

Halifax Behavioral Services

841 JIMMY ANN DR, Daytona Beach, FL 32117

<http://myvolusiaschools.org/halifax-behavioral-services/pages/department-contacts-.aspx>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	54%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Halifax Behavioral Services

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Day Treatment Program at Halifax Behavioral Services is to provide our students with the technology, materials and specialized instruction necessary to support engaging instruction with the goal of creating empowered students capable of blending academic skills and mental health acuity

b. Provide the school's vision statement.

Our vision is to unify Halifax Health Services and Volusia County Schools to facilitate student success based upon curriculum based assessments, digital instructional materials and student participation.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Students are admitted to the Day Treatment Program through a medical referral process and parent agreement. Each student has a Bio-psychosocial History completed that becomes part of their medical records which the school administrator and teachers review. This information is used in conjunction with student academic history to develop an Individual Education Plan for each student for the duration of their treatment period.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Day Treatment Program is a collaborative effort between Halifax Health Services and Volusia County Schools. Prior to entering the building, each student has to check in their possessions. Each student is assigned a Licensed Mental Health Therapist who creates a medical treatment plan based on the student's mental health history. Each student is given an opportunity to provide their input on triggers for their behaviors and preferred calm-down methods. Students are provided breakfast, snack and lunch. Classroom teachers and Halifax Behavioral staff provide supervision to students until parents or non-emergency medical transportation arrive to pick students up. All students are allowed to request time with their therapist to discuss feelings that are effecting their well-being. In addition, students are only allowed to share first names with each other in an effort to protect confidentiality.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Day Treatment Program utilizes a behavior management plan that is based on 10-minute intervals. Upon admission to the program, students are provided an orientation on the point system. Points are awarded to students for meeting behavioral goals including completing classroom assignments. At the end of the week, students are given the opportunity to shop with their points from a school store. Elementary students are able to earn bonus dollars in addition to their school points. Secondary students are able earn additional points through earning a C or higher on academic

quizzes and tests. Each teacher at the Day Treatment Program is certified in Exceptional Student Education. Training is provided to paraprofessionals through both Halifax Health and Volusia County Schools.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Each student admitted to the Day Treatment Program has an individual medical treatment plan developed for them based upon their current medical diagnosis. Each student is provided a minimum of 2 hours daily of mental health counseling, weekly appointments with their psychiatrist, and bi-monthly family therapy sessions. Classroom teachers and therapists collaborate daily on student progress and planned interventions.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Each student admitted to the Day Treatment Program agrees to the attendance requirements which is above 90% attendance. Daily attendance is monitored through Volusia County Schools and Halifax Behavioral Services. Failure to attend the program on a daily basis is reviewed with the student's psychiatrist and discharge from program can be ordered on the basis that program effectiveness is compromised. Student behavioral concerns are monitored through Halifax Behavioral Services due to the nature of this program. School suspensions are extremely rare, student discipline is typically addressed through program restrictions. Classroom teachers meet weekly through a Professional Learning Community to monitor student academic progress. Individual pacing through the curriculum is addressed as needed. Remediation is provided to students and opportunities to retake assessments until mastery is demonstrated. In addition, all students performing below grade level based upon standardized testing is offered after school tutoring in math, reading and science.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Each student admitted to the Day Treatment Program is eligible for Exceptional Student Education services for the duration of their treatment. An Individual Education Plan is developed for each student that addresses academics, social emotional functioning, independent functioning, health status and communication. Curriculum through Volusia Online Learning is utilized for students accessing general education curriculum. Individual pacing of the curriculum with weekly academic goals are established by student. Students are allowed to remediate assignments, tests and quizzes until mastery is demonstrated. In-school and after-school tutoring is offered to students who are not meeting academic expectations. Student attendance is addressed by Halifax Behavioral Services through parent communication and discussion of attendance requirements to remain enrolled in the program.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

