
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 9732 - Merrick Educational Center

FeederPattern: Specialized Educational Center

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Judith Slovin

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Merrick Educational Center

The Merrick Educational Center provides educational services to a diverse special student and alternative education population. This unique Special Education (SPED) Center School, located in Coral Gables, Florida, serves students across the entire school district in a variety of programs.

The School-Based Program for Profoundly Mentally Handicapped (SBPMH) students serves students residing in Region Center IV as well as selected students from adjacent regions. The Homebound/Hospitalized Instructional Program (HHIP) has three main delivery models: HHIP Itinerant, Teleclass, and Community Based Profound (CBPMH). The goal of the program is to enable students who are too medically fragile to attend school to remain current with their designated curriculum. They may enter and leave the program at any time as directed by the treating physician after eligibility is determined by a multi-disciplinary team. The Community Based Program for the Profoundly Mentally Handicapped provides instruction to all PMH students in the district who are too medically or physically fragile to participate in classroom instruction. Itinerant teachers and therapists implement the Individual Educational Plan in the home setting. The HHIP itinerant teachers provide instruction to students in grades K-12 who are following regular or special standards. The students are taught individually at home or in the hospital. Students who participate in the Teleclass component are in grades six through twelve and follow the general curriculum. Teachers provide course specific instruction to groups of students using teleconferencing bridges. Students served by the Alternative Telecommunications Center (ATC) program are those middle and high school pupils who have been determined to be unable to attend school due to extreme behavioral issues as evidenced by violations of the Code of Student Conduct. Students in the ATC population may be in grades 6 - 12. These students require teleclass based instruction in coursework that parallels that which is offered in their home schools as well as behavioral intervention.

Given instruction in the Sunshine State Standards or Sunshine State Standards for Special Diploma, 51% of the students participating in the 2007 FCAT or Alternate Assessment in grades three through ten will score at Level 3 or above in reading.

Given instruction in the Sunshine State Standards or Sunshine State Standards for Special Diploma, 56% of the students participating in the 2007 FCAT or Alternate Assessment in grades three through ten will score at Level 3 or above in mathematics.

Given instruction in the Sunshine State Standards or the Sunshine State Standards for Special Diploma, 64% of the students participating in the 2007 FCAT will score a 3.5 or above in writing or a 3.0 or above in the Alternate Assessment.

Given instruction in the Sunshine State Standards or Shine State Standards for a Special Diploma, 25% of the students participating in the 2007 FCAT or Alternative Assessment in grade eleven will score at Level 3 or above in science.

Given an emphasis in parent involvement, parents will be directly involved in providing instructional support as evidenced by a minimum of 20 parents participating in the "Parents As Teachers" Initiative.

Given the student population served by Merrick Educational Center, 80% of eligible staff will participate in a training session about Bloodborne Pathogens, methods of transmission and prevention as well as symptomology.

Given information regarding the use of technology based instruction, 50 students will use these opportunities as evidenced by documentation of student use of selected software programs.

Given the medically fragile nature of the population in the School Based Profoundly Mentally Handicapped (SB/PMH) Program at Merrick Educational Center, 80% of the classroom teachers, special area teachers and paraprofessionals will participate in a first aid and CPR training offered by the District.

Given an emphasis on structured socialization and communication, students will participate in regularly scheduled special activities designed to promote these skills as evidenced by attendance at these events.

During the 2006-2007 school year Merrick Educational Center will monitor the value and cost effectiveness of its programs, based on per pupil expenditure.

Through the provision of specialized programs designed to meet the unique needs for a diverse and fluid population, the staff of the Merrick Educational Center works diligently to successfully attain its mission. The Organizational Performance Improvement Snapshot was completed by 99% of the staff. While 86 % of the staff who responded were in agreement, the most significant area that presents an opportunity for improvement is the statement that measures how well the work location is doing financially. To address this issue, the administration will provide an overview of the budget at a staff meeting. Three other areas were equivalent as secondary concerns. They were: "My work location asks me what I think.", "My work location removes things that get in the way of progress." and "As it plans for the future, my work location asks for my ideas." To address these issues, a suggestion box will be placed in the staff lounge. In addition, staff will be encouraged to e-mail administrators with suggestions and comments regarding the operation of the school and its programs. They will be asked to identify any barriers to instruction and provide alternatives to resolve these issues.

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.

Merrick Educational Center

VISION

Stepping from within to the vast expanses of our universe makes the education process as important as the air we breathe. Baby steps to great steps into the future, we will remove the barriers to provide an exemplary educational experience for the children.

