
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0121 - Auburndale Elementary School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Wanda Heidelberg

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

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 56 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 90 percent Hispanic, 1.3 percent African American, 8.2 percent Anglo, and .5 percent Other. Forty-three percent of the students at Auburndale Elementary School are Limited English Proficient (LEP) students, and 82 percent of the students are on the Free and Reduced School Lunch Program. Of our LEP students, 84 students are classified as Level one, 78 students are classified as Level two, 105 students are classified as Level three, 137 students are classified as Level four, and 417 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 168 students, and a Primary Learning Center with approximately 379 students. In the ESE center we service 4 Educable Mentally Handicapped (EMH) students, 24 Orthopedically Impaired (OI) students, 18 Hearing Impaired (HI) students, 27 Gifted students, 61 Specific Learning Disability (SLD) students, 10 Developmentally Delayed (DD) students, 2 Autistic, 3 Emotionally Handicapped, 2 Visually Impaired, 2 Traumatic Brain Injury, and 15 Other Health Impaired students. In the Primary Learning Center we service 20 Pre-Kindergarten students, 169 Kindergarten students, and 190 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 2007 Florida Comprehensive Assessment Test (FCAT). Students will also increase their reading skills as evidenced by a four percentage point increase in the percent of students scoring Level three or above on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, students will increase their mathematics skills as evidenced by a 3 percentage point increase in the number of students scoring FCAT Achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Students who scored at FCAT Level 1 or Level 2, Limited English Proficiency Students 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 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by an increase of one percentage point in the percent of students scoring at state mastery level on the 2007 FCAT Writing test.

Given instruction using Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by a 5 percentage point increase in the number of students scoring FCAT Achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Given the school-wide focus on increasing parental involvement, Auburndale Elementary School will increase membership in the school's PTA, from the current 27% to 30%, during the 2006-2007 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 2006-2007 Miami-Dade County Public Schools Percentage of Attendance Report.

Students in grades 3 through 5 will use computer programs, integrated into 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 4 percent increase in FITNESSGRAM award recipients for the 2006-2007 school year. This would increase our school's FITNESSGRAM award recipients from the 84 percent achieved in the 2005-2006 school year to 88 percent.

Students, new to the violin, will be able read and play musical notes well enough to to play a basic musical selection by the end of the 2006-2007 school year, as evidenced by performance in pre and post music assessments as well as a musical recital evaluation.

Auburndale Elementary School will improve its ranking on the State of Florida ROI index publication from the fifty-fourth percentile in 2005 to the fifty-sixth 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 2006-2007 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 2006-2007 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

Auburndale Elementary School is located in a predominantly Hispanic neighborhood in the Little Havana section of Miami. The school is housed in a 56 year-old building that presents some physical, technological, and electrical challenges by 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 1016 students, of which 90 percent are Hispanic, 1.3 percent are African American, 8.2 percent are Anglo, and 0.5 are Other. Forty-three percent of the students are Limited English Proficient (LEP), and 82 percent participate in the Free and Reduced School Lunch Program. The school also provides Exceptional Student Education (ESE) to 168 students of various exceptionalities. Of the students serviced by our ESE Center, 4 are Educable Mentally Handicapped (EMH), 24 are Orthopedically Impaired (OI), 18 are Hearing Impaired (HI), 27 are Gifted, 61 are Specific Learning Disability (SLD), 10 are Developmentally Delayed (DD), 15 are Other Health Impaired (OH), 2 are Autistic (AU), 2 are Traumatic Brain Injury (TBI), 3 are Emotionally Handicapped (EH), and 2 are Visually Impaired (VI).

Additionally, Auburndale Elementary School also has a new Primary Learning Center that services 379 students, 20 of which are in the Pre-Kindergarten Program, 169 in Kindergarten, and 190 in first grade.

The instructional staff of Auburndale Elementary School is composed of 80 members, two of which are new. Fifty-one percent of the staff members 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 Master's Degree and 3 percent hold a Specialist's Degree.

School Foundation

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 school's 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.

In addition Data is disaggregated and analyzed during grade group and weekly round table meetings. This process enables the staff to monitor the progress of all students that will lead to a high quality of education.

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

GOAL 1 STATEMENT:

Auburndale Elementary School will increase the reading skills of its students in the 2006-2007 school year.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 69 % of students in grades three through five met the State required mastery levels, 63 % of the students made a year's worth of progress in reading, and 59 % of struggling students made a year's worth of progress in reading. Scores on the 2006 FCAT Reading Test indicate that the weakest content cluster in reading for third grade students was Comparisons and Reference/Research. Students scored 50% % mastery in each of these clusters. However the strongest content clusters in reading for third grade students were Main Idea/Purpose and Words/Phrases, ranging from 67% to 55% mastery in each cluster. Fourth grade students' performance of 50 % mastery on the Reference/Research section of the FCAT Reading test was the weakest content cluster. The fourth grade students demonstrated strength in Words/Phrases, and Main Idea/Purpose, with percentages ranging from 67 % to 55 % mastery in each cluster. Fifth grade student performance of 57% and 59 % mastery revealed Words/Phrases and Main Idea/Purpose to be the weakest content cluster. The fifth grade students demonstrated strength in Reference/Research and Comparisons with scores of 67 % in each clusters. The 2006 CAT Reading data indicated that 59 % of struggling students made a year's worth of progress in reading. The 2006 FCAT Reading data also revealed that students would benefit from recreational reading to improve fluency and comprehension. Students will participate in research-based programs to help them develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. The 2006 Adequate Yearly Progress (AYP) Report indicates that among Students With Disabilities (SWD) Results of the 2006 FCAT Reading Test indicate that 28 % of the required 44 % of Students With Disabilities are reading at or above grade

level.

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 2007 Florida Comprehensive Assessment Test (FCAT). Students will also increase their reading skills as evidenced by a four percentage point increase in the percent of students scoring Level three or above on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/31/2007	District-wide literacy plan	\$3000.00
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	8/14/2006	5/31/2007	District Strategic Plan	\$10000.00
Monitor all student progress in fluency, comprehension, phonemic awareness, phonics, and vocabulary using monthly formative assessments as a means of evaluating student progress in reading skills.	Reading Coach, Assistant Principal, Principal	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00

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.

District Interim Reading Assessment.

Evaluation

This objective will be evaluated by scores of the 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Auburndale Elementary School will increase the mathematics skills of its students in the 2006-2007 school year.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 64% of the students in grades three through five scored at or above FCAT Level 3 and 68% of students made learning gains. Third grade students' highest performance score was demonstrated in Number Sense and fourth grade students' highest performance score was demonstrated in the Measurement. However, the weakest area for fifth grade students was Data Analysis.

The 2006 Adequate Yearly Progress (AYP) Report indicates that among Students With Disabilities (SWD), results of the 2006 FCAT Mathematics Test indicate that 29% of the required 50% of Students With Disabilities are working at or above grade level in Mathematics.

Additionally, the 2006 Adequate Yearly Progress (AYP) Report indicates that among Limited English Proficiency Students (LEP), results of the 2006 FCAT Mathematics Test indicate that 45% of the required 50% of Limited English Proficiency Students are working at or above grade level in Mathematics.

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 checked="" 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 3 percentage point increase in the number of students scoring FCAT Achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Students who scored at FCAT Level 1 or Level 2, Limited English Proficiency Students 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 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide and monitor small group pullout tutoring intervention and home learning activities for targeted Limited Proficiency Students and Students With Disabilities.	Assistant Principal, Principal	8/14/2006	5/31/2007	District Strategic Plan	\$13000.00
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	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Integrate real-world mathematics problems into classroom instruction on a daily basis.	Classroom Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide targeted students with research-based mathematics instruction utilizing technology.	Computer Laboratory Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Monitor student progress using monthly formative assessments as a means of evaluation.	Classroom Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

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 District Interim Assessments, the scores of the 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 2006-2007 school year as to enable them to communicate effectively through writing.

Needs Assessment

Results of the 2006 FCAT Writing test indicate that 88% of students met the State required mastery level. On the 2006 FCAT Narrative Writing Test, 82% of students in grade 4 scored 3.5 or higher. On the 2006 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 such as tutoring or small pull-out groups in writing.

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 point in the percent of students scoring at state mastery level on the 2007 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide writing tutoring program for fourth grade students.	Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$3000.00
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	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Develop and administer grade level weekly prompts scored by teachers using a set rubric.	Classroom Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Include Houghton Mifflin Career links related topics in daily journal and practice prompts.	Classroom Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Administer a moch practice writing test.	Reading Coach, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Infuse the African American Voices, Legado, and the Holocaust curricula into classroom instruction to reinforce writing skills.	Classroom Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

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 will 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 2007 FCAT Writing Plus 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Students will improve science process skills.

Needs Assessment

Scores of the 2006 FCAT Science Test indicate that students in grade five scored a mean scale score of 276. The school's 2006 FCAT Science mean scale score is 12 points below the district mean scale score of 288 and 23 points below the State mean scale score of 299. The two weakest strands were Earth /Space Science and Life/Environmental Science where students earned 43% and 46% respectively.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by a 5 percentage point increase in the number of students scoring FCAT Achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Integrate science research using Houghton Mifflin science links to allow students to access science web sites.	Classroom Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement a fifth grade 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	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Include science related topics in daily journal writing activity for fifth grade students to enhance their ability to provide long and short responses.	Classroom Teacher Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

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.

Evaluation

This objective will be evaluated by scores of the 2007 FCAT Science Test, ongoing interim assessments, moch FCAT Science test, and school designed pre and post science tests.

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 checked="" 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 checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Auburndale Elementary School will increase its parental involvement for the 2006-2007 school year.