N/A

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Volusia County Schools and Halifax Health have contracted to support the Day Treatment Program at Halifax Behavioral Services. Halifax Health is responsible for the facility, staff supervision for non-school days, student meals, clerical support related to medical information, providing mental health therapists and physician supervision. Volusia County Schools provides a school administrator, certified teachers, paraprofessionals, and school clerical support.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Chandler, Cassie	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The leadership team identifies program needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g. Professional Learning Community). As the program's primary instructional leader, the school administrator communicates a vision for student achievement and guides the team's work. Each member of the leadership team serves as a liaison between leadership and the rest of the program.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Personnel: The Day Treatment Program has a leadership team consisting of the a program specialist who serves as a school administrator, a lead teacher, and Halifax Behavioral Service program manager. This leadership team reviews student progression through Day Treatment Program, monitors continued eligibility for the Day Treatment Program, serves as a liaison with student psychiatrist, establishes academic intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development offered through Volusia County Schools and Halifax Behavioral Services. Teachers meet weekly for PLC meetings to collaborate on curriculum planning, student progression through program and to share instructional strategies. Both Volusia County Schools and Halifax Behavioral Services are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: The Day Treatment Program will admit students K- 12. Virtual education courses are utilized for all student accessing general education curriculum. All elementary classes have a certified teacher on site. All middle school courses are covered by certified teachers on site. In high school, Algebra 1, Informal Geometry, Liberal Arts Math 1, Biology and all English courses are taught by instructors on site. Volusia Online Learning instructors are utilized for all other high school courses. All teachers in the Day Treatment Program are certified in Exceptional Student Education. All instructors are supported by our district and Halifax Behavioral Services. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds are allocated to Halifax Behavioral Services and the district according to student need as demonstrated by poverty level and student achievement performance. District and program leadership work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students.

School leadership meets daily, and SAC meets 2 times per school year.

Problem solving activities

The School Improvement Plan was developed in conjunction with program requirements of the Day Treatment Program and desired student academic and behavioral outcomes. The focus of this plan is on the collaboration between mental health treatment and academic instruction. The plan is a student-centered framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of targeted student population for the Day Treatment Program and resources identified by the leadership team matched to the needs of the students/school.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jessica Olson	Business/Community
Joe Czajkowski	Teacher
Linda Landreth	Education Support Employee
Cassie Chandler	Principal
Jessica Olson	Business/Community
Susan Alonso	Parent
Marsha Weyler	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our leadership team met to engage in Step Zero. Our leadership team then shared the results with the faculty, as well as the School Advisory Counsel, to receive input.

b. Development of this school improvement plan

The SAC reviews and assists with monitoring program-wide data and provides input on priorities, goals, and strategies.

c. Preparation of the school's annual budget and plan

The annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the budget, spending, and progress indicators are shared at the monthly SAC meetings.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A This program is not eligible for school improvement funds.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Chandler, Cassie	Principal
Czajkowski, Joseph	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) identifies resources (both materials and personnel) to determine the continuum of literacy supports available to students. The LLT meets regularly. The focus this year will be support for teachers during the implementation of curriculum-wide writing. The LLT has always been dedicated to providing a variety of literacy-building opportunities in all courses.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Learning Communities (PLCs) and instructional coaching are critical practices to help build positive, collaborative relationships among teachers. When necessary, PLCs make a recommendation for students to be reviewed and assisted by our leadership team. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The PLC infrastructure also ensures that teachers have the structure and time to provide feedback.

Instructional coaching assists with teacher collaboration and professional development and play a significant part in designing instruction to meet student needs and encouraging the collaborative process. Administrative walk thrus also provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly to talk about what trends are being seen. This process also provides opportunities to identify exemplary teachers for the purpose of helping peers.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Leadership Opportunities (Administration)
2. Professional Development (Leadership Teams)
3. PLC Activities (PLCs)
4. Participation in District Job Fair and Recruitment Activities (Administration)
5. Teacher recognition programs (Administration)
6. New Teacher Programs: District E3, Individualized PD, mentors (Administration)

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new/beginning teachers are paired with an experienced, on-site teacher for mentoring/coaching support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers create targeted instruction interventions during PLCs. Students requiring intensive remediation receive additional support from mentors. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Early Warning System (EWS) or leadership team. Additionally, meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-thrus provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly to talk about what trends are being seen. This process also provides opportunities to identify exemplary teachers.

This program also utilizes a response to intervention plan consisting of levels of intervention depending on the individual needs of students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 0

By nature and definition of delivering content through a virtual platform, students are able to access curriculum any time, any where, any place and complete courses at their own pace including after the traditional school year comes to an end.

Strategy Rationale

Personalizing learning by allowing students to learn at their own pace can help students to own their learning and result in increased achievement gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data is used to determine the success of individual students.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The transition between middle and high school is improved by reviewing student academic history upon admission to Day Treatment. Students are provided an opportunity to remediate courses through virtual learning to facilitate the student being able to enter high school with their cohort. Tutoring sessions help to stimulate and nurture students and are available immediately after Day Treatment school hours.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The program offers students elective courses in technology, drama, theater, and career study. Many of these courses focus on job skills. Every year, students are given the option to choose courses based on individual student needs. Parents are encouraged to participate in the course selection process as well and final course selections are sent home for parent's signature.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

A variety of career and technical education programs are available to assist students in acquiring industry skills. This program will be pursuing industry certifications this year in an effort to further assist students in acquiring these skills.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Curriculum is integrated in order to provide career and technical education with academic courses. The incorporation of this integrated curriculum includes an exploration of a subject, theme, interest, or career area. Integrated curriculum meshes relevant CTE courses with rigorous academic core material in order to break down barriers between subjects and make learning more meaningful.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Data from the High School Feedback Report is available through from 2004-2012 at <http://data.fldoe.org/readiness/>

In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and/or initiatives that are used at the school and district level:

- * Advanced Placement
- * AVID
- * Career and Technical Education Classes
- * Dual Enrollment
- * College Expo and TransitionsFair
- * College Tours and College Rep Visits
- * High School Showcase
- * Making College Count Programs
- * Making High School Count Programs

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If appropriate academic accommodations are provided to students during the period of their admission to Halifax Behavioral Services, the rate of course completion will be commensurate with expectations at zone schools.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If appropriate academic accommodations are provided to students during the period of their admission to Halifax Behavioral Services, the rate of course completion will be commensurate with expectations at zone schools. 1a

G083406

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Targeted Barriers to Achieving the Goal 3

- mental health challenges

Resources Available to Help Reduce or Eliminate the Barriers 2

- Exceptional Student Education certified teachers, curriculum delivered through online learning platform, after-school tutoring, access to district data on student achievement, collaboration with Halifax Behavioral staff including Licensed Mental Health Therapists

Plan to Monitor Progress Toward G1. 8

Teachers will monitor student progress based upon course pacing guide to ensure that the student is making satisfactory progress through the curriculum.

Person Responsible

Cassie Chandler

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Individualized student pacing guides and online learning pacing guides, evidence of student work

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If appropriate academic accommodations are provided to students during the period of their admission to Halifax Behavioral Services, the rate of course completion will be commensurate with expectations at zone schools. **1**

 G083406

G1.B1 mental health challenges **2**

 B221148

G1.B1.S1 individual student counseling **4**

 S233416

Strategy Rationale

students in Day Treatment have therapeutic activities with Licensed Mental Health counselors daily to address mental health challenges

Action Step 1 **5**

Progress monitoring of student learning will indicate where individualization needs to occur. Students and teachers will maintain records of students' goals and incorporate those goals into the individualization used. Intrinsic motivation will be instilled within each student as they progress in the course or program.

Person Responsible

Cassie Chandler

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Progress monitoring spreadsheets, evidence of student work and individualization strategies

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

student point sheets documenting time in student counseling

Person Responsible

Cassie Chandler

Schedule

Daily, from 8/24/2016 to 8/24/2016

Evidence of Completion

Progress monitoring spreadsheets and evidence of student work and individualization strategies

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Progress monitoring spreadsheets will be reviewed by the teacher and leadership team

Person Responsible

Melissa Carr

Schedule

Quarterly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Progress monitoring spreadsheets and evidence of student work and individualization strategies

G1.B1.S2 supplemental instruction 4

S233417

Strategy Rationale

students participating in online learning at Halifax Behavioral Services often require remediation in academics

Action Step 1 5

purchases school license/subscription for supplemental reading, math and science instruction

Person Responsible

Cassie Chandler

Schedule

On 5/26/2017

Evidence of Completion

student academic reports, completion of academic materials, progress monitoring of student achievement

G1.B1.S3 after school tutoring 4

S233418

Strategy Rationale

due to decreased academic time in the school day, after school tutoring offers additional time for students to work on remedial activities

Action Step 1 5

after school tutoring

Person Responsible

Cassie Chandler

Schedule

On 4/27/2017

Evidence of Completion

progress monitoring of student achievement

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Staff will monitor student success in courses and in sessions

Person Responsible

Cassie Chandler

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student course completions and teacher feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Course completion and teacher feedback will be reviewed by the teacher and leadership team

Person Responsible

Cassie Chandler

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Course completion and teacher feedback and evidence of student work

G1.B1.S4 student technology 4

S233419

Strategy Rationale

students use computers and Ipads to access supplemental academic activities to enhance student engagement

Action Step 1 5

student technology

Person Responsible

Cassie Chandler

Schedule

On 5/26/2017

Evidence of Completion

progress monitoring of student academic achievement

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Monitoring of student accommodations will be analyzed by the leadership team

Person Responsible

Cassie Chandler

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Course completion and academic accommodations

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Course completions will be monitored by the leadership team

Person Responsible

Cassie Chandler

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Course completions and evidence of student accommodations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M303509	Progress monitoring spreadsheets will be reviewed by the teacher and leadership team	Carr, Melissa	8/25/2014	Progress monitoring spreadsheets and evidence of student work and individualization strategies	6/3/2015 quarterly
G1.B1.S3.MA1 M303511	Course completion and teacher feedback will be reviewed by the teacher and leadership team	Chandler, Cassie	8/24/2015	Course completion and teacher feedback and evidence of student work	6/6/2016 quarterly
G1.B1.S4.MA1 M303513	Course completions will be monitored by the leadership team	Chandler, Cassie	8/24/2015	Course completions and evidence of student accommodations	6/6/2016 quarterly
G1.B1.S4.MA1 M303514	Monitoring of student accommodations will be analyzed by the leadership team	Chandler, Cassie	8/24/2015	Course completion and academic accommodations	6/6/2016 quarterly
G1.B1.S1.MA1 M303510	student point sheets documenting time in student counseling	Chandler, Cassie	8/24/2016	Progress monitoring spreadsheets and evidence of student work and individualization strategies	8/24/2016 daily
G1.B1.S3.A1 A299213	after school tutoring	Chandler, Cassie	8/30/2016	progress monitoring of student achievement	4/27/2017 one-time
G1.MA1 M303515	Teachers will monitor student progress based upon course pacing guide to ensure that the student is...	Chandler, Cassie	8/15/2016	Individualized student pacing guides and online learning pacing guides, evidence of student work	5/26/2017 quarterly
G1.B1.S1.A1 A299211	Progress monitoring of student learning will indicate where individualization needs to occur....	Chandler, Cassie	8/15/2016	Progress monitoring spreadsheets, evidence of student work and individualization strategies	5/26/2017 weekly
G1.B1.S2.A1 A299212	purchases school license/subscription for supplemental reading, math and science instruction	Chandler, Cassie	8/15/2016	student academic reports, completion of academic materials, progress monitoring of student achievement	5/26/2017 one-time
G1.B1.S3.MA1 M303512	Staff will monitor student success in courses and in sessions	Chandler, Cassie	8/15/2016	Student course completions and teacher feedback.	5/26/2017 monthly
G1.B1.S4.A1 A299214	student technology	Chandler, Cassie	8/15/2016	progress monitoring of student academic achievement	5/26/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If appropriate academic accommodations are provided to students during the period of their admission to Halifax Behavioral Services, the rate of course completion will be commensurate with expectations at zone schools.

G1.B1 mental health challenges

G1.B1.S2 supplemental instruction

PD Opportunity 1

purchases school license/subscription for supplemental reading, math and science instruction

Facilitator

Melissa Bisesi/ Jackie Dwyer

Participants

HBS teachers

Schedule

On 5/26/2017

G1.B1.S4 student technology

PD Opportunity 1

student technology

Facilitator

Cassandra Adams

Participants

HBS teachers

Schedule

On 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Progress monitoring of student learning will indicate where individualization needs to occur. Students and teachers will maintain records of students' goals and incorporate those goals into the individualization used. Intrinsic motivation will be instilled within each student as they progress in the course or program.	\$0.00
2	G1.B1.S2.A1	purchases school license/subscription for supplemental reading, math and science instruction	\$0.00
3	G1.B1.S3.A1	after school tutoring	\$0.00
4	G1.B1.S4.A1	student technology	\$0.00
Total:			\$0.00