MISSION

The mission of the Merrick Educational Center is to provide a quality educational program in order to maximize the potential of the exceptional students we serve. Individualized instruction in the school and in the home 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 to ensure that the skills taught by the instructional staff can be maintained and/or expanded in the home setting.

CORE VALUES

The instruction at Merrick Educational Center is driven by the belief that every student, no matter how medically or cognitively impaired, can learn and acquire meaningful skills.

School Demographics

The demographics of the student population of the Merrick Educational Center fluctuates daily due to the highly transient nature of the Homebound/Hospitalized Instructional Program, which is the school's largest program. Students are determined eligible for and are placed in this program due to severe and debilitating medical conditions that preclude school attendance. The enrollment ranges between 150 and 600 students in the Itinerant, Community Based PMH and Teleclass delivery models. Students in these delivery systems can be in grades Prekindergarten through 12. They can enter and leave Merrick at any time based upon the recommendations of their treating physicians. It is, therefore, impossible to predict who will participate in the program and how long these services will be needed. The Alternative Telecommunications program serves between 10 and 40 students at any given time. Enrollment in this program is the result of placement decisions determined by the Office of Alternative Education. The most stable population is that of the School Based Profoundly Mentally Handicapped program as these students reside in neighborhoods served by this Special Education Center School.

School Foundation

Leadership:

Leadership at Merrick Educational Center is provided by the school's leadership team. Members of the team include the Principal, Assistant Principals, Department Chairpersons, Reading Coach, Math Coach, and Program Specialist. All challenges presented by this unique center school are discussed to determine appropriate resolutions. Current school procedures and practices are reviewed and refined. Recommendations for expenditures of school funds are prioritized. Professional development and curriculum sequencing are planned for integration with the school goals. This team, which meets at least twice a month, analyzes data collected from benchmark assessments.

District Strategic Planning Alignment:

All activities of the Merrick Leadership Team are aligned to the district's strategic plan. There is an intense focus on student achievement, parent engagement in the teaching/learning process, and recruitment of highly qualified staff.

Stakeholder Engagement:

The Educational Excellence School Advisory Council (EESAC) 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). This committee is comprised of administrative staff, instructional staff, support staff, parents, and community members. The EESAC makes recommendations to the principal on the development of the school's annual budget.

Members of the EESAC review and evaluate the School's Demographic Profile and the FCAT Reports. The Council Chairperson schedules meetings, notifies participants, and creates agendas. The EESAC members take up issues preeminent to the school's mission such as academic progress, safety, instructional materials, and supplies. One of the critical issues addressed by the EESAC is parent involvement. The EESAC assists in the planning of the Open House.

Faculty & Staff:

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, and custodial staff. Contracted nursing and respiratory therapy services are provided to school based students who require this assistance to access their education. All instructional staff are certified. The Merrick Educational Center staff is comprised of a total 69 full-time professional staff members and administration, 28 faculty members have Master's Degrees, 2 have Educational Specialist's Degree, and 3 have Doctoral Degrees. A total of 6 new teachers have joined Merrick Educational Center's staff, all of whom are beginning teachers. Four of the new teachers are assigned to the HHIP Itinerant Program, one to School Based Profoundly Mentally Handicapped Program, and one is assigned to the Teleclass Program. Retired teachers may be hired on an hourly basis to provide itinerant instructional services to HHIP students.

Data/Information/Knowledge Management:

The Merrick Educational Center staff makes extensive use of the information in the data warehouse through WSPI, Cognos, and Control-D report viewer. In addition, an extensive data base of HHIP student information is maintained at the site to enable staff to track enrollment and manage the instructional program. There is also a site developed scheduling program for the Teleclass and Itinerant programs to facilitate academic programming. IEP goals of special education students are monitored to ensure that students are progressing according to their priority educational needs. The PMRN and Edusoft is used to maintain data from the DIBELS, ORF, and MAZE. The DAR is kept in the student's cumulative folder.

Education Design:

Merrick Educational Center employs the Continuous Improvement Model (CIM) to develop its education design. This eight-step process begins with the analysis of prior FCAT scores for the school and the district. An instructional focus calendar for teachers is developed and aligned to mini-assessments in reading, math, writing, and science. Research based instructional materials and strategies are used to improve student performance. Data from mini-assessments, the DIBELS, ORF, DAR, MAZE, KTEA, and the Woodcock Johnson are reviewed by the Leadership Team to provide guidance as well as curriculum adjustments. The Academic Performance/Case Conference Committee addresses individual student issues related to academic performance and acquisition of skills. This committee assists the teachers with the organization, management, facilitation, and implementation of instructional strategies as well as follow-up support. Participation in the "Parents as Teachers" initiative also emanates from this committee.