Needs Assessment

According to the Parent Teacher Association (PTA) logs, during the 2005-2006 school year PTA membership increased significantly to 27% 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 27% to 30%, during the 2006-2007 school year as evidenced by PTA attendance logs and rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct educational workshops through Abriendo Puertas, for the parents of Students With Disabilities to increase their attendance and involvement in the PTA.	Community Involvement Specialist, ESE Program Specialist, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Conduct workshops and specific activities such as Reading Night for parents in their native home language to increase parental attendance and involvement in the PTA.	Community Involvement Specialist, Reading Coach, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide parents with information on how to increase the academic growth of students and provide them with information about resources available to them through the PTA.	Community Involvement Specialist, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/31/2007	District Strategic Plan	\$300.00
Provide workshops to parents, sponsored by the PTA, on a variety of topics, making them more apt to be involved with our school.	Community Involvement Specialist, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$275.00

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 2006-2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Auburndale Elementary School will increase its attendance rate in the 2006-2007 school year to provide students with a productive environment that fosters discipline and teaches safety skills.

Needs Assessment

According to the Miami-Dade County Public Schools Percentage of Attendance Report, Auburndale Elementary School had a 94.69 percent average attendance rate in the 2005-2006 school year. This attendance rate placed Auburndale Elementary School in the 134th 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 2006-2007 Miami-Dade County Public Schools Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Teach and enforce the Code of Student Conduct as it relates to attendance.	Classroom Teacher, Assistant Principal, Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Inform parents, through workshops, of the importance that daily school attendance has on their child's education.	Community Involvement Specialist, Assistant Principal, Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Notify parents of their child's absences through: written notices, phone calls and home visits.	Community Involvement Specialist, Classroom Teacher, Assistant Principal, Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Conduct weekly attendance competitions where home rooms, with the best weekly attendance, will win prizes.	Classroom Teacher, Assistant Principal, Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

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 2006-2007 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

District Strategic Plan

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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 2006-2007 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 into the curriculum.

Measurable Objective

Students in grades 3 through 5 will use computer programs, integrated into 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		ALIGNMENT	BUDGET
		START	END		
Implement parent workshop on the home use of Riverdeep and Learning Today programs.	Community Involvement Specialist, Computer Laboratory Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$2000.00
Attend teacher workshops on integrating technology across the curriculum.	Grade Group Chairpersons, Reading Coach, Science Laboratory Coordinator, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$1200.00
Correlate Riverdeep, Read 180, Houghton Mifflin links and Learning Today activities with the classroom curriculum.	Classroom Teacher, Computer Laboratory Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$1500.00
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	8/14/2006	5/31/2007	District Strategic Plan	\$800.00

Research-Based Programs

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

Professional Development

Staff members will be trained in integrating technology into 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"/>

Miami-Dade County Public Schools

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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 2005-2006 FITNESSGRAM, 84% of Auburndale Elementary School students were deemed physically fit as evidenced by the number of students winning Gold and Silver awards. In the 2006-2007 school year, Auburndale Elementary School will increase by percent 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 4 percent increase in FITNESSGRAM award recipients for the 2006-2007 school year. This would increase our school's FITNESSGRAM award recipients from the 84 percent achieved in the 2005-2006 school year to 88 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer an annual Fitnessgram Pre and Post test.	Physical Education Teachers Physical Education Teachers, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Create and implement an action plan to ensure that the goals and objectives are understood and met.	Physical Education Teachers, Department Chairperson, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide at least 120 minutes per week of physical education instruction.	Physical Education Teachers, School Administrators, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that activities are specifically related to the component items are selected.	Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by a 3 percent 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 2006- 2007 school year.

Needs Assessment

Auburndale Elementary School currently has approximately 90 students who are musically inclined. To challenge the music skills of these students, the music department will expand the string program from the original 30 students in the pilot program to 90 students in the 2006-2007 school year.

Measurable Objective

Students, new to the violin, will be able read and play musical notes well enough to to play a basic musical selection by the end of the 2006-2007 school year, as evidenced by performance in pre and post music assessments as well as a musical recital evaluation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Contact string specialist to work with students and music teachers.	Music Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$2000.00
Provide small group violin instruction for students.	Music Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide school-level string recitals for students to perform.	Music Teacher, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Select community members and Dade Partners to mentor students in their pursuit of musical growth.	Music Teacher, Community Involvement Specialist, Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

Music teachers will take string workshops.

Music teachers will attend the 2007 University of Miami music education conferences.

Music teachers will attend the 2007 Linking Forces workshops on music education.

Evaluation

This objective will be evaluated through pre and post musical assessments that measure student ability to read and play musical notes on the violin. Students will also be evaluated through their performance in a series of 2006-2007 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 demonstrate efforts to improve student performance in a fiscally efficient manner.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2005, Auburndale Elementary School ranked at the fifty-fourth 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 fifty-fourth percentile in 2005 to the fifty-sixth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Identify lowest quartile students early and provide additional assistance.	Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize school and district in-service training.	Principal and Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

See core subject area goals/objectives.

Professional Development

See core subject area goals/objectives.

Evaluation

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

EESAC Compliance

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$13,000.00
Goal 2: Mathematics	\$13,000.00
Goal 3: Writing	\$3,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$575.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$5,500.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$37,075.00

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:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent