



**2007 – 2008**

## **SCHOOL IMPROVEMENT PLAN**

**School Name:** Merrick Educational Center

**District Name:** Dade

**Principal:** Deborah C. Wehking

**SAC Chair:** Maria Corbin

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

**Date of School Board Approval:** Pending School Board Approval

**Jeanine Blomberg,  
Commissioner**  
Florida Department of  
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325 West Gaines Street  
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## **VISION/MISSION/BELIEF STATEMENTS**

The vision of Merrick Educational Center encompasses the multiple needs of our diverse learning populations. Merrick Educational Center proudly serves students qualifying for the Homebound/Hospitalized Program with cognitive, medical, emotional, and/or educational needs, as well as students in alternative education. Our vision is to enable all of our students to pursue their educational goals as they face unique circumstances.

The mission of Merrick Educational Center is to provide a quality educational program that maximizes the potential of our students with special needs. Individualized instruction in the school, home and/or hospital environment is designed to target each student's unique needs and provide an educational experience which will enable the student to participate in the community to the fullest extent possible. A primary focus of our mission is the engagement and support of parents in the education process in order to ensure that the skills taught by the instructional staff can be maintained and/or expanded in the home setting.

## **SCHOOL PROFILE DEMOGRAPHICS**

Merrick Educational Center is located in Coral Gables, Florida. The campus is comprised of two main buildings which were originally constructed in the 1920's and 1950's. Extensive remodeling projects have been undertaken over the years to accommodate changing building utilization. Merrick Educational Center is currently going through major building renovations including the installation of an elevator, as well as handicapped accessible restrooms.

Merrick Educational Center provides educational services to a diverse population of students in special education and alternative education classes, through three different programs.

The first program is the Homebound/Hospitalized Instructional Program (HHIP). This program serves students who are too ill to attend their home schools for at least fifteen school days or longer. Eligibility for the HHIP Program is determined by a multi-disciplinary team, which requires a medical statement from the treating physician. There are two components of the HHIP—the itinerant portion and the teleclass portion. The itinerant portion relates to services provided by a certified teacher who teaches students on a one-to-one basis throughout the community. The teleclass portion is explained in detail below. Students in Pre-Kindergarten through fifth grade generally receive two one-hour visits from an itinerant teacher each week. These one-on-one instructional visits occur in the student's home or in the hospital.

Students in middle school and high school are taught over the telephone in a teleclass. The teleclass may include from one to twenty-four students who are taught simultaneously by a single teacher via telephone, using teleconferencing bridges. Academic classes represent a specific subject area, such as English, mathematics, science and social studies. Students generally call in and participate in their classes three times per week for their core academic classes and twice per week for elective classes. When a secondary student's medical status prohibits him/her from participating in teleclass, an itinerant teacher visits the student at home (or in the hospital), usually twice per week. The total number of students served in the Homebound/Hospitalized Instructional varies daily, ranging from 150 to 700 students at any given time. It is impossible to predict which MDCPS students will need this service and how long their individual medical conditions will require them to remain in the most restrictive educational setting of Homebound/Hospitalized Instructional Program.

The medical conditions that led to students enrolling in the HHIP at Merrick Educational Center during the 2006-2007 school year include the following or a combination of the following:

Autoimmune Syndromes: Lupus, Sickle Cell Anemia, Chronic Fatigue Syndrome, Advanced AIDS, Fibromyalgia (36)

Brain Tumors (10)

Cancer: Leukemia, Bone, Ovarian, Nasal, Organs, Liver (54)

Gastrointestinal Syndromes: IBS, Gastritis, Colitis, Crohn's Disease, Other Inflammatory Diseases (20)

High Risk Pregnancy (6)

Metabolic Disorders: Diabetes, Morbid Obesity, Adrenal Insufficiency, Thyroid (7)

Neurological Conditions: Seizures, Migraines, Hydrocephaly, Cerebral Palsy (33)

Organ Transplants: Liver, Kidney, Heart, Multiple, Bone Marrow (14)

Organs: Chronic conditions of Liver, Heart, Kidney, Lungs, Bladder, Pancreas (34)  
 Orthopedic Surgery: Scoliosis, Spinal Fusion, Fractured Vertebrae (41)  
 Orthopedic: Fractured limbs, Rheumatoid Arthritis, Herniated Disks, Paraplegic (91)  
 Psychological Disorders: Schizophrenia, Bi-polar Disorder, Major Depression, Phobias, Generalized Anxiety Disorders (58)  
 Respiratory Syndromes: Cystic Fibrosis, Pseudo Obstruction, Tracheotomy, Allergies, Asthma (26)  
 Traumatic Brain Injury, Head Trauma (18)  
 Vascular: Heart Surgery, Aortic Stenosis, Syncope, Hypertension, Myocarditis (12)  
 Multiple Trauma (3)  
 Skin Disorders: Burns, Cellulitis, Dermatitis, Eczema (15)  
 Eye Conditions (6)  
 General Surgical Procedures (7)

In the second program offered at Merrick, students identified as Profoundly Mentally Handicapped (PMH), are provided instruction. There are two components to the PMH program. The first is school-based. In this program, approximately 60 students from the Regional Center IV area of our district come to Merrick every day, where they are provided educational services by teachers who are supported by paraprofessionals, nurses, occupational therapists, and physical therapists. In the community-based component of the PMH program, approximately 115 students who are too medically fragile to travel to school receive services in their homes from itinerant teachers once per week. The community-based program encompasses students across the entire county.

The third program is Alternative Telecommunications (ATC). This program falls under the auspices of Alternative Education, not Special Education. Students are placed in ATC by the Division of Alternative Education following a recommendation from the home school for either expulsion or administrative placement in Alternative Education. These students are determined to be unable to attend school due to extreme behavioral issues as evidenced by violations of the Code of Student Conduct. Students are assigned to ATC on those occasions when placement in an Opportunity School is not determined to be appropriate. Alternative Teleclass instruction (ATC) serves students in grades 6-12. They require teleclass-based instruction in coursework that parallels that which is offered in their home schools as well as behavioral intervention. ATC students call in and participate in teleclass in the same fashion as the HHIP students in middle and high schools. That is, they are calling in for a specific class, and the number of students participating can range from one to twenty-four. The same equipment is used for teleclass for ATC students as is used for HHIP students. However, the classes are taught by different teachers, and only students in the ATC program are in the ATC teleclasses. The number of students assigned to ATC varies from fifteen to forty students in any given semester.

All of the students described in the first two programs above (HHIP and PMH) are defined by the Individuals with Disabilities Act (IDEA) as students with special needs. They must be evaluated and meet eligibility requirements in order to be placed in a specific program, and each student requires a current Individual Education Plan (IEP). In the third program at Merrick (ATC), this is not the case.

The staff of Merrick Educational Center is comprised of teachers, paraprofessionals, physical therapists/occupational therapists, a speech therapist, a psychologist, a social

worker, a program specialist, a counselor, a staffing specialist, an alternative education educational specialist, clerical staff, food service staff, custodial staff, a math coach, a reading coach, two assistant principals, and a principal. Contracted nursing and respiratory therapy services are provided to school based students who require this assistance to access their educational needs as documented on the IEP. All instructional staff are certified. The Merrick Educational Center staff is comprised of a total of 74 full-time professional staff members and 3 administrators. Thirty faculty members have Master's Degrees, two have Educational Specialist's Degrees, and three have Doctoral Degrees. At the beginning of the 2007-2008 school year, a total of two new staff members joined the Merrick Educational Center's staff. One was a counselor and the other a teacher who will work as a Math Coach. Retired teachers are also hired on an hourly basis to provide itinerant instructional services to HHIP students. The HHIP and ATC teleclass studios are equipped with updated teleconferencing bridges managed by a computer system that enables a variety of class configuration options. The two bargaining units representing the staff are the United Teachers of Dade (UTD) and the American Federation of State, County, and Municipal Employees (AFSCME). UTD represents teachers, paraprofessionals, student service staff, security monitors, and office/clerical personnel. AFSCME represents custodians and cafeteria employees.

**SCHOOL MATCH**

All schools identified with similar demographics are not graded. Our previous school match, Homebound/Hospitalized Instruction of Pinellas County, is no longer graded. Riviera Middle School, in Miami-Dade County, will serve as the school match for Merrick Educational Center. Although Riviera Middle School does not serve homebound/hospitalized students, they do have a combination of general-education students and profoundly mentally handicapped students. Riviera Middle School administration and faculty will collaborate and share best practices with the administration and faculty of Merrick Educational Center.

**QUALITY STAFF**

Highly Qualified Administrators

Ms. Deborah C. Wehking 227692 Principal

Ms. Deborah Wehking is the principal designated to replace the previous principal, who has retired. Ms. Wehking has been with Miami-Dade County Public Schools over ten years. Her experiences at both middle and senior high schools have prepared her to be an effective instructional leader. She has served as Assistant Principal at John A. Ferguson Senior High School, Miami Edison Senior High School, Riviera Middle School, and G. Holmes Braddock Senior High School. Her administrative experiences include both Curriculum and Special Education, as well as a multitude of operational experiences. She has extensive experience as a supervisor in Special Education in various of settings including a wide variety of exceptionalities. Before becoming an administrator, she taught Special Education students, chiefly Emotionally Handicapped students. She holds a Bachelor's Degree in Varying Exceptionalities and a Master's Degree in Educational Leadership, both from Nova Southeastern University. She is certified in Educational Leadership and Varying Exceptionalities.

Ms. Nelida Martinez 199560 Assistant Principal

Nelida Martinez is a professional educator with over fourteen years of experience with Miami-Dade County Public Schools. In her current assignment as Assistant Principal at Merrick Educational Center, she is responsible for monitoring and implementing the School Improvement Plan, analyzing student data, curriculum implementation for grades K-12, truancy procedures, and assisting teachers with strategies and resources to improve student performance. Ms. Martinez has served in a variety of positions including Temporary Assistant Principal at ESE Outreach Programs, Temporary Assistant Principal at Merrick Educational Center, Regional Center IV Staffing Specialist as well as a Title 1 Teacher, Special Education Teacher and Behavioral Management Teacher at Morningside Elementary School. Ms. Martinez's educational background consists of a Bachelor of Science in Elementary Education and a Masters of Science in Emotionally Handicapped Education. Her areas of certification include Educational Leadership, Emotionally Handicapped Education Grades K-12, and General Education Grades K-6.

Mr. Alex F. Sardiñas 155289 Assistant Principal

Alex F. Sardiñas has over twenty-one years of experience in the field of education. He has served as Assistant Principal for the past four years, three of which have been at Merrick Educational Center. Prior to serving as Assistant Principal he taught at Mays Middle School. During his time at Mays Middle School he taught 9th grade regular Math, Reading, Language Arts, Mathematics, Social Studies, and Science for grades 6-8 in a self-contained Varying Exceptionalities classroom. He sponsored the school's National Honor Society, was a Team Leader, Union Stewart, and an Administrative Assistant. Mr. Sardiñas is certified in Educational Leadership, Mathematics 6-12, Varying Exceptionalities K-12, ESOL Endorsed, and Middle School Endorsed. His educational background includes a Bachelor of Science in Mathematics from the University of Florida, a Masters of Science in Special Education from St. Thomas University, and has currently earned a Specialists' Degree in Educational Administration and Supervision at Florida International University.



During his time at Merrick Educational Center, Mr. Sardiñas has reviewed and monitored the curriculum for students from Pre-K to twelfth grade, both for regular and special education students. As Assistant Principal at Merrick, Mr. Sardiñas has used his leadership skills to improve student performance. He has done this by using existing student data to drive instruction through the Individualized Education Plan. He has provided low performing students with additional assistance. Due to the unique needs of this program, Mr. Sardiñas has assisted teachers in developing schedules that would maximize student instructional time. He assisted in the coordination of the administration of the 2005 FCAT. Furthermore, he continuously demonstrates his educational leadership skills as applied to the school's daily operation by ensuring the school maintains a safe learning environment.

In addition to his commitment as an educator Mr. Sardiñas is also a member of the Florida Army National Guard. He recently returned from deployment with his Unit in support of Operation Iraqi Freedom II. There he provided valuable leadership skills in logistical support. He received numerous awards for his work and an Honorable Discharge from active duty.

#### Recruitment/Retention of Highly Qualified Teachers

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

#### Merrick Educational Center Plan to Ensure All Teachers Obtain Professional Certification

Currently, there are six teachers at Merrick Educational Center who hold temporary certificates. The plan to ensure that they attain professional certification follows:  
Confirm that all Merrick teachers holding temporary certification have been identified.

Assign individual mentor to each teacher holding temporary certification.

Ensure that mentors support mentee teachers in completing requirements and in submitting proper documentation to obtain professional certificate.

[Show attached staff list](#)

#### **ADDITIONAL REQUIREMENTS**

##### School Wide Improvement Model

The 8-Step Continuous Improvement Model (CIM) will continue to be used at Merrick Educational Center. This is a data-driven, results-oriented improvement model that has been integrated with the philosophies of both Total Quality Management (TQM) and Effective Schools Research.

To impact student achievement and make decisions to improve the quality of instruction, Merrick Educational Center will use data-driven decision making, which will enable faculty and staff to identify the school's opportunities for improvement and will assist in monitoring, evaluating, and making necessary adjustments to result in improved student achievement.

Differentiated instruction for students taught by an itinerant teacher, instructed on a one-to-one basis, will include scaffolding of teaching that is tailored to the individual abilities, interests and learning styles of each student. The number of students in teleclass at any given time varies from one to twenty-four. Teleclass teachers will participate in professional development in the use of differentiated instruction.

Differentiated instructional strategies appropriate for teleclass will include: the use of taped materials, varying organizers based on learning styles, varied texts, tiered lessons, independent study, small group instruction using different telephone bridges, interest groups, varied homework, and varied questioning strategies. To support enhanced instructional strategies, the reading coach will provide workshops on these areas during allotted professional development times. The school will develop and implement professional learning communities among the faculty. This will provide a forum for teachers to analyze data to drive instructional decisions, as well as help them grow professionally by using colleagues as resources.

This year, the implementation of an 11th grade science course will be offered, which will include the infusion of research-based literacy practices. All 11th grade students are required to take this course in order to graduate.

#### Communication with Parents

In addition to communications related to compliance with the implementation of the Individuals with Disabilities Act (IDEA), parents receive information from the school through written documents such as the Parent Handbook, the Student Planner with customized pages for Homebound/Hospitalized Instruction Program (HHIP) students as well as a variety of announcements from the school and the district office.

Attendance at school events is encouraged by the provision of meals, refreshments, and gift incentives for those who participate. The Parent Resource Center is located in Room 107.

An IEP meeting is conducted for all students who are eligible for exceptional student education services, which comprise the vast majority of the school's population. Parent participation in the development of this document is encouraged.

Although there is not another school in Miami-Dade County that provides homebound/hospitalized services, parents will nonetheless be notified by mail of the grade the school has been designated and the choices that situation creates.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

#### Pre-School Transition

An Individual Education Plan meeting is held for each student who is in the School-Based PMH program who is transitioning from Pre-K to Kindergarten. At the meeting the transition to Kindergarten is planned. The meeting participants include the parents, the Pre-Kinderagerten teacher, the Kindergarten teacher, support staff as appropriate (physical therapist, occupational therapist), the ESE Department Chair, and an administrator. It is facilitated by the staffing specialist.

#### Teacher Mentoring

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and supporting the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute, or resource teacher; but will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction throughout the school and year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their teaching settings to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Two additional members will be added to the faculty at Merrick Educational Center at the beginning of the 2007-2008 academic year. Each will be assigned a mentor as follows--new Math Coach Peggy Cohen will be mentored by Reading Coach Sue Weber; new counselor Lisa Nesenmen will be mentored by veteran Merrick counselor (who works part-time) Winnifred Dolde.

#### Extended Learning Opportunities

Because the only students who attend school on the campus of Merrick Educational Center are the school-based profoundly mentally handicapped (SB/PMH) students, all portions of the M-DCPS CRRP that address extended learning opportunities for students at traditional schools are not included here. Those opportunities include mentoring for students at-risk and summer camps. Those opportunities are not relevant for the students enrolled in the Homebound/Hospitalized Instructional Program (HHIP) at Merrick. However, HHIP students at Merrick are provided extended learning opportunities through our tutoring program, which will provide additional tutoring to students identified as scoring among the lowest 25% in reading. This will be accomplished by hiring certified teachers to work on an hourly basis to provide additional visits to the homes for one-to-one tutoring for students who receive services from an itinerant teacher, or additional conferencing calls on Saturdays for secondary students who attend teleclass.

Because we serve students in grades Pre-K through 12, the requirements of the CRRP for all school levels apply and are referenced below.

#### Elementary School Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data and/or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading) to meet the definition of scientifically research-based.

#### Middle School Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data listed on the IEP. The assessment data listed on the IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

#### High School Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

## **SCHOOLS GRADED C OR BELOW**

### **Professional Development**

**Describe the professional development that supports enhanced and differentiated instructional strategies.**

Itinerant teachers instruct their students on a one-to-one basis; therefore, consideration is given to the ability, interest, and learning style of each student. Teleclass instructors will receive training in differentiated instruction for use when teaching more than one student. To support enhanced instructional strategies, the allotted professional development time will be two hours per week, twice a month. The school will develop and implement professional learning communities among the faculty. This will provide a forum for teachers to analyze data to drive instructional decisions, as well as help them grow professionally by using colleagues as resources. Professional development will include the following: data driven decision making, Parents as Teachers Initiative, instructional focus calendars, implementation of Riverdeep, FCAT Explorer, Literacy Through Science, My Reading Coach, implementation of mini-assessments, use of the Scott Foresman Elementary Science materials, electronic grade book, review training on reading and achievement assessments (DIBELS, ORF, DAR, Woodcock Johnson), Grasp Math, Moving with Math, decoding, comprehension, writing and vocabulary strategies, Special Education compliance issues, Houghton Mifflin Core Reading Program, Individualized Instructional Plans, reciprocal teaching, CRISS strategies, and self-determination.

### **Disaggregated Data**

**Describe the use of student achievement data to determine the effectiveness of instructional strategies.**

At the beginning of the school year, teachers will be provided with disaggregated FCAT data for their individual students to assist them in developing instructional strategies. Teleclass and itinerant teachers will have access to content cluster scores. Benchmark-linked mini-assessments will be administered every three weeks. Teachers will meet in professional learning communities to facilitate the use of this data when making instructional decisions. DIBELS and ORF assessments will be administered according to the requirements of the Comprehensive Research-based Reading Plan (CRRP) and analysis of the results of this data will be used to determine the effectiveness of instructional strategies.

### **Informal and Formal Assessments**

**Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress**

The DIBELS and ORF will be administered school-wide according to the Comprehensive Research-based Reading Plan. Benchmark-linked mini-assessments will be administered every three weeks in reading, math, and science in grades 3-10. Monthly writing prompts will be administered and scored. Teacher-developed assessments will be used. The Woodcock-Johnson Test of Achievement or the Kaufman Test of Educational Achievement will be administered when indicated as well as the Burns and Roe Informal Reading Inventory, Diagnostic Assessment of Reading (DAR), and Moving with Math Diagnostic Assessments.

### **Alternative Instructional Delivery Methods**

**Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.**

All itinerant teachers will provide direct instruction on a one-to-one basis and teleclass students will receive instruction through teleconferencing bridges in groups no larger than 24 students. The alternative methods of instruction that will be provided at Merrick Educational Center include courses for credit recovery through a distance learning program using the software managed by Ed Options. Struggling readers will be provided My Reading Coach which is a software program that tailors reading instruction to individual needs. Targeted students will be provided one-to-one tutors who will go to the student's home or hospital. These students will be provided a one-to-one tutor and/or web-based and software based programs. Teleclass students will be provided additional tutoring through teleconferencing on Saturdays. The Parents as Teachers Initiative will be implemented providing parents with training on the use of need-based and research-based materials

to be use when the teacher is not present.

### **SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12**

**Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.**

**In the checkbox below, please indicate which of the ten guiding principles is addressed below.**

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Merrick Educational Center provides services to students in grades Pre-K through 12. The ten guiding principles of Secondary School Redesign are addressed in a variety of ways.

#### **Different Innovative Approaches to Instruction**

This is addressed in the strategies sections of reading, math, science and writing.

#### **Responsibility of Teaching Reading for Every Teacher**

All itinerant teachers instruct their students on a one-to-one basis and they are the persons responsible for teaching their students reading and all of the other content areas. The reading coach will continue to support the teleclass teachers in carrying out the responsibilities of teaching reading in all of the content areas instructed in teleclass.

### Quality Professional Development for Teachers and Leaders

This is addressed in the professional development sections of reading, writing, math, and science. Professional development is provided to all teachers and educational leaders and a multitude of professional development opportunities are offered through the district, such as the Summer Heat Program. Our school encourages teachers to sign up for professional development.

### Small Learning Communities (SLC)

Due to the nature of instruction in the Homebound/Hospitalized Instructional Program, the learning community is a small community. Students in the Homebound/Hospitalized Instructional Program do not attend school at a school campus. In the home or in the hospital, the "learning community" is comprised of just the teacher and the student. In the teleclass setting, the learning community is comprised of the teacher and up to 24 students at one time who communicate via telephone. There is no face-to-face interaction in the teleclass setting.

### Intensive Intervention in Reading and Mathematics

Students who score FCAT level 1 or 2 in reading and math are enrolled in intensive reading or intensive math classes in teleclass instruction or with an itinerant teacher. Researched-based materials are used in the intensive reading and math classes and are provided to students in teleclass or to students served by the itinerant teachers on a one-to-one basis. This area is also addressed in the reading and math portions of the school improvement plan.

### Course Choice Based on Student Goals / Interests / Talent

Teleclass and itinerant schedules are developed based on student need and the counselor matches the schedule as closely as possible to the schedule the student was receiving from his or her home school. Students are asked to select their elective if we do not offer the identical one from their home school.

### Master Schedules Based on Student Needs

The student's schedule is determined by the Individual Educational Plan and the master schedule is based on student need. Due to the size of our school and staff, we offer all of the coursework required for all special and general education standards for elementary students and middle school students, as well as special or standard diploma high school students.

### Parental Access and Support

Itinerant teachers see the parents every week in the students' homes. When students enter the program, the parents must attend an IEP conference to assist with the development of goals. The Parents as Teachers Initiative is addressed in the math and reading portions of the SIP. Teachers complete status goals update and notify the parent eight times per year.

### Applied and Integrated Courses

Itinerant teachers see the student at least twice a week for an hour each visit, and they must instruct all of the content areas during this time. Therefore all of their instruction must be taught using integrated approaches. Cross content teaching allows them to cover several areas simultaneously.

### Academic and Career Planning

The academic and career planning course required for middle school students will be embedded in the social studies courses offered in middle school. A portfolio of their academic and career-planning work will be kept in the student's file. A ninth grade leadership course will be offered to students utilizing the curriculum "Tools for Success." Lesson plans and activities will be implemented to help students the build skills they need to succeed in the world beyond high school.





## GOALS

<b>Goal:</b>	Reading
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### Needs Assessment

An analysis of the 2007 FCAT Reading Test indicates that none of the No Child Left Behind (NCLB) subgroups met Adequate Yearly Progress (AYP) targets. Thirty-seven percent of all students tested are reading at grade level or above. Thirty-three percent of the students scoring in the lowest 25% made learning gains in reading. Analysis of disaggregated results of the 2007 FCAT indicates that only 40% of all the students tested in reading made learning gains. The percent of all students proficient in reading increased by six percent as compared to the 2004-2005 school year. Data was not available for the 2005-2007 school year as the grade the school received was an "I" (incomplete).

Analysis of curriculum cluster scores reveals an additional need for all grade levels to have the instruction focus on the benchmarks included in "main idea/author's purpose" and "comparisons." Grade 10 also needs additional instructional focus on the benchmarks included in "words/phrases". Cluster scores for grades 6-10 indicate a need for additional instructional focus on the benchmarks in "reference/research."

Analysis of the DIBELS and ORF data from the Progress Monitoring Reporting Network (PMRN) indicates that the majority (70-80%) of the Kindergarten, first and second grade students scored in the high risk category in reading fluency. Fifty-seven percent of the third grade students scored in the high risk category, but only a third of the fourth and fifth grade students scored in the high risk category in reading fluency. Analysis of MAZE data from several assessment windows indicates that 30% of sixth graders overall performance is in the high risk range, 66% of seventh graders overall performance is in the high risk range, 33% of eighth graders overall performance is in the high risk range, and 35% of high school students overall performance is in the high risk range. Because of the high mobility rate of our student population, comparative grade level data over several assessment windows may not be a true reflection of our student performance. Data analyzing progress of individual students must be considered when planning for instruction.

The highly transient nature of the HHIP population provides a fluid student body whose specific strengths and deficits cannot be consistently identified. The population of the students in the HHIP program varies due to their medical conditions. It is impossible to predict who will participate in the program and how long these services will be needed. Students experiencing severe illness may often experience compromises in cognition, energy, and motivation. The amount of instructional time is significantly reduced as compared to that received by students who attend traditional schools. Comparative data is not valid due to the highly fluid nature of the HHIP population. Less than one-fourth of the students who participate in the spring administration of the FCAT return to the HHIP Program the following school year. These factors make ongoing formative assessment of the students in the HHIP Program at any

given time essential.

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**Objective**

Given instruction based on the Sunshine State Standards, students participating in the 2008 FCAT in grades 3-10 will improve their reading scores as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in the lowest Reading quartile participating in the 2008 FCAT in grades 3-10 will improve their reading scores as evidenced by a minimum of 58% of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students participating in the 2008 FCAT in grades 3-10 will improve their reading scores as evidenced by a minimum of 58% of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students participating in the 2008 FCAT in grades 3-10 will improve their reading scores as evidenced by a minimum of 58% of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) participating in the 2008 FCAT in grades 3-10 will improve their reading scores as evidenced by a minimum of 58% of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students participating in the 2008 FCAT in grades 3-10 will improve their reading scores as evidenced by a minimum of 58% of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities participating in the 2008 FCAT in grades 3-10 will improve their reading scores as evidenced by a minimum of 58% of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

**Strategies**

1. Provide CRISS training to teachers not previously trained in the implementation of CRISS strategies as well as monitor the implementation of these strategies.
2. Continue to provide a Reading Coach to organize and facilitate teacher site-based training, assist and review curriculum materials, help teachers with the

organization and management of their literacy programs, provide follow-up support for professional development, assist teachers to analyze assessment data and make instructional recommendations for all students, as well as those representing the lowest 25% and Level 1. The reading coach will also provide leadership in the implementation of CRISS, reciprocal teaching, as well as providing professional development in the implementation of other research-based reading and vocabulary strategies, training on the core and intervention reading programs, and the maintenance and interpretation of individual student data.

3. Continue the work of the Academic Performance Committee to assist the teachers with the organization, management, facilitation, and implementation of instructional strategies as well as to provide follow-up support for students representing the lowest 25% and Level 1.

4. Provide students who scored in the lowest 25% and Level 1 students, who receive instruction from an itinerant teacher, with direct instruction in reading skills delineated in the Sunshine State Standards.

5. Ensure that secondary teleclass students who score achievement levels 1 & 2 are enrolled in intensive reading. Ensure that itinerant teachers provide direct instruction in reading skills for HHIP students who score achievement Levels 1 and 2.

6. Provide additional tutoring to students identified as scoring among the lowest 25% in reading. This will be accomplished by hiring certified teachers to work on an hourly basis to provide additional visits to the homes for one-to-one tutoring or additional conferencing calls on Saturdays.

7. Develop and implement the use of an instructional focus calendar to guide instruction in reading throughout the school year.

8. Monitor student progress on an ongoing basis by administering a 5 question mini-assessment every three weeks. The mini-assessments will be aligned to the benchmarks on the instructional focus calendar.

9. Continue the Parents as Teachers Initiative for targeted students. Itinerant teachers will work closely with the parents of the identified students to provide them with technology based materials to extend instructional time beyond the school day.

10. Provide the parents of targeted students with materials such as laptop computers and My Reading Coach Software. Itinerant teachers will provide ongoing support to parents and students to monitor their progress.

11. Implement the Comprehensive Researched Based Reading Plan (CRRP) as developed by Miami Dade County Public Schools, with fidelity.

12. Provide technological tools, such as computers, instructional software, and speakerphones, to economically disadvantaged students. Assistance will be

given to families for obtaining social services by the school's social worker.

13. Develop personalized instructional plans for African-American, Hispanic, Students with Disabilities, and English Language Learner students who scored Level 2 or below on the FCAT that will utilize technology, software, one-to-one tutoring, and a variety of research-based instructional materials to assist these students in meeting district and state expectations in reading.

14. Provide instruction in the Sunshine State Standards for a special diploma to Profoundly Mentally Handicapped (PMH) students in both the school-based and community based programs. Use adaptive technology such as switches, computers, recognition software, and spatial alignment screens as indicated on the Individualized Educational Plans.

### **Evaluation**

The success of these objectives will be assessed by the 2008 FCAT Reading Administration. Progress towards the attainment of these objectives will be monitored using mini-assessments.

A designated staff member will monitor student and teacher participation in technology based instruction such as FCAT Explorer, My Reading Coach, Riverdeep, and Distance Learning to continually assess student's progress in reading.

### **Research-based Programs**

Lowest 25% on the FCAT and Level 1 students:  
Riverdeep/Holt, Rinehart and Winston Elements of Literature/My Reading Coach,  
Houghton Mifflin Core Reading Program including leveled readers and practice readers/Globe Fearon Quick Reads/Voyager's Passport/SRA Specific Skills Series/Reading for Understanding SRA/Curriculum Associates CARS/STARS Program, Passageways, Making Reading Connections, Milestones in Reading/Houghton Mifflin Reading and Writing Source Book, Houghton Mifflin's Soar to Success and Early Success/McDougal Littell Bridges to Literature Series/Amsco School Publications Preparing for FCAT Reading Grade 8 & 10, Mastering FCAT Reading Grade 10/Phoenix Learning Resources Sounds Right, Read Write Book 1,2, & 3, Sullivan's Programmed Reading /CRISS/Peoples' Publishing Group Measuring Up to the Florida Sunshine State Standards Levels C-H

### **Professional Development**

Site-based professional development will be conducted at school during designated professional development times. Topics will include the Parents as Teachers Initiative, implementation of the Instructional Focus Calendar, implementation of Riverdeep and FCAT Explorer for students in the HHIP, use of Mini Assessments, use of assessments in the Houghton Mifflin Core Reading Program, use of the Holt, Rinehart & Winston Secondary Core Reading Program, implementation of My Reading Coach, review of procedures for administration of the DIBELS, ORF, DAR, and electronic grade book. In addition, teachers will be apprised of professional development opportunities provided by the Teacher Education Center, Florida Diagnostic

and Learning Resources-South and various district curriculum departments. Administration will designate teachers to attend specific trainings based on teaching assignment, educational preparation and ability to disseminate information acquired. Department wide trainings will be provided according to identified needs. Web-based information links are identified by administration and disseminated via e-mail. CRISS training will be provided for teachers who have not yet been trained in the use of CRISS strategies as well as monitor the implementation of these strategies.

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**Highly Qualified Instructors**

The teachers listed below hold the appropriate certification, but are not documented as highly qualified. The department chairs are working with these teachers individually to ensure that they become documented as highly qualified.

Carmen Rivera, employee number 276208, is certified in Social Science, teaches in the Homebound/Hospitalized program.

Angeline Vanloon, employee number 143932, is certified in Math and ESOL, teaches in the Homebound/Hospitalized program.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material (s)	My Reading Coach Software	IDEA Funds	17500
Technology	Laptops for student use of instructional applications Electronic Gradebook Teleconferencing	IDEA Funds	24000
Professional Development	My Reading Coach Training	IDEA Funds	750
Other			0
<b>Total:</b>			<b>\$42,250.00</b>

<b>Goal:</b>	Mathematics
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**Needs Assessment** Analysis of the results of the 2007 administration of the Mathematics FCAT indicates that none of the subpopulations achieved Adequate Yearly Progress in Mathematics. Twenty eight percent of the students achieved at or above grade level in math. Only 53% of the students in the lowest quartile in math made learning gains. Only 47% of all the students tested in math made learning gains. Data was not available for the 2005-2007 school year as the school received an "I" (incomplete). Only forty seven percent of the students tested on the FCAT mathematics showed learning gains.

Analysis of curriculum cluster scores indicates that the level of performance was relatively even in all strands. Further analysis reveals an additional need for all grade levels to have an instructional focus on the benchmarks included in geometry, number sense, and algebraic thinking and measurement.

The highly transient nature of the HHIP population provides a fluid student body whose specific strengths and deficits cannot be consistently identified. The population of the students in the HHIP program varies due to their medical conditions. It is impossible to predict who will participate in the program and how long these services will be needed. Students experiencing severe illness may often experience compromises in cognition, energy, and motivation. The amount of instructional time is significantly reduced as compared to that received by students who attend traditional schools. Comparative data is not valid due to the highly fluid nature of the HHIP population. Less than one-fourth of the students who participate in the Spring administration of the FCAT return to the HHIP Program the following school year. These factors make ongoing formative assessment of the students in the HHIP Program at any given time essential.

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## Objective

Given instruction in the Sunshine State Standards students in grades 3 through 10 who participate in the FCAT will improve their Mathematics Skills as evidenced by 62% scoring at level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards African American students in grades 3 through 10 who participate in the FCAT will improve their Mathematics Skills as evidenced by 62% scoring at level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards Hispanic students in grades 3 through 10 who participate in the FCAT will improve their Mathematics Skills as evidenced by 62% scoring at level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards Economically Disadvantaged students in grades 3 through 10 who participate in the FCAT will improve their Mathematics Skills as evidenced by 62% scoring at level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards Students with Disabilities in grades 3 through 10 who participate in the FCAT will improve their Mathematics Skills as evidenced by 62% scoring at level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards English Language Learner (ELL) students in grades 3 through 10 who participate in the FCAT will improve their Mathematics Skills as evidenced by 62% scoring at level 3 or above on the 2007 FCAT Mathematics Test.

### **Strategies**

1. Provide students who scored in the lowest 25% and Level 1 students with direct instruction in math skills delineated in the Sunshine State Standards.
2. Provide CRISS training to teachers not previously trained in the implementation of CRISS strategies through the use of infusing graphic organizers.
3. Develop and implement the use of an instructional focus calendar to guide instruction in math throughout the school year.
4. Continue the Parents as Teachers Initiative for targeted students. Itinerant teachers will work closely with the parents of the identified students to provide them with technology based materials to extend instructional time beyond the school day.
5. Continue the work of the Academic Performance Committee to assist the teachers with the organization, management, facilitation, and implementation of instructional strategies as well as to provide follow-up support for students who scored in the lowest 25% and Level 1.
6. Develop personalized instructional plans for African-American, Hispanic, Students with Disabilities and ELL students who scored below Level 2 on the FCAT that will utilize technology, software, one-to-one tutoring, and a variety of research-based instructional materials to assist these students in meeting district and state expectations in math.
7. Provide technological tools, such as computers, instructional software, and speakerphones to economically disadvantaged students. Assistance will be given to families for obtaining social services by the school's social worker.
8. Continue with the Moving With Math series, which will provide students



with the opportunity to work with manipulatives that will enable them to take the abstract concepts of math and move them into a more concrete and easier level of understanding.

9. Provide targeted students with Grasp Math, a CD based program which will allow them to participate in a simulated math classroom with a video presentation.

10. Provide additional tutoring to students identified as scoring among the lowest 25% in reading. This will be accomplished by hiring certified teachers to work on an hourly basis to provide additional visits to the homes for one-to-one tutoring or additional conferencing calls on Saturdays.

11. Provide the parents of targeted students with materials such as laptop Computers for use with C.D. and internet based math programs. Itinerant teachers will provide ongoing support to parents and students to monitor their progress.

12. Provide technological tools, such as computers, instructional software, and speakerphones, to economically disadvantaged students. Assistance will be given to families for obtaining social services by the school's social worker.

13. Provide assistance to the community based and school based profoundly mentally handicapped students in the Sunshine State Standards for a special diploma. Adaptive technology such as switches, computers, recognition software, and spatial alignment screens will be utilized as indicated on the Individualized Educational Plan.

14. Provide a Math Coach to organize and facilitate teacher site-based training, assist and review curriculum materials, help teachers with the organization and management of their math programs, provide follow-up support for professional development, assist teachers to analyze assessment data and make instructional recommendations for all students as well as those who scored in the lowest 25% and Level 1. The math coach will also provide leadership in the implementation of CRISS and the maintenance and interpretation of individual student data.

15. Ensure that secondary teleclass students who score achievement levels 1 & 2 are enrolled in intensive math. Ensure that itinerant teachers provide direct instruction in math skills for HHIP students who score achievement level 1 & 2.

## **Evaluation**

The success of these objectives will be assessed on the 2008 Administration

of the Mathematics FCAT. Progress towards the attainment of these objectives will be monitored using benchmarked-linked mini assessments.

A designated staff member will monitor student and teacher participation in technology based instruction such as FCAT Explorer, Riverdeep, and Distance Learning to continually assess students' progress in acquiring math concepts.

**Research-based Programs**

Scott Foresman-Addison Wesley Florida Mathematics/ Holt Middle School Mathematics Florida Edition/ Glencoe McGraw Hill Glencoe Mathematics Pre-algebra Florida Edition/ Prentice Hall Prentice Hall Mathematics Pre-algebra Florida Edition, Prentice Hall  
Mathematics Algebra 1 Florida Edition/ Prentice Hall Mathematics Algebra 2 Florida Edition/ McDougal Littell Geometry: Applying Reasoning and Measuring, Concepts & Skills & Practice Workbook, Skills/Riverdeep/Amsco School Publications Preparing for FCAT Mathematics Grade 8 & 10 (Intensive), Reviewing Mathematics Grades 6-12/L & M Instructional Resources FCAT Skills Practice Grade 8 & 10/CRISS  
Moving With Math-Levels A,B,C,&D/Math Teachers Press  
Grasp Math-Summit Interactive Disks 1-16  
Measuring Up-People's Publishing Levels C-H.

**Professional Development**

Site-based professional development will be conducted at school during designated professional development times. Topics will include the Parent as Teacher Initiative, implementation of the Instructional Focus Calendar, implementation of Riverdeep for students in the HHIP, use of benchmark-linked Mini Assessments, use of Moving With Math, use of Grasp Math, and the use of Mini Assessments in the Scott Foresman Mathematics Program, Prentice-Hall, Glencoe, and McDougal Littell. In addition, teachers will be apprised of professional development opportunities provided by the Teacher Education Center, Florida Diagnostic and Learning Resources-South and various district curriculum departments. Administration will select teachers to attend specific trainings based on teaching assignment, educational preparation and ability to disseminate information acquired. Department wide trainings will be provided with emphasis on geometry and spatial relations. Web-based information links will be identified by administration and disseminated via e-mail. CRISS training will be provided to teachers who have not yet been trained in the implementation of CRISS strategies as well as monitoring the implementation of these strategies.

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**Highly Qualified**

The teachers listed below hold the appropriate certification, but are not

**Instructors**

documented as highly qualified. The department chairs are working with these teachers individually to ensure that they become documented as highly qualified.

Carmen Rivera, employee number 276208, is certified in Social Science, teaches in the Homebound/Hospitalized program.

Kristi Scully, employee number 273886, is certified in Reading, teaches in the Homebound/Hospitalized program.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Grasp Math		0
Technology	Laptops for student use with math instructional applications. Electronic Gradebook Teleconferencing	listed under Reading Objectives	0
Professional Development	CRISS Training		0
Other			0
<b>Total:</b>			<b>\$0.00</b>

<b>Goal:</b>	Writing
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**Needs Assessment** An analysis of the 2007 FCAT Writing+ Administration results indicates that all of the No Child Left Behind (NCLB) subgroups met Adequate Yearly Progress (AYP) targets.

Analysis of the grade level data from the 2007 FCAT Writing+ Administration revealed that 87% of the tested students tested in grades 4, 8 and 10 scored at level 3.5 or above, which meets high standards in writing. Data on writing scores was not available for the 2006 administration of the FCAT Writing+ Test as the school received an incomplete (I). On the 2005 FCAT Writing Test, 63% of the HHIP students met high standards in writing. All subgroups met high standards on the 2007 FCAT Writing+ Test. There was a 24% increase in the number of students meeting high standards as compared to the 2005 results. Analysis of curriculum cluster scores reveals that students in grades 8 and 10 need more instructional focus on writing persuasive essays. Comparative data was not available for grade 3.

The highly transient nature of the HHIP population provides a fluid student body whose specific strengths and deficits cannot be consistently identified. Enrollment of the students in the HHIP program varies due to the students' medical conditions. It is impossible to predict who will participate in the program and how long these services will be needed. Students experiencing severe illness may often experience compromises in cognition, energy, and motivation. The amount of direct instruction is significantly reduced as compared to that received by students who attend regular school. Comparative data is not valid due to the highly fluid nature of the HHIP population. Less than one-fourth of the students who participate in the Spring administration of the Writing+ FCAT return to the HHIP Program the following school year. It should be noted that it is impossible to predict who will participate in the program and how long these services will be needed. Thus, progress monitoring is essential.

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**Objective** Given instruction based on the Sunshine State Standards, students in grades 4, 8, and 10 will improve their writing skills as evidenced by 88 percent of students achieving scores of 3.5 or higher on the 2008 FCAT Writing Test.

**Strategies**

Strategies:

1. Provide direct instruction in writing skills delineated in the Sunshine State Standards.
2. Administer monthly writing prompts assessing student progress on the various types of prompts.
3. Implement the Holt, Rinehart & Winston Internet Writing Prompt with automatic scoring for students in grades 6 – 12.

4. Provide additional instruction to low performing HHIP students who are participating in the general curriculum, and have been retained. Additional instructional sessions with the teacher will be offered.
5. Provide professional development to teachers that focuses on enhancing writing techniques and strategies.
6. Provide training in the use of CRISS strategies for teachers who are not yet trained in implementing CRISS strategies and monitor the implementation of these strategies.
7. Continue the work of the Academic Performance Committee to assist the teachers with the organization, management, facilitation, and implementation of instructional strategies as well as to provide follow-up support for low-performing students.
8. Provide technological tools, such as computers, instructional software, and speakerphones to economically disadvantaged students. Assistance will be given to families for obtaining social services by the school's social worker.

**Evaluation**

The success of these objectives will be assessed by the 2008 FCAT Writing+ Administration. Progress towards the attainment of these objectives will be monitored using writing prompts.

**Research-based Programs**

Riverdeep/Holt, Rinehart and Winston Elements of Literature/My Reading Coach/Basal Readers/Houghton Mifflin Core Reading Program/Quick Reads/Voyager's Passport/SRA Specific Skills Series/Curriculum Associates CARS/STARS Program/CRISS

**Professional Development**

Professional development will be conducted during designated professional development times. Topics will include the Parents as Teachers Initiative, implementation of the Instructional Focus Calendar, and Holt Rinehart and Winston will conduct an on-site training on the use of their automated, web-based FCAT writing prompt programs. In addition, teachers will be apprised of professional development opportunities provided by the Teacher Education Center, Florida Diagnostic and Learning Resources-South, and various district curriculum departments. Administration will select teachers to attend specific trainings based on teaching assignment, educational preparation, and ability to disseminate information acquired. Department wide trainings emphasizing construction of narrative, expository, and persuasive essays and on-site trainings on the proper use of the scoring rubric will be provided. Web-based information links are identified by administration and disseminated via e-mail. CRISS training will be provided for who have not been trained in the use of

CRISS strategies as well as monitor the implementation of these strategies.

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<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Holt, Rinehart and Winston Elements of Literature automatic prompt scoring		0
Technology	Laptops for student use of instructional applications Electronic Gradebook Teleconferencing	recorded under reading strategies	0
Professional Development	CRISS Training		0
Other			0
<b>Total:</b>			<b>\$0.00</b>



<b>Goal:</b>	Science
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**Needs Assessment** An analysis of the results of the 2007 FCAT Science Administration reveals that only 35 percent of the students scored at or above achievement level 3. Students in grade 5 achieved a mean score of 281, 25 points below the district mean score of 306. Students in grade 8 achieved a mean score of 262, 36 points below the district mean score of 298. Students in grade 11 achieved a mean score of 275, 27 points below the district mean score of 302. Analysis of curriculum cluster scores reveals an additional need for improvement on instructional focus in grades 5 and 11 on the benchmarks included in “scientific thinking.” Grade 5 also needs additional instructional focus on the benchmarks included in “earth and space.” Grade 8 needs additional instructional focus on the benchmarks included in “physical and chemical,” as well as on the benchmarks included in “life and environmental.” Grade 11 needs additional instructional focus on the benchmarks included in “physical and chemical,” “earth and space,” and “life and environmental.”

The highly transient nature of the HHIP population provides a fluid student body whose specific strengths and deficits cannot be consistently identified. Enrollment in the HHIP program varies due to the medical conditions of the students. It is impossible to predict who will participate in the program and how long these services will be needed. Students experiencing severe illness may often experience compromises in cognition, energy, and motivation. The amount of direct instruction is significantly reduced as compared to that received by students who attend regular school. Comparative data is not valid due to the highly fluid nature of the HHIP population. Less than one-fourth of the students who participate in the Spring administration of the FCAT return to the HHIP Program the following school year. It should be noted that it is impossible to predict who will participate in the program and how long these services will be needed. Thus, progress monitoring is essential.

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## Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by a minimum of 67 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

Given instruction based on the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by a minimum of 63 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Test

**Strategies**

1. Provide CRISS training to teachers not previously trained in the implementation of CRISS strategies and monitor the implementation of these strategies.
2. Provide additional tutoring to students identified as scoring among the lowest 25% in science. This will be accomplished by hiring certified teachers to work on an hourly basis to provide additional visits to the homes for one-to-one tutoring or additional conferencing calls on Saturdays.
3. Provide students who scored among the lowest 25% and Level 1 students with direct instruction in science skills delineated in the Sunshine State Standards.
4. Continue the work of the Academic Performance Committee to assist the teachers with the organization, management, facilitation, and implementation of instructional strategies as well as to provide follow-up support for students who scored among the lowest 25% and Level 1.
5. Develop and implement the use of an instructional focus calendar to guide instruction in science throughout the school year. Ensure that focus calendar emphasizes content areas of greatest need, based on analysis of FCAT results.
6. Emphasize content cluster areas of greatest need, as indicated by analysis of FCAT results, when developing instructional focus calendars. Monitor student progress on an ongoing basis by administering mini-assessments every three weeks. Align mini-assessments to the benchmarks on the instructional focus calendar.
7. Provide assistance to the community based and school based profoundly mentally handicapped students in the Sunshine State Standards for special diploma. Adaptive technology such as switches, computers, recognition software, and spatial alignment screens will be utilized as indicated on the Individualized Educational Plan.
8. Assign students individual science projects that require utilization of SSS Science skills for their completion.
9. Implement the Parents As Teachers Initiative for targeted students. Itinerant teachers will work closely with the parents of the identified students to provide them with technology based materials to extend instructional time beyond the time when the teacher is present.
10. Conduct training for parents in use of Riverdeep in conjunction with the Parents As Teachers Initiative.
11. Engage students and parents in teacher-guided hands-on Science activities for homebound students using Scott Foresman Lab Kits for grades K - 5. Select activities to address content areas of greatest need.

12. Provide Intensive Science Course for students in grades 8 and 11.

**Evaluation** The success of this objective will be assessed by the results of the 2008 FCAT Science Administration. Progress towards the attainment of the objective will be monitored using benchmark-linked mini-assessments and teacher generated assessments.

**Research-based Programs** Scott Foresman Science Elementary K-5, 2007 adoption, Glencoe Florida Science, Grades 6-8/Glencoe,McGraw Hill, Earth Science: Geology, The Environment, and the Universe/Glencoe,McGraw Hill,Physical Science With Earth Science/Glencoe,McGraw Hill, Chemistry: Matter and Change/Glencoe,McGraw Hill,Mastering the FCAT/Prentice Hall, Prentice Hall Biology/ Prentice Hall FCAT Prep Workbook With Content Review/ Holt, Rinehart and Winston Holt, Physics/Glencoe, McGraw Hill,Succeeding on the FCAT/ Amsco Preparing for FCAT Science, grades 8 & 10. PASS Integrated Science 1/Peoples Publishing Group, Measuring Up Science, grade 5, and 8.

**Professional Development** Professional development will be conducted during designated times and will be offered two hours per week, twice a month. Topics will include “Preparing for Science Standards,” “Elementary Science Inquiry Workshop,” “Various Activities for Science Instruction for ESE Student,” Literacy Through Science, using the electronic grade book, and the implementation of the Instructional Focus Calendar. In addition, teachers will be apprised of professional development opportunities provided by the Teacher Education Center, Florida Diagnostic and Learning Resources-South, and various district curriculum departments. Administration will select teachers to attend specific trainings based on teaching assignments, educational preparation, and ability to disseminate information acquired. Department wide trainings will be provided according to identified needs. Web-based information links such as Riverdeep will be identified by administration and disseminated via e-mail. CRISS training will be provided for teachers not previously trained in the implementation of CRISS strategies.

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**Highly Qualified Instructors** The teachers listed below hold the appropriate certification, but are not documented as highly qualified. The department chairs are working with these teachers individually to ensure that they become documented as highly qualified.

Carmen Rivera, employee number 276208, is certified in Social Science, teaches in the Homebound/Hospitalized program.

Kristi Scully, employee number 273886, is certified in Reading, teaches in the Homebound/Hospitalized program.

Angeline Vanloon, employee number 143932, is certified in Mathematics and ESOL, teaches in the Homebound/Hospitalized program.

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Scott Foresman Science Elementary K-5, 2007 adoption, Glencoe Florida Science, Grades 6-8/Glencoe, McGraw Hill, Earth Science: Geology, The Environment, and the Universe/Glencoe, McGraw Hill, Physical Science With Earth Science/Glencoe, McGraw Hill, Chemistry: Matter and Change/ Glencoe		0
Technology	Electronic Gradebook Teleconferencing		0
Professional Development	CRISS Training		0
Other			0
<b>Total:</b>			<b>\$0.00</b>

<b>Goal:</b>	Parental Involvement
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**Needs Assessment** Due to the unique structure of the program and the illnesses of students served in the Homebound/Hospitalized Instructional Program at Merrick Educational Center, the amount of instruction is limited in comparison to a regular school site. Based on input from parents and teachers, support and assistance are needed by parents to enable parents to reinforce skills introduced by the instructor.

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**Objective** Given an emphasis in parent involvement, parents will be directly involved in providing instructional support as evidenced by a minimum of 25 parents participating in the Parent as Teacher initiative.

**Strategies**

1. Identify students performing below grade level in the HHIP.
2. Offer participation in the "Parent as Teacher" initiative to the identified students and their families.
3. Instruct parents of identified students on the use of individually prescribed materials and resources to improve the students' academic performance. Teachers will also advise parents of curriculum content to provide them with the skills, knowledge, and confidence to support their child's education.
4. Monitor the progress of students and parents participating in this initiative.
5. Provide on-going support by the child's teacher to ensure that students are making adequate progress.
6. Implement procedures to include the "Parent as Teacher" initiative training in the course offerings of the Parent Academy.

**Evaluation** Twenty-five parents of the Hospitalized/Homebound students will participate in the "Parent As Teacher" Initiative as documented by the Academic Performance/ Case Conference Committee and/or enrollment in the appropriate Parent Academy Course or Parent Participation Logs.

**Research-based Programs** National Standards for Parent and Family Involvement Programs by the National PTSA.

**Professional Development** Professional development regarding the "Parent As Teacher" initiative will be conducted for teachers during designated times, as well as during Academic Performance/Case Conference Committee conferences. Itinerant teachers will provide instruction to parents on a one-to-one basis as part of the implementation of the "Parent As Teacher" initiative.

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<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	National Standards for Parent and Family Involvement Programs by the National PTSA.		0
Technology	Laptops for student use of instructional applications	Funding listed under Reading Objectives	0
Professional Development	Professional Development in implementation of "Parent As Teacher" initiative		0
Other			0
<b>Total:</b>			<b>\$0.00</b>

<b>Goal:</b>	Return on Investment
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**Needs Assessment**      The most recent data indicates that Merrick Educational Center is not ranked on the State Return on Investment (ROI) Index.

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**Objective**              When Merrick Educational Center enters the State ROI Index, it will be ranked at the 40th percentile or above.

**Strategies**             Strategies to lower the cost per weighted fulltime equivalent student:

1. Use technology-based instruction to extend instructional time per student.
2. Utilize District in-service training.
3. Provide tutoring by hourly personnel.

**Evaluation**            The next State of Florida ROI index publication, will indicate whether Merrick Educational Center is ranked at the 40th percentile or above.

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### SCHOOL ADVISORY COUNCIL

Yes  No      The majority of the SAC members are not employed by the school. The 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.

### SAC Involvement



The School Advisory Council (SAC), known in Miami-Dade County as the Educational Excellence School Advisory Council, is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345 F.S. (school improvement).

As required by School Board rule 6Gx13- 1B-1.031, teachers elect teacher representatives, parents elect parent representatives, and education support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The SAC membership must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

The SAC assists in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The SAC makes recommendations to the principal on the development of the school's annual budget.

Members of the School Advisory Council review and evaluate the School's Demographic Profile, FCAT Reports, the School Demographic and Academic Profile. The Council schedules meetings, notifies participants, and create agendas. The SAC members take up issues preminent to the school's mission such as academic progress, safety, instructional materials, and supplies. Parent involvement is an activity that the SAC is eminently involved.

Funds are utilized to support the implementation of the school improvement plan, purchase supplementary instructional materials and supplies, and provide incentives for parent participation. SAC funds can also be utilized to conduct conferences, seminars, events and activities to educate and inform families in subjects relating to supporting their child's unique educational needs.

The SAC makes recommendations to the principal on the development of the school's annual budget.

During the 2007 Open House Night, on an as needed basis, SAC parent members will be elected to replace those parent representatives whose children have left Merrick .

<b>FINAL BUDGET</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program (s)/Material(s)	Reading: My Reading Coach Software Mathematics: Grasp Math Writing: Holt, Rinehart and Winston Elements of Literature automatic prompt scoring Science: Scott Foresman Science Elementary K-5, 2007 adoption, Glencoe Florida Science, Grades 6-8/Glencoe,McGraw Hill, Earth Science: Geology, The Environment, and the Universe/Glencoe,McGraw Hill,Physical Science With Earth Science/Glencoe,McGraw Hill, Chemistry: Matter and Change/ Glencoe Parental Involvement: National Standards for Parent and Family Involvement Programs by the National PTSA.	Reading: IDEA Funds Available: \$17,500.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$17,500.00
Technology		Reading: IDEA Funds Available: \$24,000.00 Mathematics: listed under Reading Objectives Available: \$0.00 Writing: recorded under reading strategies Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Funding listed under Reading Objectives Available: \$0.00	\$24,000.00

	<p>Reading: Laptops for student use of instructional applications</p> <p>Electronic Gradebook Teleconferencing Mathematics: Laptops for student use with math instructional applications.</p> <p>Electronic Gradebook Teleconferencing Writing: Laptops for student use of instructional applications</p> <p>Electronic Gradebook Teleconferencing Science: Electronic Gradebook Teleconferencing Parental Involvement: Laptops for student use of instructional applications</p>		
Professional Development	<p>Reading: My Reading Coach Training</p> <p>Mathematics: CRISS Training Writing: CRISS Training Science: CRISS Training Parental Involvement: Professional Development in implementation of "Parent As Teacher" initiative</p>	<p>Reading: IDEA Funds Available: \$750.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00</p>	\$750.00
Other	<p>Reading: Mathematics: Writing: Science: Parental Involvement:</p>	<p>Reading: Available: \$0.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00</p>	\$0.00
.		<b>Total:</b>	<b>\$42,250.00</b>

**IMPLEMENTATION EVALUATION**

SAC will monitor the ongoing data collection in all SIP goals. Data will be analyzed and quarterly reports will be provided to the State. The Department of Education will provide site visits. A mid-year report will be to review provided to review progress of SIP goals.

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**Members****Signature**

- 1) Maria P. Corbin , SAC Chair
- 2) Elsie Fernandez , Union Steward
- 3) Raymond Martinez , Teacher
- 4) Ana Hernandez-Bravo , Teacher
- 5) Sue Weber , Teacher
- 6) Cheryl Mason , Teacher
- 7) Shirley Jenkins , School Support Personnel
- 8) Olga Perez , Parent
- 9) Nayiba Vanegas , Parent
- 10) Rosa Rodriguez , Parent
- 11) Myrna Hernandez , Parent
- 12) Mercedes Rodriguez , Parent
- 13) Luis Alvarez , Business Member
- 14) Deborah C. Wehking , Principal
- 15) Steve Quinn , Teacher
- 16) Laura Clayton , School Support Personnel
- 17) Danielle Graham , Parent
- 18) Jenny Reyes , Parent
- 19) Aida Ruffin , Parent
- 20) Denise Watkins , Parent

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