Performance Results:

The Fall 2006 Organizational Performance Improvement Snapshot (OPIS) was completed by 99% of the Merrick Educational Center Staff with 86% of the responses in agreement. An analysis of item results reveals that staff needs additional information regarding financial issues.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

Students will acquire the reading skills, competencies, and knowledge to master Sunshine State Standards.

Needs Assessment

The final data for Merrick Educational Center is not available for most grade levels because of the small number of accountable students following regular Sunshine State Standards in grades 3 through 10 who participated in the most recent administration of the FCAT. In addition, due to the highly transient nature of the HHIP population, a very small percentage of accountable students who did participate in the spring 2006 administration of the FCAT returned to Merrick Educational Center for the 2006-2007 school year. Since Merrick Educational Center receives its HHIP student population from all schools in the district, the districtwide FCAT achievement data forms the basis of the instructional focus calendar. The disaggregation of this data drives the decisions related to the priorities evident in the creation of this critical instructional tool.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards or Sunshine State Standards for Special Diploma, 51% of the students participating in the 2007 FCAT or Alternate Assessment in grades three through ten will score at Level 3 or above in reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement CRISS strategies to improve critical thinking, reading and writing skills.	Principal, Assistant Principal, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
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 the students representing the lowest 25% and Level 1.	Principal, Assistant Principal, Reading Coach	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Implement the Academic Performance/Case Conference 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.	Principal, Assistant Principal, Reading Coach, Math Coach, Psychologist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide students representing the lowest 25% and Level 1 with increased direct instruction in reading skills delineated in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Implement the "Parents as Teachers" initiative for students representing the lowest 25% and Level 1. The staff of Merrick Educational Center will work closely with parents to provide them with prescriptive educational materials with teacher's on-going support in monitoring the use of materials as well as following the student's progress.	Principal, Assistant Principal, Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00

Provide students representing the lowest 25% and Level 1 the district approved core reading program (Basal) to enhance skills as well as other researched-based programs to improve FCAT skills.	Principal, Assistant Principal, Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide low performing students who are participating in the general curriculum additional tutoring sessions, either individually in the home or in a teleclass session with a certified teacher providing the instruction.	Principal, Assistant Principal, Reading Coach	08/14/06	05/30/07	District-wide literacy plan	\$13000.00
Provide parents with research based materials and resources (My Reading Coach, Riverdeep, FCAT Explorer) that will allow students to work at home on targeted skills. As funds permit, students who do not have access to computers in their homes will be provided the equipment needed to utilize My Reading Coach, FCAT Explorer and Riverdeep, as appropriate.	Principal, Assistant Principal, Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$6000.00
Provide students with disabilities instruction according to student's IEP including the use of adaptive technology such as switches, computers, speech recognition software, Braille, and spatial alignment screens.	Principal, Assistant Principal, SPED Teachers	08/14/06	05/30/07	District Strategic Plan	\$10000.00
Provide economically disadvantaged students the necessary technological tools such as computers, instructional software, and speakerphones.	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$3000.00
Provide specially designed instruction in the Sunshine State Standards for Special Diploma as delineated in the IEP of students participating in the Alternate Assessment.	Principal, Assistant Principal, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct periodic assessment of student's proficiency and mastery of Reading to determine student progress.	Principal, Assistant Principal, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Develop and implement an Instructional Focus Calendar designed to remediate and enhance student reading performance on FCAT benchmarks.	Principal, Assistant Principals, Reading Coach	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Assess each individual student's ability in the five components of reading (Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency) and	Principal, Assistant Principals, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00

specifically address the areas needing improvement.	
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Research-Based Programs

Riverdeep/Holt, Rinehart and Winston Elements of Literature/My Reading Coach/ Houghton Mifflin Core Reading Program, Legacy to Literacy/ www.bookadventure.com. www.eduplace.com /FCAT Explorer/Globe Fearon Quick Reads,Levels A-F/Passport Voyager's Reading Intervention Program, Levles A & C/SRA Specific Skills Series/Reading for Understanding SRA/Curriculum Associates CARS/STARS Program, Passageways, Making Reading Connections,Essentials in Reading, Milestones in Reading/Houghton Mifflin, Reading and Writing Source Book/ 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 Readers/CRISS Strategies/ People's Publishing Group Measuring Up, Levels C, D,E,F,G,H/, Houghton Mifflin, Soar to Success Intervention Program/Houghton Mifflin, Early Success Intervention Program/Jamestown Publishing, Timed Readings/ FCRR Activities for Phonemic Awareness, Phonics, Vocabulary, Fluency & Comprehension.

