimedia center has been currently renovated to include closed-circuit television and 22 computers that have Internet access. Also, our ESE Center houses numerous computers in its classrooms.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Auburndale Elementary School adheres to a policy of non-discrimination in educational programs, activities, and employment, and strives to provide equal opportunity to all.

The EESAC (Educational Excellence School Advisory Council) membership correlates with

the ethnic diversity of our student population, and all meetings are open to all in accordance to Florida State Sunshine Law.

The school has a zero tolerance policy for any hostile treatment or violence by or against any student, parent, visitor, or employee as addressed in the Code of Student Conduct, District School Board Policy, and District School Board Rule. The school is subject to the requirements of the Florida Department of Education and Florida's high-quality education system, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

According to last year's enrollment (2001-2002), Auburndale Elementary School served 1,121 students from the surrounding neighborhood, including 79.8 percent standard curriculum students, 20.2 percent ESE students, and 40.1 percent ESOL students. Additionally, 83.7 percent of the students qualified for free or reduced lunch. The ethnic/racial makeup of the student population was 88 percent Hispanic, two percent Black Non-Hispanic, one percent Asian, and nine percent White Non-Hispanic.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Auburndale Elementary School relates with the community in many ways. At the beginning of the school year, Auburndale invites the community to a Title 1 Parent Orientation Workshop. This is preceded by our annual Open House night. This allows the school to inform the stakeholders of students' needs, programs, and continuous growth.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The United Teachers of Dade and the School Board negotiate the benefits package which includes a comprehensive health component, standard insurance, and other selected benefits.

The faculty and staff at Auburndale Elementary School are provided with professional development programs that are offered by the District. In addition, the option exists to petition the Educational Excellence School Advisory Council (EESAC) for funds to enhance the academic program.

Outstanding contributions to the progress of the school are acknowledged over the public address system as the occasion arises. Furthermore, the monthly newsletter highlights notable activities of faculty and staff. Throughout the year employees gather for special activities given in recognition of their individual contributions to the school.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Auburndale Elementary School enjoys collaborative relationships with various universities including Miami-Dade Community College InterAmerican Campus, University of Miami, and Florida International University. Students from these universities provide School-To-Career (KAPOW), tutoring, and mentoring. Teachers

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

supervise these interns from the above mentioned universities. Auburndale's staff articulates closely with several middle schools. Auburndale is delighted to collaborate with our Dade Partners: Miami-Dade InterAmerican Campus, McDonald's, Papa John's Pizza, and Carvel Ice Cream. The Kiwanis Club of Little Havana presented each child with school supplies and book bags to fulfill their needs and requirements for a successful academic year. In addition, Siemens Building Technologies, Inc. and the Kiwanis Club of Little Havana have made generous donations to benefit the ESE students.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Auburndale has been rated a "C" school by the State of Florida school grading system for this year and has been honored for several years with the Golden School Award for its impressive volunteer and community participation program. The School Board of Miami Dade County Public Schools (MDCPS) has recognized Auburndale Elementary with a Silver Award for outstanding accomplishments in Reading for the past two years. The school takes pride in offering a wide range of exciting and challenging programs to include a state-of-the-art Science Lab, Computer Assisted Instruction in Reading and Mathematics, and Extended Foreign Language Program.

3.2 Competitors

This item explores the alternate schools available to students.

Auburndale Elementary School is closely surrounded by several private and public schools. The private schools include Lincoln Marti, St. Michaels, InterAmerican Academy, and St. Mathews Academy. Public schools include Kinloch Park, Citrus Grove, and Coral Gables elementary schools.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Auburndale Elementary School enjoys a collaborative relationship with Miami-Dade Community College (M-DCC), Florida International University (FIU), Barry University (BU), and University of Miami (UM). Students from M-DCC and FIU offer tutoring and mentoring sessions for Auburndale's at-risk students. At the same time, Auburndale's teachers provide supervision to the students from FIU and M-DCC. Students leaving Auburndale after fifth grade will attend any of the following middle schools: Kinloch Park, Citrus Grove, Shenandoah, Ponce de Leon, George W. Carver, Palm Springs, Hialeah, Rockway, and Cutler Ridge. The staff from Auburndale works closely with these schools on articulation issues to insure that entering sixth graders are prepared with the background they need to be successful in middle school. Auburndale is pleased to be part of a close partnership with the Metro Dade Action Agency by participating in the Foster Grandparent Program and Family Friends. In addition, the City of Miami Parks and Recreation Disabilities Program works closely with the ESE students and staff. Auburndale provides an eclectic approach which guarantees quality educational experiences for its students. In facilitating this approach, input from all stakeholders enables us to provide educational programs that are tailored to students' needs. Offering support to parents is crucial to the success of the school. In order to provide this support, the teachers and guidance counselors work closely to meet the individual needs of the community, which may include access to social services, parenting skills, literacy skills, and skills on governmental resources.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Auburndale Elementary School's enrollment has increased through the years due to the influx of immigrants to the community. Consequently, the increase in enrollment has resulted in overcrowding in our school.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Auburndale Elementary School has faced several issues concerning challenges in learning. Many of our students come from single-parent and extended-family homes. Last year, 83.7 percent of the students qualified for our Free or Reduced Lunch Program. The average student attendance rate reported in the School Profile Report 2001-2002 was 94.92 percent. Auburndale delivers educational programs enabling students to utilize many skills for academic achievement and success.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

The School Climate Survey Report 2001-2002 revealed that more than 95 percent of the students polled agreed with the following statements: "The students are safe and secure at this school", and "The students are getting a good education at this school". The overall climate at this school is positive and helps students learn. Professional Development Plans were prepared and implemented by each staff member during the 2001-2002 school year. Staff members participated in extensive professional development activities in reading, mathematics, and science for the advancement of basic academic skills.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Auburndale Elementary School has identified some issues concerning challenges in relationship with internal operations and external forces. Among these are an increased influx of immigrant students, a limited number of Dade Partners, insufficient time for professional development activities, and a decrease of ESE student enrollment due to student transfers to home schools, inclusion programs, and private schools.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Auburndale Elementary School has recognized a major goal – improving academic achievement. Test scores on FCAT Reading and Mathematics showed significant gains. The percent of students making Learning Gains was 62 percent in Reading and 72 percent in Mathematics. Forty percent of the students scored at or below Level 2 on the FCAT test. Schoolwide implementation of research-based curricula in Reading (Direct Instruction – DI) and in Mathematics with an emphasis on FCAT impacted the success of the students. Home learning, buddy tutoring, and test taking materials were utilized to prepare students for the FCAT. Competency-Based Curriculum, including the Sunshine State Standards, was correlated to emphasize higher order thinking skills. Before and after school tutoring, in-house tutoring, and workshops for parents, which focused on FCAT Reading and Mathematics, were provided. Teachers planned cooperatively throughout the school year.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Auburndale Elementary School will target the students that are identified in need of additional assistance. Pre and Post tests and other ongoing assessments will be analyzed, reviewed and utilized in monthly grade level meetings. Small group instruction and before/after school tutoring will be provided to these students. The Accelerated Reader Program and Direct Instruction Reading Program (SRA) in grades second through fifth will be used to increase FCAT type questions. In addition, third through fifth grade students will use the Brainchild Program.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

The results of the School Climate Survey revealed that Auburndale Elementary School teachers were concerned with class size and lack of parental support. The principal will address these needs by hiring three hourly certified teachers and support personnel. Teachers also share methods and strategies at monthly grade level meetings. Guidance counselors play an important role in encouraging parental support via parent newsletters and home visits. Grade level chairpersons at Auburndale Elementary are also given the opportunity to meet monthly with administration to discuss critical school related issues.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Auburndale Elementary School has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are:
1. Increased immigrant influx. (In order to address this problem the Foreign Language Department will develop a plan designed to minimize the process of

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

transition of students from ESOL class to regular class.)

2. Insufficient time for teachers to attend Professional Development inservices. (To address this issue the principal will designate substitute funds for Professional Development inservices.) 3. Limited amount of Dade Partners. (A committee will assume an active role in pursuing Dade Partners.)

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Auburndale Elementary School realizes that the FCAT scores did not meet acceptable standards for a Grade of "B" on the Florida's Accountability System. To improve our test scores, targeted students will attend in-house, and before/after school tutoring. In addition to student tutoring the school will provide workshops for parents, inservice training for teachers, and implement the use of software to enhance FCAT strategies. Teachers on each grade level meet weekly to discuss FCAT strategies and attend inservice training. Grade level chairpersons will meet with administration on a monthly basis to discuss issues related to FCAT enhancement.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Prekindergarten Early Intervention	prekindergarten	Aug. '90
Gifted	first through fifth grades	Aug. '90
Competency Based Curriculum (CBC)	first grade through fifth grades	Sep. '90
Science Research Associates (SRA) Direct Instruction Program	kindergarten through fifth grades	Sep. '96
Extended Foreign Language Program	kindergarten through fifth grades	Aug. '98
Accelerated Reader	third grade through fifth grades	Sep. '99
Prekindergarten for Children with Disabilities	prekindergarten	Aug. '00

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Gifted	first through fifth grades	Jul. '90
Prekindergarten Early Intervention	prekindergarten	Aug. '90
Competency Based Curriculum (CBC)	first through fifth grades	Sep. '90
Extended Foreign Language Program	kindergarten through fifth grades	Aug. '96
Prekindergarten for Children with Disabilities	prekindergarten	Jul. '98
Reading Lab	third through fifth grades	Aug. '98
Sunshine State Standards (SSS)	first through fifth grades	Aug. '00

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Gifted	first through fifth grades	Aug. '90
Prekindergarten Early Intervention	prekindergarten	Aug. '90
Competency Based Curriculum (CBC)	first through fifth grades	Sep. '90
Prekindergarten for Children with Disabilities	prekindergarten	Aug. '99

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Sunshine State Standards (SSS)	first through fifth grades	Aug. '00

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Gifted	first through fifth grades	Aug. '90
Prekindergarten Early Intervention	prekindergarten	Aug. '90
Competency Based Curriculum (CBC)	first through fifth grades	Sep. '90
Science and Technology for Children (STC)	second through fifth grades	Aug. '98
Science Television (Sci TV)	second through fifth grades	Aug. '98
Biscayne Nature Center for Environmental Education (BNCEE)	fifth grade	Aug. '98
Full Option Science Systems (FOSS)	second through fifth grades	Aug. '98
Prekindergarten for Children with Disabilities	prekindergarten	Sep. '00

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
PROUD (Resource Books)	34	Oct. 10, '01
FCAT Reading (Richard Lopez)	31	Oct. 17, '01
Using Data to Improve Student Achievement in Reading	42	Oct. 24, '01
FCAT Reading	31	Oct. 31, '01
FCAT Curriculum Reading	6	Jan. 30, '02
Reading (Lori Kaplan)	9	Feb. 05, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Writes (Lori Kaplan)	4	Sep. 19, '01
FCAT Writes (Lori Kaplan)	9	Nov. 06, '01
FCAT Curriculum	6	Jan. 30, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Urban Systemic Initiative Mathematics & Science	4	Sep. 19, '01
Mathematics & Science Strands Alignment	6	Oct. 15, '01
Mathematics & Science (Ray Cruz)	31	Oct. 30, '01
Mathematics & Technology	10	Nov. 13, '01
Mathematics & Science Hands-on	10	Feb. 14, '02
Mathematics & Science Hands-on	15	Feb. 15, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Mathematics & Science Long Range Planning	5	May 13, '02

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Mathematics & Science Strands Alignment	6	Oct. 15, '01
Mathematics & Science (Ray Cruz)	31	Oct. 30, '01
Mathematics & Science Hands-on	10	Feb. 14, '02
Mathematics & Science Hands-on	15	Feb. 15, '02
Science Fair Projects (Scientific Method)	31	Apr. 24, '02
Mathematics & Science Long Range Planning	5	May 13, '02

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

EESAC has voted to use funds for supplemental materials in order to improve student achievement.

Training:

EESAC supports staff development for the enhancement of teaching skills and the implementation of the strategies for each of the objectives in the School Performance Excellence Plan.

Instructional Materials:

EESAC will enhance the use of Auburndale Elementary School's Reading Program by purchasing trade books to promote reading at home as well as in school.

Technology:

EESAC will continue to support the infusion of technology into the curriculum.

Staffing:

EESAC will continue to support the hiring of hourly teachers to assist in the delivery of the strategies under each of the School Performance Excellence Plan objectives.

Student Support Services:

EESAC will continue to support the implementation of a Buddy Tutorial Program with Miami Dade Community College Interamerican Campus as part of the Reading, Writing, and Mathematics tutorial programs.

School Safety and Discipline:

The EESAC committee is committed to creating a safe environment for the students by implementing several programs. Among these are TRUST, SAFETY PATROL, DO THE RIGHT THING, and CRIME WATCH programs.

Other Matters of Resource Allocation:

EESAC will continue to support science and environmental studies emphasized through Auburndale Elementary School's Science Lab.

Benchmarking:

EESAC discussed and analyzed SRA, SRI, FCAT, and SAT scores to determine strategies to meet SPEP objectives.

School Profile/ Needs Assessment: (continued)

TITLE I ASSESSMENT ISSUES

Parent Involvement

Teachers provide regular grade level workshops for parents to assist in helping their children with reading, writing, mathematics, and science. In addition, the first and third grading period report cards are personally distributed to parents. An active Parent-Teacher Association (PTA) and Educational Excellence School Advisory Council (EESAC) provide the opportunity for collaborating with administrators, parents, teachers, staff, students, and community business leaders.

Family Literacy

Parents are encouraged to participate in a monthly Parent Outreach Program inservice. In addition, the opportunity is provided for parent/student workshops in the areas of reading, writing, mathematics, and science. Miami-Dade Community College (M-DCC) has scheduled classes for adults in the evenings at Auburndale Elementary.

School Climate

The safety of our students is a priority. The Code of Student Conduct is clearly defined and strictly enforced. School leaders and faculty put forth many proactive efforts to involve parents in the social, emotional and academic well-being of their children.

Health Services

Vision and hearing screening are provided for selected students. Individual and group counseling are provided for all students.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
C	D	D	D

2001-2002 Results	Reading	Math	Writing	Grade Points
% Meeting High Standards	51	50	58	159
% Making Learning Gains	62	72		134
Adequate Progress of Lowest 25% in the school?	60			60
Total School Grade Points	173	122	58	353

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 03

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	170	273	39	12	34	14	1	173	289	31	20	30	14	5
2000-2001	174	256						179	277					

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 04

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	165	278	48	10	25	14	3	172	274	42	15	25	15	3
2000-2001	155	270	49	11	26	12	2	160	253					
1999-2000	159	260	53	15	21	11	0							
1998-1999	161	244	60	19	15	6	0							

Grade Level: 05

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	165	252	44	15	32	8	0	167	287	43	24	22	10	2
2000-2001	167	241						166	277	58	23	10	6	3
1999-2000								156	274	49	28	15	7	1
1998-1999								119	281	50	30	14	6	0

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	171	2.9	6	2	18	13	20	8	22	5	3	0	0
2000-2001	157	3	3	2	14	4	42	13	14	3	4	0	0
1999-2000	155	2.8	8	1	17	6	31	14	14	2	3	0	0
1998-1999	153	2.4	14	5	18	12	29	8	7	1	1	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	82	2.6	10	4	23	13	23	12	11	0	2	0	0
2000-2001	78	3	3	0	17	4	46	10	18	0	3	0	0
1999-2000	76	2.7	9	3	21	11	33	12	9	0	3	0	0
1998-1999	76	2	18	9	28	12	22	4	1	0	0	0	0

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	89	3.2	3	1	13	12	18	3	33	10	3	0	0
2000-2001	79	3	4	4	11	4	38	15	10	5	6	0	0
1999-2000	79	2.9	8	0	14	3	29	16	18	4	4	0	0
1998-1999	77	2.8	9	1	8	13	35	13	13	3	1	0	0

School Name: Auburndale Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	(x)

Needs Assessment

Results of the 2002 FCAT Reading Test indicate that 51 percent of students have met the state required mastery level, 62 percent have made annual learning gains and 60 percent out of the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, students in grades three through five will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level on the 2003 administration of the FCAT Reading Test as compared to the 2002 administration.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading Test. Quaterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Falco, Julia		James, Lanier		Munoz, Raquel	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Include a wide variety of non-fiction works in students' reading especially in the area of career awareness.	Department Chairpersons *J. Falco	Media Center KAPOW Program	Sep. '02	Jun. '03
2 . Develop grade level tracking calendars that include identification of skills to be taught and SRA/DI to ensure all Sunshine State Standards being tested are taught prior to January 15, 2003.	Department Chairpersons *M. Swift	SRA/DI Curriculum CBC/SSS Grade level expectations	Sep. '02	Jun. '03
3 . Implement before-school, in-school and after-school tutorial programs focusing on students scoring in the low range on the FCAT.	Reading Leader *M. Berre	Title 1 Budget	Sep. '02	Jun. '03
4 . Improve and monitor the use of the Accelerated Reader monthly	Computer Teacher *G. Zamora	Title 1 Budget	Sep. '02	Jun. '03
5 . Direct Community Involvement Specialist to initiate specific activities resulting in increased parental attendance at reading workshops.	Assistant Principal *G. Gimenez	Title 1 Budget	Sep. '02	Jun. '03
6 . Contract with appropriate providers to provide on-site professional development activities.	Principal	Title 1 Budget SRA/DI Materials	Aug. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Auburndale Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	()

Needs Assessment

Results of the 2002 FCAT Writing Test indicate that 58 percent of students have met the state required mastery level.

Objective

Given instruction in the Writing Across the Curriculum, students in grades one through five will demonstrate an increase in their writing proficiency as demonstrated by a 35 percent increase in pre- and post-test scores on a site-developed assessment administered in the fall of 2002 and the spring of 2003 as documented in teacher logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if there is an increase of 35 percent on pre- and post-test scores.

Evaluation:

This objective will be evaluated by scores on a site-developed assessment administered in the fall 2002 and the spring of 2003. Quaterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Falco, Julia	James, Lanier	Munoz, Raquel

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Include School-To-Career related topics, utilizing the writing process.	Department Chairpersons *J. Falco	KAPOW Materials	Sep. '02	Jun. '03
2 . Implement a school-developed writing program utilizing the five steps of the writing process for the development of effective writing skills.	Reading Leader *M. Berre	Language Arts Curriculum	Sep. '02	Jun. '03
3 . Develop grade level timelines that include the identification of skills to be taught to ensure all Sunshine State Standards being tested are taught prior to the FCAT Writing Test.	Department Chairpersons *M. Swift	CBC/SSS Curriculum	Sep. '02	Jun. '03
4 . Develop and administer grade level weekly prompts scored by teachers using a set rubric	Reading Leader *M. Berre	Language Arts Curriculum Prompts	Sep. '02	Jun. '03
5 . Infuse the African American Voices, Legado and the Holocaust curriculum into classroom instruction to reinforce writing skills.	Department Chairpersons *E. Beech	CBC Social Studies Curriculum	Sep. '02	Jun. '03
6 . Contact appropriate district personnel to provide on-site professional development activities for all language arts teachers.	Assistant Principal *I. Rashkover	Language Arts Department	Sep. '02	Jun. '03
7 . Implement instructional strategies which incorporate the use of technology to enhance writing skills.	Reading Leader *M. Berre	Teachers	Sep. '02	Jun. '03
8 . Provide small group tutoring to students scoring in the low range on the FCAT.	Principal	Title 1 Budget	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Auburndale Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	()

Needs Assessment

Results of the 2002 FCAT Mathematics Test indicate that 54 percent of students have met the state required mastery level and that 72 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, students in grades three through five will increase their mathematics skills as evidenced by 54 percent of students reaching the state required mastery level on the 2003 administration of the FCAT Mathematics Test as compared to the 2002 administration.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required matery level.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Test. Quaterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Falco, Julia		James, Lanier		Munoz, Raquel	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Integrate real-world mathematics problems into classroom instruction on a periodic basis.	Department Chairpersons * G. Botas	Teachers	Sep. '02	Jun. '03
2 . Provide small group tutoring and home learning supporting activities to students scoring in the low range on the FCAT.	Principal	Title 1 Budget SSS Mathematics Curriculum	Sep. '02	Jun. '03
3 . Develop grade level timelines that include the identification of skills to be taught using the Houghton Mifflin Math Central textbook to ensure all Sunshine State Standards/Competency-Based Curriculum being tested are taught prior to January 15, 2003.	Department Chairpersons *M. Swift	CBC/SSS Grade Level Expectations	Sep. '02	Jun. '03
4 . Develop and administer grade level weekly quiz based on timeline to represent a minimum of one grade per week per student.	Assistant Principal *G. Gimenez	CBC/SSS Grade level expectations Mathematics Curriculum	Sep. '02	Jun. '03
5 . Contact appropriate district personnel to provide on-site professional development activities.	Assistant Principal *I. Rashkover	CBC/SSS Curriculum Mathematics Department	Sep. '02	Jun. '03
6 . Implement instructional strategies which incorporate the use of technology to enhance mathematics skills. (Computer Mathematics Lab)	Teachers * G. Zamora	Accelerated Mathematics Star Curriculum	Sep. '02	Jun. '03
7 . Direct Community Involvement Specialist to initiate specific activities resulting in increased parental attendance at mathematics workshops.	Assistant Principal *G. Gimenez	Title 1 Budget	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Auburndale Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	()

Needs Assessment

Results of the 2002 SAT Science Test indicate that the median score for students is the 33 percentile.

Objective

Given schoolwide hands-on instruction, students in grades three through five will increase their knowledge of science process skills as evidenced by a 35 percent increase in pre- and post-test scores on a site-developed assessment administered in the fall of 2002 compared to the test administered in the spring of 2003 as evidenced in teacher logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if there is an increase of 35 percent on pre- and post-test scores.

Evaluation:

This objective will be evaluated by scores on a site-developed assessment administered in the fall 2002 and the spring of 2003. Quaterly reports will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Falco, Julia		James, Lanier		Munoz, Raquel	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Implement a school-developed science program that coordinates classroom instruction with science lab activities. Teachers will utilize the grade level timeline and Sunshine State Standards/Competency-Based Curriculum for the development of critical thinking science skills and concepts.	Department Chairperson *G. Botas	Teachers	Sep. '02	Jun. '03
2 . Implement a science lab utilizing a teacher to infuse a variety of instructional strategies in reading and mathematics for grades third through fifth as aligned to the Harcourt Science textbook and on-hands materials.	Science Resource Teacher *S. Johnson	Title 1 Budget	Sep. '02	Jun. '03
3 . Coordinate a Science Fair for grades K-5 to give students real-world experience of working through the scientific method using science processing skills and collecting and recording data.	Science Resource Teacher *S. Johnson	Science Curriculum	Sep. '02	Jun. '03
4 . Contact appropriate district personnel to provide on-site professional development activities.	Assistant Principal *I. Rashkover	CBC/SSS Curriculum	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 0121 - 44 AUBURNDALE ELEMENTARY

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
FUNCTION 5100 BASIC INSTRUCTION-CONTR P				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5141 SPECIALIST	2	\$ 37,276	\$ 14,588	\$ 51,864
LINE 0003 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5144 TEACHER	1	\$ 46,786	\$ 12,122	\$ 58,908
LINE 0004 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5144 TEACHER	1	\$ 5,848	\$ 1,003	\$ 6,851
LINE 0005 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5145 PARAPROFESSIONAL	1	\$ 18,638	\$ 7,294	\$ 25,932
LINE 0006 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5145 PARAPROFESSIONAL	2	\$ 37,276	\$ 14,588	\$ 51,864
LINE 0007 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5145 PARAPROFESSIONAL	1	\$ 18,638	\$ 7,294	\$ 25,932
LINE 0008 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5145 PARAPROFESSIONAL	1	\$ 18,638	\$ 7,294	\$ 25,932
LINE 0009 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5145 PARAPROFESSIONAL	1	\$ 18,638	\$ 7,294	\$ 25,932
LINE 0010 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5145 PARAPROFESSIONAL	1	\$ 18,638	\$ 7,294	\$ 25,932
LINE 0011 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5149 TEMPORARY INSTRUCTOR	50	\$ 3,750	\$ 450	\$ 4,200
LINE 0012 LOC 0121 PR0G 4179 FUNC 5100				
SUB-TOTAL SALARIES	61	\$ 224,126	\$ 79,221	\$ 303,347
OBJECT 5310 PROFESSIONAL & TECHNICAL		\$ 53,360		\$ 53,360
LINE 0016 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5331 TRAVEL OUT OF COUNTY		\$ 100		\$ 100
LINE 0017 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5350 REPAIRS AND MAINTENANCE		\$ 100		\$ 100
LINE 0018 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5621 CAPITALIZED AV MATERIAL		\$ 100		\$ 100
LINE 0023 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5622 NON-CAPITALIZED AV MAT'L		\$ 100		\$ 100
LINE 0024 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5641 CAP. FFE (NON-COMPUTER)		\$ 100		\$ 100
LINE 0025 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5642 NON-CAP FFE(NON-COMPUTER)		\$ 100		\$ 100
LINE 0026 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5643 CAP COMPUTER & PERIPHERAL		\$ 100		\$ 100
LINE 0027 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5644 NON-CAP COMP & PERIPHERAL		\$ 100		\$ 100
LINE 0028 LOC 0121 PR0G 4179 FUNC 5100				
OBJECT 5691 CAPITALIZED SOFTWARE		\$ 100		\$ 100
LINE 0029 LOC 0121 PR0G 4179 FUNC 5100				

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 0121 - 44 AUBURNDALE ELEMENTARY

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
OBJECT 5692 NON-CAPITALIZED SOFTWARE	♦	100	♦	100
LINE 0030 LOC 0121 PROG 4179 FUNC 5100				
SUB-TOTAL NON-SALARIES	♦	54,360	♦	54,360
TOTAL FUNCTION - 5100	61 ♦	278,486	♦ 79,221	♦ 357,707
FUNCTION 6150 PARENTAL INVOLVEMENT				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5310 PROFESSIONAL & TECHNICAL	♦	100	♦	100
LINE 0038 LOC 0121 PROG 4179 FUNC 6150				
OBJECT 5330 TRAVEL IN COUNTY	♦	100	♦	100
LINE 0039 LOC 0121 PROG 4179 FUNC 6150				
SUB-TOTAL NON-SALARIES	♦	200	♦	200
TOTAL FUNCTION - 6150	♦	200	♦	200
44 AUBURNDALE ELEMENTARY	61 ♦	278,686	♦ 79,221	♦ 357,907
TOTAL AVAILABLE REVENUE	♦	357,907	♦ 357,907	AMOUNT DIFFERENCE