

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Auburndale Elementary School (0121)

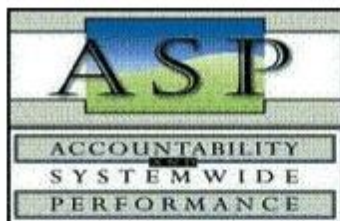
Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Lilitiana Salazar

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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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 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 Black, 8.2 percent White, and 0.5 percent is other. Forty-three percent of the students at Auburndale Elementary School are English Language Learner (ELL) students, and 82 percent of the students are on the Free and Reduced School Lunch Program. Of our LEP students, 94 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 Special Education (SPED) 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 based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner students in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learner students in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Hispanic students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test. 84% of Auburndale students earned a combined score of 3.5 or above on the Spring 2007 FCAT Writing Summary. This is above the district average of 82% of students earning a combined score above 3.5.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given increased contact via the efforts of the Community Involvement Specialist (CIS), parent/family/community involvement will increase as evidenced by a five percentage point increase in the number of times parents/family/community members attend school-sponsored activities during the 2007-2008 school year as compared to the 2006-2007 school year as documented in parent sign-in logs.

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 a three percent increase. The student progress reports generated by the research-based Reading Plus, Read 180, and Learning Today programs will reflect the progress.

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 2007-2008 school year. This would increase our school's FITNESSGRAM award recipients from the 84 percent achieved in the 2007-2008 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 2007-2008 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 2007-2008 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 2007-2008 school year, Auburndale Elementary School will address these issues in an attempt to increase staff member satisfaction in these two areas.



# School Improvement Plan 2007-2008



## 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.

## 0121 - AUBURNDALE ELEMENTARY SCHOOL

### VISION

At Auburndale Elementary Community School we envision our students receiving a state of the art educational experience, which will nurture and encourage them to become effective information managers, creative and complex thinkers, and ultimately life-long learners.

### MISSION

In our Infinite Pursuit of Excellence, Auburndale Elementary Community School provides its students with a well-rounded educational experience, which will enable them to reach their highest potential and become the effective leaders of our future global community.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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.

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## ***School Demographics***

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Auburndale Elementary Community School serves 918 Pre-Kindergarten through fifth grade students. Standard Curriculum students make up 58% of the student population, Special Education Students (SPED) make up 14% of the student population, and English Language Learners (ELL) make up 29% of the student population. The SWD student population includes 50 Learning Disabled, 7 Speech Impaired, 17 Other Health Impaired, 22 Orthopedic Impaired, 3 Developmentally Delayed, 4 Emotionally Handicapped, 2 Autistic, 1 Brain Traumatic Brain Injured, and 3 language impaired students. The ELL population includes 31 students in Level I, 53 students in Level II, 76 students in Level III, and 105 students in Level IV. Eighty-two (82) percent of students are economically disadvantaged. The ethnic/racial makeup of the student population is 2% African American, less than 1% Asian and Multiracial, 92% Hispanic, and 7% White. The mobility rate of the school is 35%.

Auburndale Elementary Community School employs a total of 121 full-time staff members and 27 part-time staff members. Of this group, 3 are administrators, 52 are classroom teachers, 20 are special area teachers, 2 guidance counselors, 8 clerical employees (full-time and part-time), 5 full-time custodians and 4 part-time custodians, 2 security monitors, 2 lunch monitors, 10 part-time and 2 full-time cafeteria staff, 21 paraprofessionals, 1 Media Specialist and 2 Community Involvement Specialists (1 part-time and 1 full-time), and a full-time Computer Specialist. Of the teaching staff, 4% are teachers new to this school, with the average length of time teaching at 14 years. Three teachers have earned National Board certification. Fifty-eight (58) percent have advanced degrees. The school staff ethnic ratios are as follows: 10 percent White non-Hispanic, 5 percent African American non-Hispanic and 85 percent Hispanic. Auburndale Elementary School was established in 1950 and is located on 13 acres in Miami-Dade County at 3255 SW 6th Street in Miami, Florida. The campus consists of 4 buildings and a 15,000 volume library media center. The school has 4 basketball courts, a computer laboratory consisting of 35 computers, as well as an ESE and ELL computer laboratory each equipped with 20-25 computers. The facility has been retrofitted to provide Internet access to all classrooms with a minimum of 4 computer stations and a laser printer in each, totaling over 400 computer work stations school-wide. Technologies that enhance the management of student data include electronic mail, a school web server and several research-based computer assisted instructional programs. The school launched an electronic gradebook program in 2006 and will be rolling-out the Parent Gradebook Viewer this year. The annual student attendance percentage for the 2006-2007 school year was 94.67. Recognizing the unique needs of these key student groups, the school provides an Academic Excellence Program component in Journalism, a Curriculum Content in the Home language (CCHL) program for ELL students, two Pre-Kindergarten programs for eligible 4 year olds, one of which includes exceptional education students, an in-house language arts through gifted program, an Extended Foreign Language (EFL) Spanish Program for grades kindergarten through fifth, and an after school care program which services over 300 students. In 2007-2008, the average class size in Pre-Kindergarten through grade 3 is 18, while the average class size in grades 4-5 is 22. The school is member of the Coral Gables Senior High School Feeder Pattern with its students transitioning to Ponce de Leon Middle, Citrus Grove, and Kinloch Park Middle School in grades 6-8. In 2006, all NCLB subgroups met adequate yearly progress with the exception of ELL, Students with Disabilities (SWD), Economically Disadvantaged, and Hispanic students in the areas of Reading and Math. As a result, the school will begin participating in the Supplemental Educational Services (SES) Program, with over 300 students participating in before and after school tutoring from state approved providers. As of the summer of 2007, the school grade designation is "C."

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## ***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 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:**



# School Improvement Plan 2007-2008



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).



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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

Auburndale Elementary recognizes that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provide opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various training on multiple intelligence, differentiated instruction, Kagan's Cooperative Learning and CRISS Strategies.

### **Disaggregated Data :**

In August the school faculty participates in a school-wide data desegregation activity (DART) as they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams bi-weekly discuss the data results from assessments to determine student needs and instructional strategies. During the months of October, January, and May grade level teams meet to discuss results from the district interim assessments to make necessary instruction to meet individual student needs.

### **Informal and Formal Assessments:**

FCAT Assessment - February and March.

The FCAT is made up of two kinds of tests: a criterion-referenced test (CRT), which measures how well students are meeting the Sunshine State Standards in Reading, Writing, Mathematics, and Science, and a Norm-Referenced Test (NRT), which allows educators and parents to compare Florida student performance on reading and mathematics with the performance of students nationwide.

Interim Assessment - August, October, January, May (to monitor progress)

The Interim Assessment Program is an integrated assessment system designed to help classroom teachers monitor their students' attainment of the curriculum benchmarks outlined in Florida's Sunshine State Standards. The purpose of the Interim Assessment Program is to provide educators with meaningful and timely information about the academic achievement and needs of every student. The three components of the Interim Assessment Program are:

Interim Assessment tests, Benchmark Assessment Item Bank, and Professional development.

DIBELS - August, October, January, May

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

Classroom Assessments - Ongoing

The Classroom Assessments are used to measure student progress in Reading, Writing, Mathematics, and Science.

### **Alternative Instructional Delivery Methods :**

Teachers will use one-to one individual teacher explicit instruction. They will also incorporate small groups using direct instruction. There will be peer tutoring as well as cooperative learning groups. Hands on instructional activities will be utilized through the use of differentiated student centers.



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

### Reading Goal

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

**Florida Education Priorities**

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"/>

**Reading Statement**

Auburndale Elementary School will increase the reading skills of its students in the 2007-2008 school year.

**Needs Assessment**

Scores of the 2007 FCAT Reading Test indicate that 42 percent of all students in grades three through five have scored below FCAT Achievement Level 3. Under No Child Left Behind (NCLB), scores on the 2007 FCAT Reading Test indicate that 33 percent of students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Test indicate that 31 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in reading. Scores on the 2007 FCAT Reading Test indicate that 21 percent of students in grades three through five scoring in the lowest 25 percent by grade level have not demonstrated acceptable levels of learning gains in reading. Scores on the 2007 FCAT Reading Test indicate that 53 percent of students in grade three have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Test indicate that 50 percent of students in grade four have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Test indicate that 50 percent of students in grade five have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Test indicate that third graders experienced difficulty with items measuring mastery in the area of reference/research (56%), comparisons and main idea/purpose (53%), fourth graders experienced difficulty with items measuring words/phrases (50%), comparison (53%), main idea/purpose (56%), and reference and research, while fifth graders experienced difficulty with items measuring reference/research (53%), words/phrases (45%) and main idea/purpose (48%). The following sub-groups did not meet Adequate Yearly Progress (AYP): Hispanic, Economically Disadvantaged, Students with Disabilities, as well as English Language Learners. All third grade students who had been previously retained were promoted to fourth grade.

**NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner students in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a tutoring academy for Limited English Proficient (LEP) students in grades 2-5 on test taking skills after school.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	1000
Implement a school-wide home learning initiative utilizing Riverdeep and FCAT Explorer.	Technology Resource Teacher, Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Incorporate Hispanic-American culture and history wherever suitable in correlation to topics being taught for hispanic students.	Teachers, Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide research-based professional development opportunities to staff, utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	Professional Development Liason, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	15000
Implement a before and after school tutoring program through Supplemental Educational Services (SES) that will emphasize remediation in the Sunshine State Standards.	SES Lead Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize Accelerated Reader to monitor the independent reading of students and their progress as evidenced by Quarterly Success through Accelerated Reader (STAR) assessments.	Technology Resource Teacher, Media Specialist, Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	11000
Host Family Literacy Night to involve parents and motivate students to read.	Parent Outreach Coordinator, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Include tactile/kinesthetic activities in every lesson for economically disadvantaged students.	Teachers, Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement reading intervention skills for Students with Disabilities through the full time Inclusion program using the Co-Teaching Model.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Integrate the learning process by using visuals, charades and body movements for English Language Learners.	Teachers, Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Enroll low-performing students in an additional hour of reading instruction through an enrichment block designed to provide intensive remediation in targeted deficient reading areas in a small-group setting.	Reading Coaches, Assistant Principal, Principal	8/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Houghton Mifflin Reading Program, Voyager and Read 180.

### Professional Development

Performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created. If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

The coaches' role will be explained to the teachers at the school level. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

A coach must be provided opportunities to assist teachers in the area of reading. Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

### Evaluation

This objective will be evaluated by 2008 FCAT Reading Test scores. Formative assessments will include quarterly assessments using the District-developed Interim Assessments in Reading in order to monitor and assess student progress and to modify instruction as needed. Additional evaluative tools include teacher developed benchmark assessments utilizing FCAT Test Maker, DIBELS results, Accelerated Reader Teacher/School Reports and formal observation records utilizing PACES.

## Mathematics Goal

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

#### *Florida Education Priorities*

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"/>

### Mathematics Statement

Auburndale Elementary School will increase the mathematics skills of its students in the 2007-2008 school year.

### Needs Assessment

Scores on the 2007 FCAT Mathematics Test indicate that 41 percent of all students in grades three through five have scored below FCAT Achievement Level 3. Under NCLB, scores on the 2007 FCAT Mathematics Test indicate that 41 percent of students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Test indicate that 48 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in mathematics. Scores on the 2007 FCAT Mathematics Test indicate that 39 percent of students in grades three through five scoring in the lowest 40 percent by grade level have not demonstrated acceptable levels of learning gains in mathematics. Scores on the 2007 FCAT Mathematics Test indicate that 37 percent of students in grade three have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Test indicate that 34 percent of students in grade four have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Test indicate that 51 percent of students in grade five have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Test indicate that third graders experienced difficulty with items in the areas of Algebraic Thinking (50%), and Data Analysis (43%), fourth graders experienced difficulty with Number Sense (55%), Data Analysis (43%), while fifth graders experienced difficulty in the area of Algebraic Thinking (37%), and Measurement (37%), and Number Sense (39%). In the Mathematics portion of the fourth grade FCAT, Auburndale Elementary had a higher percentage of level 4 students (27%) compared to the district (22%) as well as the state (23%).

### NCLB Subgroup Target



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learner students in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize instructional technology applications such as STAR Math, Riverdeep, and FCAT Explorer to monitor student progress for students in grades 3-5 enrolled in enrichment homerooms.	Classroom Teachers, Technology Resource Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement a before and after school mathematics tutoring program that will emphasize remediation in the Sunshine State Standards for students scoring at Achievement Levels 1 and 2 on the 2007 FCAT Mathematics Test.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	10000
Implement a Tutoring Academy for English Language Learner students in mathematics after school.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	5000
Incorporate Hispanic-American culture and history wherever suitable in correlation to topics being taught.	Classroom Teachers, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize manipulatives during daily mathematics instruction to enhance student use of intuitive knowledge on how objects work concretely.	Classroom Teachers, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide research-based professional development opportunities to staff utilize current resources, mentoring, modeling of lessons and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	Professional Development Liason, Assistant Principal, Principal.	08/20/2007	06/05/2008	Other/ Not Applicable	5000
For Economically Disadvantaged students, utilize manipulatives during daily mathematics instruction to enhance student use of intuitive knowledge on how objects work concretely.	Classroom Teachers, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement mathematics intervention skills for ELL students through the full time Inclusion program using the Co-Teaching Model.	Classroom Teachers, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Scott Foresman Mathematics Series and Voyager Math.

### Professional Development

Staff will receive professional development in programs and strategies such as curriculum mapping and utilizing computer assisted instruction through software applications such as Riverdeep, FCAT Explorer, Edusoft and websites that support the teaching of mathematics. Additional in-services will include those sponsored by the District.



# School Improvement Plan 2007-2008



## Evaluation

This objective will be evaluated by 2008 FCAT Mathematics Test scores. Formative assessments will be conducted using the District-developed Interim Assessments in Mathematics in order to monitor and assess student progress and to modify instruction as needed. Additional evaluative tools include FCAT Test Maker, FCAT Explorer as well as formal observation records utilizing PACES.

## Writing Goal

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

#### **Florida Education Priorities**

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"/>

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

### **Writing Statement**

Auburndale Elementary School will increase the writing skills of its students in the 2007-2008 school year as to enable them to communicate effectively through writing.

### **Needs Assessment**

Scores of the 2007 FCAT Writing+ Test indicate that 13 percent of standard curriculum students in grade four have scored below 3.5. Scores of the 2007 FCAT Narrative Writing Test indicate that 24 percent of all students in grade four have scored below 3.5. Scores of the 2007 FCAT Expository Writing Test indicate that 9 percent of all students in grade four have scored below 3.5.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, English Language Learners in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Hispanic students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test. 84% of Auburndale students earned a combined score of 3.5 or above on the Spring 2007 FCAT Writing Summary. This is above the district average of 82% of students earning a combined score above 3.5.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with professional development opportunities in effective writing practices.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	1000
Coordinate a school-wide Writing Plan following the District's Keys to Effective Writing in Grades 3-5 program.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Introduce students to self-editing rubrics so that they can assess and monitor their narrative and expository writing skills and that of their peers. 2. Develop the vocabulary of students through the deliberate delivery and incorporation of the Word of the Day, Transitional Words, and Vivid Verbs across the subject areas.	Classroom Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Monitor adequate progress in writing by administering the district-developed FCAT Writing pre and post-tests and modifying instruction as needed.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement interventions for English Language Learner students in order to enhance their writing skills during after school tutoring and enrichment sessions.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	2000
Include tactile/kinesthetic activities in every lesson for economically disadvantaged students.	Classroom Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Incorporate Hispanic-American culture and history wherever suitable in correlation to topics being taught for Hispanic students.	Classroom Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Model writing lessons and provide teachers with training in holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement writing intervention skills for Students with Disabilities students through the full time Inclusion program using the Co-Teaching Model.	Reading Coaches, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Houghton Mifflin Reading/Writing Workshops

### Professional Development



# School Improvement Plan

## 2007-2008



Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as writing across the curriculum as well as through the modeling of lessons by the Reading Coach. The Reading Coach will also provide teachers with training in holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom. Teachers will also participate in the Melissa Forney Racing Around Florida Seminar as well as Write Traits training.

### **Evaluation**

This objective will be evaluated by 2008 FCAT Writing+ Test scores. Formative assessments will be accomplished by administering the Houghton Mifflin Theme Skills Test Blackline Masters and Assessments, as well as by administering the District Writing pre and post-tests and by modifying instruction as needed. Additional monitoring will occur through the delivery of assessments embedded in the school-developed curriculum maps in order to determine student progress in both expository and narrative writing as well as formal observation records utilizing PACES.

## Science Goal

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

#### **Florida Education Priorities**

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"/>

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

### **Science Statement**

Students will improve science process skills.

### **Needs Assessment**

Scores of the 2007 FCAT Science Test indicate that 80 percent of students in grade five have scored below FCAT Achievement Level 3. Percentages of students meeting district or state scores for the four clusters are as follows: Physical Science - 46%, Earth & Space Science - 38%, Life and Environmental Science - 42%, and Scientific Thinking - 37%. These scores indicate that students in grade 5 performed lowest in the areas of Scientific Thinking and Earth and Space Science.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students in grade five will improve their science process skills as evidenced by 34% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Tutoring Academy for English Language Learner (ELL) students in science after school.	Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	5000
Expose students in grades 3-5 to the Scientific Method by entering a project in the annual science fair and participate in the Miami-Dade County Elementary Science Fair	Classroom Teachers, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize the Scott Foresman Science Series to provide bi-weekly hands-on/inquiry investigations and experiments for students in grades Kindergarten through 5th. Bi-weekly investigations will emphasize the Scientific Method. All investigations will be documented on the Hands-On Science Investigations Log.	Classroom Teachers, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Incorporate Hispanic-American culture and history wherever suitable in correlation to topics being taught for Hispanic students.	Classroom Teachers, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Include tactile/kinesthetic activities in every lesson for Economically Disadvantaged students.	Classroom Teachers, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct a Science Family Night to provide parents with strategies that can be used at home to increase student achievement. 6. Implement a full time inclusion program with the Co-Teaching model for Students with Disabilities to receive science instruction and hands-on activities using differentiated instruction.	Community Involvement Specialist, Science Resource Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	1000
Provide research-based professional development opportunities to teachers utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional strategies designed to support the implementation of the Sunshine State Standards (SSS) and the integration of mathematics and science benchmarks.	Science Resource Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	2000

### Research-Based Programs

Harcourt Science Series, Riverdeep, FCAT Science Boot Camp kits.

### Professional Development

Staff will receive professional development in Effective Implementation of Inquiry-based Science Strategies in the Classroom and Elementary Earth Science Classroom: Hands-On Activities through the Division of Math and Science.

### Evaluation



# School Improvement Plan 2007-2008



This objective will be evaluated by 2008 FCAT Science Test scores. All strands will be assessed in grades K - 5th using unit tests from the Scott Foresman series. Fifth grade will be monitored using the Miami-Dade County Interim Assessments. Special focus will be given to progress monitoring in the areas of Scientific Thinking and Earth and Space Science through formal observations utilizing PACES and bi-weekly completion of the Hands-On Science Investigations Log.



## Parental Involvement Goal

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

#### *Florida Education Priorities*

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"/>

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

### Parental Involvement Statement

Auburndale Elementary School will increase its parental involvement for the 2007-2008 school year.

### Needs Assessment

Results from the 2006-07 School Climate Survey indicate that only 25 percent of parents surveyed attended four or more school activities/events held during the 2006-07 school year. Results from the 2006-07 School Climate Survey indicate that 22 percent of parents surveyed attended none of the school activities/events held during the 2006-07 school year. 57.6 percent of the parents who received a 2006-07 School Climate Survey returned their completed form. Results from the 2006-07 School Climate Survey indicate that 66 percent of staff agreed that their ability to do the best possible job at this school is limited by the lack of concern/support from parents. 85% of parents surveyed Strongly Agree and Agree that their child's teachers do their best to include me in matters directly affecting their child's progress in school.

### Measurable Objective

Given increased contact via the efforts of the Community Involvement Specialist (CIS), parent/family/community involvement will increase as evidenced by a five percentage point increase in the number of times parents/family/community members attend school-sponsored activities during the 2007-2008 school year as compared to the 2006-2007 school year as documented in parent sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Progress Monitoring Plans (PMP) conferences with the parents of students who have not met State standards on the FCAT or who are performing below grade level.	Classroom Teachers, School Counselors, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Invite parents to quarterly award assemblies and special events via letters, flyers, phone calls, and home visits.	Community Involvement Specialist, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Create a Parent Resource Room where parents can access school information, request assistance, and utilize an Internet-accessible computer workstation.	Community Involvement Specialist, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide workshops for parents in their home language targeting areas of interest indicated on survey through the Cup of Tea Program.	Community Involvement Specialist, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct a parent survey to establish their needs.	Community Involvement Specialist, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
The ESOL teachers will conduct workshops for parents to raise awareness regarding the importance of parental involvement in this country. Homework completion strategies will be addressed so that parents can assist their children even if they are not familiar with the language.	ESOL Teachers, Community Involvement Specialist, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement Supplemental Educational Services that include academic assistance such as tutoring, remediation and other educational interventions.	SES Lead Tutor, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct a Parent Resource Fair to inform parents of programs available at the school.	Community Involvement Specialist, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
The Parent Academy will provide ongoing workshops for parents of SWD students targeting reading, writing, and math skills.	Community Involvement Specialist, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### 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 2007-2008 school year.

### Evaluation

This objective will be evaluated by the number of parents/guardians who sign Parental Involvement Rosters at targeted parent workshops and activities such as Family Literacy Night, parent orientation meetings, and Open House. Sign-in sheets in the Parent Resource Room will also be utilized to evaluate this objective. The Evaluation used will be the Parental Involvement survey distributed by Title I.

### Discipline & Safety Goal

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

**Florida Education Priorities**

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"/>

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

**Discipline & Safety 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform parents, through workshops, of the importance that daily school attendance has on their child's education.	Community Involvement Specialist, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Notify parents of their child's absences through: written notices, phone calls and home visits.	Community Involvement Specialist, Classroom Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct weekly attendance competitions where home rooms, with the best weekly attendance, will win prizes.	Classroom Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Teach and enforce the Code of Student Conduct as it relates to attendance.	Classroom Teacher, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### 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 2007-2008 Miami-Dade County Public Schools Percentage of Attendance Report.

## Technology Goal

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

#### *Florida Education Priorities*

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"/>

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

### Technology 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 2007-2008 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 a three percent increase. The student progress reports generated by the research-based Reading Plus, Read 180, and Learning Today programs will reflect the progress.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Attend Professional Development workshops on integrating technology across the curriculum.	Grade Group Chairpersons, Reading Coaches, Assistant Principal, Principal	8/20/2007	06/05/2008	Other/ Not Applicable	1200
Correlate Riverdeep, Read 180, Houghton Mifflin links and Learning Today activities with the classroom curriculum.	Classroom Teachers, Computer Resource Teacher, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	1500
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 Resource Teacher, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	800
Implement parent workshops on the home use of Riverdeep and Learning Today programs.	Community Involvement Specialist, Computer Laboratory Teacher, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	2000

### 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.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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"/>

### **Health & Physical Fitness Statement**

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

### ***Needs Assessment***

Based on the results the 2007-2008 FITNESSGRAM, 85% of Auburndale Elementary School students were deemed physically fit as evidenced by the number of students winning Gold and Silver awards. In the 2007-2008 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 2007-2008 school year. This would increase our school's FITNESSGRAM award recipients from the 84 percent achieved in the 2007-2008 school year to 88 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer an annual Fitnessgram Pre and Post test.	Physical Education Teachers Physical Education Teachers, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide at least 120 minutes per week of physical education instruction.	Physical Education Teachers, School Administrators, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
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	08/20/2007	06/05/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that activities are specifically related to the component items are selected.	Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### 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.



## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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**

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"/>

### **Electives & Special Areas Statement**

Given instruction based on the Sunshine State Standards, students at Auburndale Elementary School will be introduced to string instruments in the 2007- 2008 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 2007-2008 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 2007-2008 school year, as evidenced by performance in pre and post music assessments as well as a musical recital evaluation.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide small group violin instruction for students.	Music Teachers, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Assess students on a bi-weekly basis to measure their progress and to monitor progress of the string program.	Music Teachers, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Contact string specialist to work with students and music teachers.	Music Teachers, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	2000
Provide school-level string recitals for students to perform.	Music Teachers, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Select community members and Dade Partners to mentor students in their pursuit of musical growth.	Music Teachers, Community Involvement Specialist, Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### 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 2008 University of Miami Music Education Conferences.

Music teachers will attend the 2008 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 2007-2008 musical recital evaluations.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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*

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

### **Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Identify lowest quartile students early and provide additional assistance.	Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
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	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize school and district in-service training.	Principal and Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### 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:**



# School Improvement Plan 2007-2008



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.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	27000
Mathematics	20000
Writing	3000
Science	8000
Parental Involvement	0
Discipline & Safety	0
Technology	5500
Health & Physical Fitness	0
Electives & Special Areas	2000
Return On Investment	0
<b>Total</b>	<b>65500</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*