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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0121 - Auburndale Elementary School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Yseult Charles

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Auburndale Elementary School*

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Auburndale Elementary School is located in a predominantly Hispanic neighborhood in the Little Havana section of the city of Miami. This school is a 55 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 85 percent Hispanic, 3 percent African American, 10 percent Anglo, 1 percent Asian, and 1 percent Other. Forty percent of the students at Auburndale Elementary School are Limited English Proficient (LEP) students, and 83 percent of the students are on the Free and Reduced School Lunch Program. Of our LEP students 84 students are classified as level one, 79 students are classified as level two, 104 students are classified as level three, 127 students are classified as level four, and 427 students are classified as level five. Aside from the General Education Program, Auburndale Elementary School also houses an Exceptional Student Education (ESE) Center, with approximately 174 students, and a Primary Learning Center with approximately 361 students. In the ESE center we service 11 Educable Mentally Handicapped (EMH) students, 33 Orthopedically Impaired (OI) students, 29 Hearing Impaired (HI) students, 19 are Gifted students, 4 Dual Sensory (DS) students, 59 Specific Learning Disability (SLD) students, 3 Developmentally Delayed (DD) students, and 4 Other Health Impaired students. In the Primary Learning Center we service 37 Pre-Kindergarten students, 179 Kindergarten students, and 145 first grade students.

Given instruction using Sunshine State Standards, third through fifth grade students will increase their reading skills as evidenced by achieving a 70% mastery level on all reading strands tested on the 2006 Florida Comprehensive Assessment Test (FCAT). Students will also increase their reading skills as evidenced by a five percentage point increase in the percent of students scoring Level three or above on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will increase their reading skills as evidenced by a five percentage point increase in the percent of students making learning gains on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT). Additionally, the percentage of Students With Disabilities (SWD) making adequate yearly progress (AYP) in reading will increase from the current 27%, to 44% as evidenced by the results of the 2006 administration of the FCAT reading test.

Given instruction using Sunshine State Standards students will increase their mathematics skills as evidenced by a 2 percentage point increase on the number of students scoring FCAT Achievement Level 3 or above on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT).

Students who scored at FCAT Level 1 or Level 2, and Students With Disabilities, will be specifically targeted to increase their mathematics skills as evidenced by a 2 percentage point increase in the percent of students scoring FCAT Achievement Level 3 or above on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT).

Additionally, the percentage of Students With Disabilities (SWD) making adequate yearly progress (AYP) in mathematics will increase 12 percentage points, from the current 38 percent to 50 percent, as evidenced by the results of the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by an increase of one percentage points in the percent of students scoring at state mastery level on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve science process skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT.

Given the school wide focus on increasing parental involvement, Auburndale Elementary School will increase membership in the school's PTA, from the current 16% to 21%, during the 2005-2006 school year as evidenced by PTA attendance logs and rosters.

Given the school-wide focus on increasing student attendance, Auburndale Elementary School will increase its attendance rate by 2 percent, as evidenced by the 2005-2006 Miami-Dade County Public Schools Percentage of Attendance Report.

Students in grades 3 through 5 will use computer programs, integrated with the classroom curriculum, as evidenced by the student progress reports generated by the research-based Riverdeep, Read 180, and Learning Today programs.

Given instruction using the Sunshine State Standards, students at Auburndale Elementary School will increase their physical fitness as evidenced by a 3 percent increase in FITNESSGRAM award recipients for the 2005-2006 school year.

Students, new to the violin, will be able to play a basic musical selection by the end of the 2005-2006 school year, as evidenced by performance in a musical recital evaluation.

Auburndale Elementary School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2003 to the 45th percentile on the next publication of the index.

Additionally, staff members at Auburndale Elementary School also feel that the areas of District Strategic Planning Alignment and Data/Information/Knowledge Management, addressed in the Organizational Performance Improvement Snapshot Survey, also need to be addressed in the 2005-2006 school year. In the area of District Strategic Planning Alignment, staff members feel that their ideas should be considered more seriously when writing the School Improvement Plan. Likewise, in the area of Data/Information/Knowledge Management, staff members feel that they should have more access to necessary resources in order to better do their job. In the 2005-2006 school year, Auburndale Elementary School will address these issues in an attempt to increase staff member satisfaction in these two areas.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Auburndale Elementary School**

### VISION

Our vision at Auburndale Elementary School will be to provide a learning process for a student 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 strategies, and higher order thinking skills in order to reach their potential as lifelong 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 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 laboratory and scientific exploration through a science laboratory program. Through 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 broadening of their minds in order to become lifelong learners. We strive to unite with parents, community, and local business members to form a strong fellowship that will help us attain success.

## CORE VALUES

### Excellence

We pursue the highest standards in academic achievement and organizational performance.

### Integrity

We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff.

### Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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Auburndale Elementary School is located in a predominantly Hispanic neighborhood in the Little Havana section of Miami. The school is housed in a 55 year-old building that presents some physical, technological and electrical challenges. During the 2004-2005 school year some of these challenges were addressed through the building of a primary learning center, painting the interior and exterior of the entire school, and electrically upgrading parts Exceptional Student Education and General Education Buildings. Still needing work are the Exceptional Student Education bathrooms, which need to be brought up to code with the American with Disabilities Act, and some miscellaneous electrical issues throughout the General Education Building.

The community surrounding Auburndale Elementary School is composed mainly of working class Hispanics living in single-family homes. The school's enrollment is 997 students, of which 88.5 percent are Hispanic, 2 percent are African American, 9 percent are Anglo, and 0.5 are Other. Forty percent of the students are Limited English Proficient (LEP), and 83 percent participate in the Free and Reduced School Lunch Program. The school also provides Exceptional Student Education (ESE) to 174 students of various exceptionalities. Of the students serviced by our ESE, 23 are Educable Mentally Handicapped (EMH), 33 are Orthopedically Impaired (OI), 29 are Hearing Impaired (HI), 19 are Gifted, 4 are Dual Sensory (DS), 59 are Specific Learning Disability (SLD), 3 are Developmentally Delayed (DD), and 4 are Other Health Impaired (OH).

Additionally, Auburndale Elementary School also has a new Primary Learning Center that services 361 students, 37 of which are in the Pre-Kindergarten Program, 179 in Kindergarten, and 145 in the first grade.

The instructional staff of Auburndale Elementary School is composed of 75 members, 51 percent of which have been teaching at the school for more than 10 years. Of the current staff members, 18 percent are White, 16 percent are Black, and 66 percent are Hispanic. Fifty-five percent of staff members hold a Masters Degree and 3 percent hold a Specialist Degree.

# *School Foundation*

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## ***Leadership:***

Based on the results of the Organizational Performance Improvement Snapshot Survey, staff members at Auburndale Elementary School feel that the school leadership: frequently (over 80% of the time) sets direction for the school, frequently (over 90% of the time) shares the mission and vision of the school, frequently (over 82% of the time) creates a positive working environment, and frequently (over 78% of the time) involves its staff members in the day to day operations of the school.

## ***District Strategic Planning Alignment:***

Based on the results of the Organizational Performance Improvement Snapshot Survey, staff members at Auburndale Elementary School feel that they are frequently (over 75% of the time) involved in the development of the schools' goals and objectives. Staff members also feel that they frequently (over 82% of the time) know the parts of the School Improvement Plan that affects their work and they also frequently (over 80% of the time) feel they are making progress on their part of the School Improvement Plan.

## ***Stakeholder Engagement:***

Based on the results of the Organizational Performance Improvement Snapshot Survey, staff members at Auburndale Elementary School feel that: they frequently (over 87% of the time) know who their most important stakeholders are, they frequently (over 87% of the time) keep in touch with their stakeholders, they are frequently told by their stakeholders (over 85% of the time) what they need and want, they frequently (over 80% of the time) ask their stakeholders if they are satisfied, and they are frequently (over 80% of the time) allowed to make decisions to solve stakeholder problems.

## ***Faculty & Staff:***

Based on the results of the Organizational Performance Improvement Snapshot Survey, staff members at Auburndale Elementary School feel that: they can frequently (over 85% of the time) make changes that will improve their work, they have a Teacher Mentoring Program that frequently (over 85% of the time) cooperates and works as a team, their supervisors frequently (over 80% of the time) encourage them to develop their job skills, they are frequently (over 80% of the time) recognized for their work, their workplace is safe (over 85% of surveyed participants), and that their supervisor cares about them (over 80% of surveyed participants).

## ***Data/Information/Knowledge Management:***

Based on the results of the Organizational Performance Improvement Snapshot Survey, staff members at Auburndale Elementary School feel that: they frequently (over 90% of the time) know how to measure their work quality, they frequently (over 90% of the time) know how to analyze the quality of their work, they frequently (over 88% of the time) know how to use analyses for making work-related decisions, they frequently (over 88% of the time) know how work-related measures fit into their work, they frequently (over 82% of the time) get all of the important information needed to get their work done, and they frequently (over 80% of the time) know how to get all of the important information to get their work done.

### ***Education Design:***

Based on the results of the Organizational Performance Improvement Snapshot Survey, staff members at Auburndale Elementary School feel that: they can frequently (over 79% of the time) get all of the resources they need to do their work, they frequently (over 82% of the time) collect data about the quality of their work, they frequently (over 82% of the time) have good processes for doing their work, and they frequently (over 81% of the time) have control over their work processes.

Additionally, Auburndale Elementary School has, as part of its Educational Design, Extended Learning Opportunities such as: the morning and afternoon tutoring program and the community school tutoring program. To increase student achievement and help close the achievement gap Auburndale Elementary School has also adopted the 8-step research-based Continuous Improvement Model (CIM) as its School-wide Improvement Model. As part of its Advanced Courses Initiative, Auburndale Elementary School also offers classes for gifted students and has an extensive Extended Foreign Language Program.

### ***Performance Results:***

Based on the results of the Organizational Performance Improvement Snapshot Survey, staff members at Auburndale Elementary School feel that: they are frequently (over 79% of the time) satisfied with their work, they frequently (over 90% of the time) feel that their work is of high quality, they frequently (over 78% of the time) know how well the school is doing financially, their time and talents are frequently (over 80% of the time) used well, the school frequently (over 78% of the time) removes things that get in the way of progress, the school obeys laws and regulations (over 85% of participants surveyed), the school has high standards and ethics (over 80% of participants surveyed), the school helps them help their community (over 85% of participants surveyed), and they are satisfied with their jobs (over 85% of participants surveyed).



## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 1 STATEMENT:**

Auburndale Elementary School will increase the reading skills of its students in the 2005-2006 school year.

### **Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that 64% of students have met the state required mastery level, 68% have made annual learning gains, and 55% out of the required 50% of students, scoring in the lowest 25%, have made annual learning gains. As a whole, students taking the 2005 FCAT Reading Test scored: 57% of the Word/Phrases Cluster items correct, 62% of the Main Idea/ Purpose Cluster items correct, 63% of the Comparison Cluster items correct, and 61% of the Reference/Research Cluster items correct.

Among Students With Disabilities (SWD) Results of the 2005 FCAT Reading Test indicate that only 27%, of the required 44%, of Students With Disabilities are reading at or above grade level.

To continue making learning gains in reading, the school will provide selected teachers with research-based performance development training in the Houghton Mifflin Reading Program. To assist our students in making acceptable learning gains in reading, the school will also provide pullout tutoring, monthly assessments to track student progress, supplemental reading programs such as Read 180 and FastForWord, and the use of a computer laboratory.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using Sunshine State Standards, third through fifth grade students will increase their reading skills as evidenced by achieving a 70% mastery level on all reading strands tested on the 2006 Florida Comprehensive Assessment Test (FCAT). Students will also increase their reading skills as evidenced by a five percentage point increase in the percent of students scoring Level three or above on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will increase their reading skills as evidenced by a five percentage point increase in the percent of students making learning gains on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT). Additionally, the percentage of Students With Disabilities (SWD) making adequate yearly progress (AYP) in reading will increase from the current 27%, to 44% as evidenced by the results of the 2006 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop grade level curriculum mapping that includes identification of skills to be taught and ensures instruction of all Sunshine State Standards.	Members of the Curriculum Mapping team, Assistant Principal, Principal	6/20/2005	5/31/2006
2. Provide and monitor small group pullout tutoring intervention for targeted students.	Reading Coach, Assistant Principal, Principal	8/8/2005	5/31/2006
3. Provide targeted students with technology driven, research-based reading instruction such as Read 180, and FastForWord.	Computer Laboratory Teacher, Assistant Principal, Principal	10/13/2005	05/31/2006
4. Monitor all student progress using monthly formative assessments as a means of evaluation.	Reading Coach, Assistant Principal, Principal	08/08/2005	05/31/2006
5. Conduct workshops and specific activities such as Reading Night for parents in their native home language to increase parental attendance and involvement.	Parent Outreach Coordinator, Assistant Principal, Principal	9/12/2005	04/15/2006
6. Develop Individualized Education Plans that reflect research-based strategies aimed at addressing the specific educational reading needs of Students With Disabilities.	Exceptional Student Education (ESE) Teacher and ESE Program Specialist, Assistant Principal, Principal	08/08/2005	05/31/2006

## Research-Based Programs

Houghton Mifflin Reading Program and Read 180

## **Professional Development**

Contract with appropriate providers to provide on-site professional development activities including mentoring, modeling of lessons, and utilization of existing resources.

Conduct workshops and specific activities such as Reading Night for parents in their native home language to increase parental attendance and involvement.

Conduct workshops on research-based instructional programs such as Read 180, FastForWord, Houghton Mifflin Reading Program, and Accelerated Reader.

Selected teachers will be sent to Houghton Mifflin/ CRISS training workshops.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Reading Test as well as the results of monthly assessments. The assessment results will be compiled from monthly formative assessments that will monitor the effectiveness of the reading strategies as well as the progress made towards meeting the reading objective. In addition, the data obtained from the Read 180 program will also be used to evaluate student progress in reading.

## GOAL 2: MATHEMATICS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 2 STATEMENT:**

Auburndale Elementary School will increase the mathematics skills of its students in the 2005-2006 school year.

**Needs Assessment**

Results of the 2005 FCAT Mathematics Test indicate that 63% of students have met the state required mastery level, and 73% of students have made annual learning gains.

Results of the 2005 FCAT Mathematics Test also indicate that 62% of Students With Disabilities did not score at or above grade level. As a result, this group must improve their mathematics skills by 12% in order to meet state requirements.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using Sunshine State Standards students will increase their mathematics skills as evidenced by a 2 percentage point increase on the number of students scoring FCAT Achievement Level 3 or above on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT).

Students who scored at FCAT Level 1 or Level 2, and Students With Disabilities, will be specifically targeted to increase their mathematics skills as evidenced by a 2 percentage point increase in the percent of students scoring FCAT Achievement Level 3 or above on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT).

Additionally, the percentage of Students With Disabilities (SWD) making adequate yearly progress (AYP) in mathematics will increase 12 percentage points, from the current 38 percent to 50 percent, as evidenced by the results of the 2006 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Integrate real-world mathematics problems into classroom instruction on a daily basis.	Classroom Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006
2. Provide and monitor small group pullout tutoring intervention and home learning activities for targeted students.	Assistant Principal, Principal	08/08/2005	05/31/2006
3. Develop grade level curriculum mapping that includes identification of skills to be taught and ensures instruction of all Sunshine State Standards.	Members of the Curriculum Mapping Team, Principal and Assistant Principal	08/08/2005	05/31/2006
4. Provide targeted students with research-based mathematics instruction utilizing technology.	Computer Laboratory Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006
5. Monitor student progress using monthly formative assessments as a means of evaluation.	Classroom Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006
6. Develop Individualized Education Plans that reflect research-based strategies aimed at addressing the specific educational mathematics needs of Students With Disabilities.	Exceptional Student Education (ESE) Teacher and ESE Program Specialist, Principal and Assistant Principal	08/08/2005	05/31/2006

## Research-Based Programs

Scott Foresman Mathematics Series, and Riverdeep

## **Professional Development**

Contact appropriate district personnel to provide on-site professional development activities and the utilization of resources, including mentoring and modeling lessons in the area of Mathematics Strands Alignment.

Conduct workshops and specific activities for parents in their native home language to increase parental attendance and involvement.

Selected teachers will be sent to Riverdeep training workshops.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test as well as the results of monthly assessments. The assessment results will be compiled from monthly formative assessments that will monitor the effectiveness of the mathematics strategies as well as the progress made towards meeting the mathematics objective. Data obtained from the Riverdeep program will also be used to evaluate student progress in mathematics.

### GOAL 3: WRITING

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 3 STATEMENT:**

Auburndale Elementary School will increase the writing skills of its students in the 2005-2006 school year.

**Needs Assessment**

Results of the 2005 FCAT Writing Test indicate that 88% of students met the state required mastery level. On the 2005 FCAT Narrative Writing Test, 82% of students in grade 4 scored 3.5 or higher. On the 2005 FCAT Expository Writing Test, 67% of students in grade four scored 3.5 or higher.

Students not meeting the state mastery level in writing have been identified as needing individualized instruction in writing such as tutoring or small pull-out groups.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by an increase of one percentage points in the percent of students scoring at state mastery level on the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement and monitor a site-developed, school-wide writing program utilizing the five components of the writing process for the development of effective writing skills.	Reading Coach, Principal and Assistant Principal	08/08/2005	05/31/2006
2. Develop and administer grade level weekly prompts scored by teachers using a set rubric.	Classroom Teacher, Principal and Assistant Principal	08/08/2005	05/31/2005
3. Include Houghton Mifflin Career links related topics in daily journal and practice prompts.	Classroom Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006
4. Administer a dry run practice writing test.	Reading Coach, Principal and Assistant Principal	08/08/2005	05/31/2006
5. Infuse the African American Voices, Legado, and the Holocaust curricula into classroom instruction to reinforce writing skills.	Classroom Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006
6. Provide tutoring program for writing.	Principal and Assistant Principal	09/12/2005	05/31/2006

## Research-Based Programs

Houghton Mifflin Reading/Writing Workshops

## Professional Development

Conduct workshops and specific activities such as Reading Night for parents in their native home language to increase parental attendance and involvement.

District personnel to provide on-site professional development activities for all language arts teachers in the area of writing process.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Writing Test as well as the results of weekly assessments. Weekly assessments will be formative data used to monitor the effectiveness of writing strategies as well as the progress made toward meeting the writing objective.

## GOAL 4: SCIENCE

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 4 STATEMENT:***

Students will improve science process skills.

### ***Needs Assessment***

Results of the 2005 FCAT Science Test indicate that our students achieved a mean scale score of 282, 4 points below the District average and 14 points below the State average. The school will provide teachers with research-based performance development training in the area of science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve science process skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement and monitor a school-developed science program that coordinates classroom instruction with science laboratory activities, Weather Channel projects, and annual Science Fair.	Science Laboratory Coordinator, Principal and Assistant Principal	08/08/2005	05/31/2006
2. Implement a science laboratory utilizing a teacher to infuse a variety of interdisciplinary strategies aligned to the Harcourt Science textbook series.	Science Laboratory Coordinator Principal and Assistant Principal	08/08/2005	05/31/2006
3. Provide instruction in the scientific method using science processing skills for collecting and recording data, culminating in a school-wide Science Fair.	Science Laboratory Coordinator, Classroom Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006
4. Include science related topics in daily journal writing activity.	Classroom Teacher Principal and Assistant Principal	08/08/2005	05/31/2006
5. Integrate science research using Houghton Mifflin science links to allow students to access science web sites.	Classroom Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006

### Research-Based Programs

Harcourt Science Series, Riverdeep

## **Professional Development**

Contact mathematics/science department personnel to provide on-site professional development activities such as the Riverdeep technology-based resource. Professional development activities will include mentoring, modeling of lessons, and utilization of existing resources.

The Community Involvement Specialist will initiate communication regarding increased parental involvement in the Science Fair.

Provide workshops and specific activities for parents in their native home language to increase parental attendance and involvement.

Selected teachers will attend in-house science training workshops conducted by our science laboratory coordinator.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 5 STATEMENT:***

Auburndale Elementary School will increase its parental involvement for the 2005-2006 school year.

### ***Needs Assessment***

According to the Parent Teacher Association (PTA) logs, during the 2004-2005 school year PTA membership increased moderately to 16% parent membership.

## Measurable Objective

Given the school wide focus on increasing parental involvement, Auburndale Elementary School will increase membership in the school's PTA, from the current 16% to 21%, during the 2005-2006 school year as evidenced by PTA attendance logs and rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote PTA membership by having a competition. Home rooms with 100 percent PTA membership will be rewarded with a pizza party.	Community Involvement Specialist, Classroom Teacher, Principal and Assistant Principal	10/10/2005	05/31/2006
2. Provide parents with information on how to increase the academic growth of students and provide them with information about community resources.	Community Involvement Specialist, Principal and Assistant Principal	08/08/2005	05/31/2006
3. Provide workshops to parents on a variety of topics, making them more apt to be involved with our school.	Community Involvement Specialist, Principal and Assistant Principal	10/10/2005	05/31/2006
4. Conduct workshops and specific activities such as Reading Night for parents in their native home language to increase parental attendance and involvement.	Community Involvement Specialist, Reading Coach, Principal and Assistant Principal	10/10/2005	05/31/2006
5. Conduct educational workshops through Abriendo Puertas, for the parents of Students With Disabilities to increase their attendance and involvement in school affairs.	Community Involvement Specialist , ESE Program Specialist, Principal and Assistant Principal	08/08/2005	05/31/2006

## Research-Based Programs

National Parent Teacher Student Association (PTSA) Guidelines

## Professional Development

A teacher involvement and PTA membership drive to support the parents and students of Auburndale Elementary School will be conducted at the beginning of the 2005-2006 school year.

## **Evaluation**

This objective will be evaluated by the increase in PTA membership as evidenced by the PTA membership logs.



## GOAL 6: DISCIPLINE & SAFETY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 6 STATEMENT:**

Auburndale Elementary School will increase its attendance rate in the 2005-2006 school year.

### **Needs Assessment**

According to the Miami-Dade County Public Schools Percentage of Attendance Report, Auburndale Elementary School had a 95 percent average attendance rate in the 2004-2005 school year. This attendance rate placed Auburndale Elementary School in the 140th place when compared to the 183 elementary schools in the school system.

## Measurable Objective

Given the school-wide focus on increasing student attendance, Auburndale Elementary School will increase its attendance rate by 2 percent, as evidenced by the 2005-2006 Miami-Dade County Public Schools Percentage of Attendance Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Teach and enforce the Code of Student Conduct as it relates to attendance.	Classroom Teacher, Assistant Principal, Principal	08/08/2005	05/31/2006
2. Conduct weekly attendance competitions where home rooms, with the best weekly attendance, will win prizes.	Classroom Teacher, Assistant Principal, Principal	08/08/2005	05/31/2006
3. Inform parents, through workshops, of the importance that daily school attendance has on their child's education.	Community Involvement Specialist, Assistant Principal, Principal	08/08/2005	05/31/2006
4. Notify parents of their child's absences through: written notices, phone calls and home visits.	Community Involvement Specialist, Classroom Teacher, Assistant Principal, Principal	08/08/2005	05/31/2006

## Research-Based Programs

Not Applicable.

## Professional Development

Not Applicable.

## Evaluation

This objective will be evaluated by a 2 percent increase in school attendance, as evidenced by the results of the 2005-2006 Miami-Dade County Public Schools Percentage of Attendance Report.

## GOAL 7: TECHNOLOGY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 7 STATEMENT:**

Auburndale Elementary School will increase the integration of technology across the curriculum.

### ***Needs Assessment***

According to staff observations and evaluations, the present use of technology can be improved by increasing its integration into the present curriculum. At present there is an average of 6 computers in each classroom that are primarily used as tools for reinforcement. In the 2005-2006 school year, Auburndale Elementary School proposes to modify its use of technology by making it an integral part of the instructional process and integrating it with the curriculum.

## Measurable Objective

Students in grades 3 through 5 will use computer programs, integrated with the classroom curriculum, as evidenced by the student progress reports generated by the research-based Riverdeep, Read 180, and Learning Today programs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Attend teacher workshops on integrating technology across the curriculum.	Grade Group Chairpersons, Reading Coach, Science Laboratory Coordinator, Principal and Assistant Principal	08/08/2005	05/31/2006
2. Correlate Riverdeep, Read 180, Houghton Mifflin links and Learning Today activities with the classroom curriculum.	Classroom Teacher, Computer Laboratory Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006
3. Implement parent workshop on the home use of Riverdeep and Learning Today programs.	Community Involvement Specialist, Computer Laboratory Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006
4. Contact appropriate district personnel to train teachers to set up, review, and interpret student progress reports on Riverdeep, Read 180, and Learning Today programs.	Computer Laboratory Teacher, Principal and Assistant Principal	08/08/2005	05/31/2006

## Research-Based Programs

Houghton Mifflin Reading Series, Riverdeep , Learning Today, Read 180

## Professional Development

Staff members will be trained in integrating technology with the classroom curriculum.

Staff members will be trained in the use of Riverdeep, Read 180, Houghton Mifflin online links, and Learning Today reading program.

## **Evaluation**

This objective will be evaluated by an increase in the amount of time students spend using technology, as evidenced by computer-generated student progress reports.

## GOAL 8: HEALTH & PHYSICAL FITNESS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 8 STATEMENT:***

Auburndale Elementary School will increase the physical fitness of its students.

### ***Needs Assessment***

Based on the results the 2004-2005 FITNESSGRAM, 80% of Auburndale Elementary School students were deemed physically fit as evidenced by the number of students winning Gold and Silver awards. In the 2005-2006 school year, Auburndale Elementary School will increase by 3% the amount of students in grades 4 and 5 that will receive gold and silver awards.

## Measurable Objective

Given instruction using the Sunshine State Standards, students at Auburndale Elementary School will increase their physical fitness as evidenced by a 3 percent increase in FITNESSGRAM award recipients for the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer an annual Fitnessgram Pre and Post test.	Physical Education Teachers Physical Education Teachers, Principal and Assistant Principal	08/08/2005	05/31/2006
2. Provide at least 120 minutes per week of physical education instruction.	Physical Education Teachers, School Administrators, Principal and Assistant Principal	08/08/2005	05/31/2006
3. Create and implement an action plan to insure that the goals and objectives are understood and met.	Physical Education Teachers, Department Chairperson, Principal and Assistant Principal	08/08/2005	5/31/2006
4. Monitor the physical education program to insure that activities that are specifically related to the component items are selected.	Principal and Assistant Principal	08/08/2005	05/31/2006

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated by a 3% increase in the number of students earning the FITNESSGRAM award, as evidenced by the FITNESSGRAM health-related fitness test.

## GOAL 9: ELECTIVES & SPECIAL AREAS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 9 STATEMENT:**

Given instruction based on the Sunshine State Standards, students at Auburndale Elementary School will be introduced to string instruments in the 2005- 2006 school year.

**Needs Assessment**

Auburndale Elementary School currently has a large subgroup of students who are musically inclined. To challenge the music skills of these students, the music department will pilot a string program in the 2005-2006 school year.



## Measurable Objective

Students, new to the violin, will be able to play a basic musical selection by the end of the 2005-2006 school year, as evidenced by performance in a musical recital evaluation.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Contact string specialist to work with students and music teachers.	Music Teacher, Principal and Assistant Principal	10/10/2005	5/31/2006
2. Provide school-level string recitals for students to perform.	Music Teacher, Principal and Assistant Principal	10/10/2005	05/31/2006
3. Provide small group violin instruction for students.	Music Teacher, Principal and Assistant Principal	10/10/2005	05/31/2006
4. Select community members and Dade Partners to mentor students in their pursuit of musical growth.	Music Teacher, Community Involvement Specialist, Principal and Assistant Principal	10/10/2005	05/31/2006
5. Assess students on a bi-weekly basis to measure their progress and to monitor progress of the string program.	Music Teacher, Principal and Assistant Principal	10/10/2005	05/31/2006

## Research-Based Programs

The Share the Music State-adopted text book will be used as an instructional tool.

The State-adopted Essential Elements program will be used as a supplemental tool of instruction.

As an additional supplemental tool of instruction, the Musical Instrument Digital Interface (MIDI) will be implemented in the music curriculum.

## **Professional Development**

Music teachers will take a 5-week string workshop.

Music teachers will attend University of Miami music education conferences.

Music teachers will attend Linking Forces workshops on music education.

## **Evaluation**

This objective will be evaluated by the results of the 2005-2006 musical recital evaluations.

## GOAL 10: RETURN ON INVESTMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 10 STATEMENT:**

Auburndale Elementary School will rank at or above the 45th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003 Auburndale Elementary School ranked at the 43rd percentile on the State of Florida ROI index.

## Measurable Objective

Auburndale Elementary School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2003 to the 45th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal and Assistant Principal	08/08/2005	05/31/2006
2. Collaborate with the District on resource allocation.	Principal and Assistant Principal	08/08/2005	05/31/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principal	08/08/2005	05/31/2006
4. Consider shared use of facilities and partnering with community agencies.	Principal and Assistant Principal	08/08/2005	05/31/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication, Auburndale Elementary School will show progress toward reaching the 45th percentile.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

### ***Budget:***

The EESAC recommended collaboration with the administration to identify and recognize the school's budgetary needs. The EESAC members also voted for the disbursement of school funds for supplementary materials to improve student achievement.

### ***Training:***

The EESAC recommended staff development for the enhancement of teaching skills and the implementation of the strategies for each of the objectives in the School Improvement Plan.

### ***Instructional Materials:***

The EESAC recommended the purchase of supplementary reading and mathematics materials to enhance the academic skill development of our students.

### ***Technology:***

The EESAC recommended the purchase of Learning Today, Read180 and FastForward to enhance the academic skill development of our students. The EESAC also continued to support the infusion of technology into the curriculum by backing the plans to open a new computer laboratory.

### ***Staffing:***

The EESAC recommended continued support for the hiring of hourly teachers to assist in the delivery of the strategies under each of the School Improvement Plan objectives. As a result, certified teachers will be hired as hourly staff to conduct tutoring sessions before during and after school.

### ***Student Support Services:***

The EESAC recommended and encouraged communication with parents through conferences, child study team meetings, parental workshops, individual counseling, developmental group counseling and referrals to outside group agencies when appropriate. The EESAC also participates in planning for our yearly career day, highlighting professions in our community and those of our parents.

***Other Matters of Resource Allocation:***

The EESAC recommended that all matters of resource allocation, except the functioning of the science laboratory, be addressed throughout the different sections of the SIP. The EESAC will continue to support science and environmental studies emphasized through Auburndale Elementary School's science laboratory.

***Benchmarking:***

The EESAC recommended the discussion and analysis of the Houghton Mifflin reading series, FCAT and SAT scores to determine the strategies to meet the SIP objectives.

***School Safety & Discipline:***

The EESAC recommended, in collaboration with student services personnel, committees such as: Safety Patrol, Crime Watch, Crisis Committee, Volunteer programs and Do the Right Thing- to promote a healthy, safe and balanced environment for students and staff members alike.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*