Professional Development

Site-based professional development is conducted during staff and department meetings. Topics 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, implementation of My Reading Coach as well as administration of the DIBELS, ORF, DAR, and MAZE. In addition, teachers are apprised of inservice training opportunities provided by the Teacher Education Center, Florida Diagnostic and Learning Resources-South, and various district curriculum departments. Professional development opportunities provided by the district are accessible on the Professional Development Menu and Registration System. In addition, administration selects teachers to attend specific trainings based on teaching assignment, educational preparation and ability to disseminate information acquired. Department wide trainings are provided according to identified needs. Web-based information links are identified by administration and disseminated via e-mail.

Evaluation

The success of these objectives will be assessed on the 2007 FCAT or Alternate Assessment. Progress towards the attainment will be monitored using mini-assessments as well as the results of the DIBELS, ORF, DAR, MAZE and teacher generated assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Students will acquire the mathematics skills, competencies, and knowledge to master Sunshine State Standards.

Needs Assessment

The final data for Merrick Educational Center is not available for most grade levels because of the small number of accountable students following regular Sunshine State Standards in grades 3 through 10 who participated in the most recent administration of the FCAT. In addition, due to the highly transient nature of the HHIP population, a very small percentage of accountable students who did participate in the spring 2006 administration of the FCAT returned to Merrick Educational Center for the 2006-2007 school year. Since Merrick Educational Center receives its HHIP student population from all schools in the district, the districtwide FCAT achievement data forms the basis of the instructional focus calendar. The disaggregation of this data drives the decisions related to the priorities evident in the creation of this critical instructional tool.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards or Sunshine State Standards for Special Diploma, 56% of the students participating in the 2007 FCAT or Alternate Assessment in grades three through ten will score at Level 3 or above in mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Academic Performance/Case Conference Committee to assist the teachers with the organization, management, facilitation, and implementation of instructional strategies, as well as provide follow-up support.	Principal, Assistant Principal, Reading Coach, Math Coach, Psychologist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide students with disabilities instruction according to student's IEP including use of adaptive technology such as switches, computers, speech recognition software, Braille, and spatial alignment screens.	Principal, Assistant Principal, SPED Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide economically disadvantaged students the necessary technological tools such as computers, instructional software, and speakerphones.	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
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 mathematics programs, provide follow-up support for professional development, assist teachers to analyze assessment data, and make instructional recommendations for the students representing the lowest 25% and Level 1.	Principal, Assistant Principal, Math Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00
Offer low performing students and retained students who are participating in the general curriculum receive additional tutoring sessions, either individually in the home or in a teleclass session with a certified teacher providing the instruction.	Principal, Assistant Principal, Math Coach	08/14/06	05/30/07	District Strategic Plan	\$12000.00
Implement the "Parents as Teachers" Initiative. Parents are provided with prescriptive educational materials with a	Principal, Assistant Principal, Math Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00

<p>teacher's on-going support in monitoring the use of the materials as well as following the student's progress. Parents will be provided with research based materials and resources (Riverdeep, FCAT Explorer) that will allow students to work at home on targeted skills. As funds permit, students who do not have access to computers in their homes will be provided the equipment needed to utilize FCAT Explorer and Riverdeep, as appropriate.</p>					
<p>Provide specially designed instruction in the Sunshine State Standards for Special Diploma as delineated in the IEP of students participating in the Alternate Assessment.</p>	<p>Principal, Assistant Principal, Teachers</p>	<p>08/14/06</p>	<p>05/30/07</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Providing diagnostic/prescriptive instruction using concrete, representations, and abstract approaches to low performing students.</p>	<p>Principal, Assistant Principal, Math Coach, HHIP Itinerant Teachers, Teleclass Teachers</p>	<p>10/15/06</p>	<p>05/30/07</p>	<p>District Strategic Plan</p>	<p>\$18000.00</p>
<p>Provide periodic assessment of mathematics to determine student progress.</p>	<p>Principal, Assistant Principals, Math Coach, Teleclass Teachers, HHIP Teachers</p>	<p>08/14/06</p>	<p>05/30/07</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Implement the use of CRISS strategies in mathematics classes to support critical thinking and to assist in the analysis of word problems.</p>	<p>Principal, Assistant Principals, Math Coach, HHIP Itinerant Teachers, Teleclass Teachers</p>	<p>08/14/06</p>	<p>05/30/07</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Develop and implement an Instructional Focus Calendar geared to remediate and enhance student math performance on FCAT benchmarks.</p>	<p>Principal, Assistant Principals, Math Coach</p>	<p>08/14/06</p>	<p>05/30/07</p>	<p>Continuous Improvement Model</p>	<p>\$0.00</p>

Research-Based Programs

Scott Foresman-Addison Wesley Florida Mathematics, Grades K-5/ Holt Middle School Mathematics Florida Edition, Grades 6,7,8/ 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 Skills & Sunshine State Standards Test Booklet, Homework Practice Workbook/ McDougal Littell Concepts & Skills & Practice Workbook, Sunshine State Standards Test Booklet/Riverdeep/FCAT Explorer/Attainment Software Money , Basic Math, Telling Time, Measurement, etc./Scientific Research & Associates Spectrum Math/Amsco School Publications Preparing for FCAT Mathematics Grades 8 & 10 (Intensive)/ Reviewing Mathematics Grades 6-12/L & M Instructional Resources FCAT Skills Practice Grade 8 & 10/CRISS, People's Publishing Group, Measuring Up, Levels C, D, E, F, G, H/MOVING with MATH Intervention Programs by Math Teachers Press, Inc.

Professional Development

Professional development is conducted during staff and department meetings focusing on school developed Scope & Sequence and Spiral Planning targeted to the unique needs of students participating in HHIP. Topics include the "Parents as Teachers" Initiative, implementation of the Instructional Focus Calendar, implementation of Riverdeep and FCAT Explorer for students in HHIP, use of mini-assessments, use of assessments in the Scott Foresman's Mathematics Program, Prentice-Hall, Glencoe, and McDougall Littell. In addition, teachers are apprised of inservice training opportunities provided by the Teacher Education Center, Florida Diagnostic and Learning Resources-South, and various district curriculum departments. Professional development opportunities provided by the district are accessible on the Professional Development Menu and Registration System. Administration selects 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 special relations. Web-based information links are identified by administration and disseminated via e-mail.

Evaluation

The success of these objectives will be assessed on the 2007 FCAT or Alternate Assessment. Progress towards the attainment of the objective will be monitored using mini assessments and teacher generated assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

The students will acquire the writing skills, competencies, and knowledge to master Sunshine State Standards.

Needs Assessment

The final data for Merrick Educational Center is not available for most grade levels because of the small number of accountable students following regular Sunshine State Standards in grades 3 through 10 who participated in the most recent administration of the FCAT. In addition, due to the highly transient nature of the HHIP population, a very small percentage of accountable students who did participate in the spring 2006 administration of the FCAT returned to Merrick Educational Center for the 2006-2007 school year. Since Merrick Educational Center receives its HHIP student population from all schools in the district, the districtwide FCAT achievement data forms the basis of the instructional focus calendar. The disaggregation of this data drives the decisions related to the priorities evident in the creation of this critical instructional tool.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards or the Sunshine State Standards for Special Diploma, 64% of the students participating in the 2007 FCAT will score a 3.5 or above in writing or a 3.0 or above in the Alternate Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement CRISS to assist students in developing writing skills that reflect critical thinking.	Principal, Assistant Principal, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer monthly writing prompts.	Principal, Assistant Principal, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide additional instruction to low performing HHIP students who are participating in the general curriculum and have been retained by providing additional instructional sessions with the teacher.	Principal, Assistant Principal, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the Holt, Rhinehart, & Winston Internet Writing Prompt with automatic scoring for students in grades 6 – 12.	Principal, Assistant Principals, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide specially designed instruction in the Sunshine State Standards for Special Diploma as delineated in the IEP of students participating in the Alternate Assessment.	Principal, Assistant Principal, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Riverdeep/Holt, Rinehart and Winston Elements of Literature/My Reading Coach, Basal Readers/Houghton Mifflin Core Reading Program/FCAT Explorer/Quick Reads/Voyager's Passport/SRA Specific Skills Series/Curriculum Associates CARS/STARS Program/CRISS Writing Strategies/Houghton Mifflin Reading & Writing Source Book, Florida Writes

Professional Development

Professional development is conducted during staff and department meetings. Topics include the Parents as Teachers Initiative, implementation of the Instructional Focus Calendar, and a representative of Holt Rhinehart and Winston will conduct an on-site training on the use of their automated, web-based FCAT writing prompt programs. In addition, teachers are apprised of inservice training opportunities provided by the Teacher Education Center, Florida Diagnostic and Learning Resources-South and various district curriculum departments. Professional development opportunities provided by the district are accessible on the Professional Development Menu and Registration System. Administration selects teachers to attend specific trainings based on teaching assignments, educational preparation, and ability to disseminate information acquired. Department wide trainings emphasizing construction of narrative, expository, and persuasive essays. Teachers will be provided on-site trainings on the proper use of the scoring rubric. Web-based information links are identified to teachers for the implementation of CRISS strategies to help their students build understanding.

Evaluation

The success of this objective will be assessed on the 2007 FCAT. Progress will be monitored using monthly writing prompts and Internet-based writing prompts. Teacher generated assessments will also be implemented.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will acquire the science skills, competencies and knowledge to master the Sunshine State Standards.

Needs Assessment

The final data for Merrick Educational Center is not available for most grade levels because of the small number of accountable students following regular Sunshine State Standards in grades 3 through 10 who participated in the most recent administration of the FCAT. In addition, due to the highly transient nature of the HHIP population, a very small percentage of accountable students who did participate in the spring 2006 administration of the FCAT returned to Merrick Educational Center for the 2006-2007 school year. Since Merrick Educational Center receives its HHIP student population from all schools in the district, the districtwide FCAT achievement data forms the basis of the instructional focus calendar. The disaggregation of this data drives the decisions related to the priorities evident in the creation of this critical instructional tool.

Measurable Objective

Given instruction in the Sunshine State Standards or Shine State Standards for a Special Diploma, 25% of the students participating in the 2007 FCAT or Alternative Assessment in grade eleven will score at Level 3 or above in science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create science tutorial sessions for grades 8 & 11 in order to provide additional instruction targeting Teleclass SSS Science skills in the home or in a teleclass session.	Principal, Assistant Principal, Teleclass Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create and implement an Instructional Focus Calendar for Science.	Principal, Assistant Principal, Math Coach	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Assign students individual science projects that required utilization of SSS Science skills for their completion.	Principal, Assistant Principals, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement CRISS strategies with science content in order to enhance learning in science concepts and amplify students' understanding, knowledge, and applications of science disciplines.	Principal, Assistant Principal, Reading Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Conduct benchmark mini-assessments according to the instructional focus calendar.	Principal, Assistant Principals, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Monitor results of assessments given to align instruction	Principal, Assistant Principals, Math Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott Foresman Science Elementary K-5/ Silver Burdett, Ginn Science Horizons, Grades 1-5/Scott Foresman, Discover the Wonder, Grades 1-5/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.

Professional Development

Professional development is conducted during staff and department meetings. Topics include the “Preparing for Science Standards,” “Elementary Science Inquiry Workshop,” “Various Activities for Science Instruction for ESE Student,” and the implementation of the Instructional Focus Calendar. In addition, teachers are apprised of inservice training opportunities provided by the Teacher Education Center, Florida Diagnostic and Learning Resources-South, and various district curriculum departments. Professional development opportunities provided by the district are accessible on the Professional Development Menu and Registration System. Administration selects teachers to attend specific trainings based on teaching assignments, educational preparation, and ability to disseminate information acquired. Department wide trainings are provided according to identified needs. Web-based information links such as Riverdeep are identified by administration and disseminated via e-mail. Provide CRISS training to teachers for the implementation of CRISS strategies to help their students build understanding.

Evaluation

The success of this objective will be assessed on the 2007 FCAT or Alternate Assessment. Progress towards the attainment of the objective will be monitored using mini assessments and teacher generated assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

Parents will become engaged in the education process to ensure that the knowledge and skills acquired in school are maintained and/or expanded in the home setting.

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 educational 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 reinforce skills introduced by the instructor.

Measurable Objective

Given an emphasis in parent involvement, parents will be directly involved in providing instructional support as evidenced by a minimum of 20 parents participating in the "Parents As Teachers" Initiative.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify student's performing below grade level in the HHIP.	Principal, Assistant Principals, Psychologist, Student Services Department Chair	08/14/06	5/30/07	District Strategic Plan	\$0.00
Instruct parents on the use of individually prescribed materials and resources to improve the student's academic performance. Teachers will also advise parents of curriculum content to provide them with the skills, knowledge, and confidence to further their child's education.	Principal, Assistant Principals, HHIP Itinerant, Teleclass Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Monitor the progress of students and parents participating in this initiative.	Principal, Assistant Principal, Psychologist, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide on-going support to ensure that students are making adequate progress.	Principal, Assistant Principals, HHIP Itinerant Teachers, Teleclass Teachers, Psychologist	08/14/06	5/30/07	District Strategic Plan	\$0.00
Explore the procedure to include "Parent As Teacher" initiative training in course offerings of the The Parent Academy.	Principal, Assistant Principals, Parent Academy Liaison	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct a parent information presentation regarding the use of technology with Merrick students as a component of the Open House.	Principal, Assistant Principals, Merrick Department Chairpersons, Distance Learning staff	10/5/2006	10/6/2006	District Strategic Plan	\$1300.00

Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA.

Professional Development

Professional development regarding the "Parents As Teachers" initiative is conducted during staff and department meetings as well as during the Academic Performance/Case Conference Committee. In addition, teachers are apprised of in-service training opportunities provided by the Teacher Education Center, Florida Diagnostic and Learning Resources-South, and various district curriculum department. Professional development opportunities provided by the district are accessible on the Professional Development Menu and Registration System. Administration selects teachers to attend specific trainings based on teaching assignments, educational preparation and ability to disseminate information acquired. Department wide training is provided according to identified needs. Web-based information links are identified by administration and disseminated via-mail. Teachers will also become familiarized with the Parent Academy and the Office of Parental Involvement of Miami-Dade County Public Schools.

Evaluation

Twenty parents of the Homebound/Hospitalized students will participate in the "Parents as Teachers" Initiative as documented by the Academic Performance/Case Conference Committee and/or enrollment in the appropriate Parent Academy course.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Staff will take precautionary measures to protect themselves and others from exposure to bloodborne pathogens including Hepatitis B and Hepatitis C.

Needs Assessment

Occupational exposure to bloodborne pathogens is an important public health concern. Due to the medical conditions of students enrolled at Merrick Educational Center and the environment in which teachers at times find themselves in, our school has been determined to be a site where teachers and staff are more at risk than others of becoming exposed to bloodborne pathogens.

Measurable Objective

Given the student population served by Merrick Educational Center, 80% of eligible staff will participate in a training session about Bloodborne Pathogens, methods of transmission and prevention as well as symptomology.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development training to staff by District personnel on the proper procedures to be followed in order to prevent contracting bloodborne diseases.	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify by job code, teachers and staff at Merrick Educational Center who will participate in a bloodborne pathogens workshop as determined by Miami-Dade County Public Schools Office of Risk and Benefits Management.	Principal, Assistant Principal	08/14/06	5/30/07	District Strategic Plan	\$0.00
Provide vaccinations for staff members on a voluntary basis.	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Bloodborne Pathogens training workshop.

Evaluation

Eighty percent of identified staff will participate in the training as documented in the Staff Attendance Log.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Increase student use of technology based instruction to enhance academic skills.

Needs Assessment

Expanded use of technology based instruction can be used to increase the limited instructional time provided to HHIP students.

Measurable Objective

Given information regarding the use of technology based instruction, 50 students will use these opportunities as evidenced by documentation of student use of selected software programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parents with information on available instructional technologies and their methods of implementation.	Principal, Assistant Principal, Reading Coach, Math Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00
Instruct parents and students on the use of My Reading Coach, Educational Options, FCAT Explorer, Riverdeep, Attainment Software, and other available software and websites.	Principal, Assistant Principals, Reading Coach, Math Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify and enroll students requiring course recovery for graduation in distance learning courses,if appropriate.	Principal, Assistant Principals, Counselor, Distance Learning staff.	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Provide and instruct parents on the use of prescriptive technological resources/programs that will allow students to work individually on targeted skills at home.	Principal, Assistant Principals, Reading Coach, Math Coach, HHIP Itinerant Teachers, Teleclass Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide parents and students on-going support in monitoring the use of the resources.	Principal, Assistant Principals, HHIP Itinerant Teachers, Teleclass Teachers, Microsystems Technician	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Instructional CD-Roms are available with State-Adopted textbooks, FCAT Explorer, Riverdeep, My Reading Coach, Distance Learning, eBooks (offered by MDCPS), Homework Helper, Virtual Literacy, and other interactive educational software and websites are provided to parents, teachers and students.

Professional Development

Professional development opportunities provided by the district are accessible on the Professional Development Menu and Registration System.

Evaluation

A total of 50 students will use technology based instruction as evidenced by program based documentation in FCAT Explorer, Riverdeep, My Reading Coach and Educational Options (Distance Learning).

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Staff will be trained in first aid techniques and cardio-pulmonary resuscitation procedures in order to provide assistance during a medical emergency at school.

Needs Assessment

The need to be aware of first aid techniques and cardio-pulmonary resuscitation (CPR) is important in maintaining a safe environment for our school based students. Due to the medical needs of our population, it might be necessary to provide assistance during a medical emergency. In the past, some school based staff have had first aid and CPR training provided by the District or a community agency.

Measurable Objective

Given the medically fragile nature of the population in the School Based Profoundly Mentally Handicapped (SB/PMH) Program at Merrick Educational Center, 80% of the classroom teachers, special area teachers and paraprofessionals will participate in a first aid and CPR training offered by the District.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff with professional development training that focuses on first aid techniques.	Principal, Assistant Principal, PMH Department Chair	08/14/06	5/30/07	District Strategic Plan	\$0.00
Provide staff with professional development training in CPR.	Principal, Assistant Principal, PMH Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide staff with emergency medical procedures that can be posted in the classroom.	Principal, Assistant Principal, PMH Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Curriculum of the American Heart Association for the Heart Saver First Aid Program.

Professional Development

District training on first aid techniques and cardio-pulmonary resuscitation.

Evaluation

A staff Attendance log for first aid/CPR in-service and completion of CPR certification requirements will serve as a record of participation.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Students will participate in regularly scheduled special activities designed to promote communication and socialization with staff and parents.

Needs Assessment

Due to their fragile medical and physical conditions, PMH students do not have many opportunities to engage in activities that promote social and communication skills. In order to facilitate parent involvement in their child's education, structured activities with emphasis in communication and socialization will be planned.

Measurable Objective

Given an emphasis on structured socialization and communication, students will participate in regularly scheduled special activities designed to promote these skills as evidenced by attendance at these events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Determine calendar of special activities for SBPMH students.	Principal, Assistant Principal, PMH Department Chair	10/01/06	05/30/07	District Strategic Plan	\$0.00
Assign planning responsibilities for each activity.	Principal, Assistant Principal, PMH Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop and conduct each special activity as scheduled.	Principal, Assistant Principals, PMH Department Chair, PMH Teachers, PMH Paraprofessionals	10/01/06	05/30/07	District Strategic Plan	\$1500.00
Monitor socialization, communication, and attendance at special events.	Principal, Assistant Principal, PMH Department Chair, PMH Teachers	10/01/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

A staff and parent Attendance Log for each special activity will serve as a record of participation.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Merrick Educational Center will examine the value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicates that Merrick Educational Center is not ranked on the State of Florida ROI index.

Measurable Objective

During the 2006-2007 school year Merrick Educational Center will monitor the value and cost effectiveness of its programs, based on per pupil expenditure.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor utilization of My Reading Coach.	Principal, Assistant Principal, Reading Coach, Distance Learning Staff	08/14/06	5/30/2007	District Strategic Plan	\$0.00
Monitor achievement of students using My Reading Coach.	Principal, Assistant Principals, Reading Coach, Distance Learning staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

The school's Educational Excellence School Advisory Committee (EESAC) members will receive budget training as it relates to planning, implementing, and monitoring the school improvement plan.

Evaluation

EESAC will monitor the school improvement plan to determine progress.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The EESAC determines priorities and makes recommendations for the expenditure of school funds. The committee focuses its budget recommendations on activities that support the SIP, parent involvement, student activities, and academic performance.

Training:

The EESAC recommends professional development and parent training to support the implementation of the SIP. In addition, the EESAC will receive refresher training in school budget documents.

Instructional Materials:

The EESAC reviews research based instructional materials and makes recommendations for the purchase of materials to support implementation of the SIP and Sunshine State Standards for a Special Diploma.

Technology:

The EESAC incorporates and supports Technology Night for Parents with the Open House Staff/Parent Dinner.

Staffing:

The EESAC considered the effect of the SIP on staff responsibilities. At this time, no full time additional staff positions are required to implement the SIP.

Student Support Services:

The Student Services Department provides parent information sessions at planned parent activities.

Other Matters of Resource Allocation:

The EESAC recommended that release time for staff members to assist in EESAC SIP activities be provided through the use of substitute days when needed and appropriate.

Benchmarking:

Benchmarking activities recommended by the EESAC include evaluation of mini-assessment results; analysis of DIBELS, ORF, DAR, and MAZE results from the PMRN; parent attendance at the Open House, achievement of IEP goals, and attainment of appropriate Sunshine State Standards.

School Safety & Discipline:

Selected members of EESAC serve on the school safety committee and on the critical incident response team. Due to the nature of the students attending Merrick Educational Center, discipline is not an issue.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$32,000.00
Goal 2: Mathematics	\$30,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$1,300.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$5,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,500.00
Goal 10: Return On Investment	\$0.00
Total:	\$69,800.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent