Halifax Behavioral Services

2019-20 Schoolwide Improvement Plan

Table of Contents

Halifax Behavioral Services

841 JIMMY ANN DR, Daytona Beach, FL 32117

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

Demographics

Principal: Cassie Chandler C

Start Date for this Principal: 8/28/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

School Board Approval

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

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

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Chandler, Cassie	Other	The School Leader will identify program needs and resources (both material and personnel) that will best support students and teachers. The School Leader communicates a vision for student achievement and guides the team's instructional growth.
Czajkowski, Joseph	Teacher, ESE	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	5	12	29	23	27	55	33	0	0	184
Attendance below 90 percent	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	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	1	5	16	12	17	32	20	0	0	103

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	2	16	12	17	32	20	0	0	99

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	5	5	9	2	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
5

Date this data was collected or last updated
Wednesday 8/28/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	54%	61%	0%	55%	57%
ELA Learning Gains	0%	53%	59%	0%	56%	57%
ELA Lowest 25th Percentile	0%	44%	54%	0%	43%	51%
Math Achievement	0%	55%	62%	0%	54%	58%
Math Learning Gains	0%	52%	59%	0%	52%	56%
Math Lowest 25th Percentile	0%	45%	52%	0%	47%	50%
Science Achievement	0%	61%	56%	0%	56%	53%
Social Studies Achievement	0%	72%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	5 (0)	12 (0)	29 (0)	23 (0)	27 (0)	55 (0)	33 (0)	0 (0)	0 (0)	184 (0)
Attendance below 90 percent	0 ()	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 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	22 (0)	0 (0)	0 (0)	0 (0)	22 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	5 (0)	16 (0)	12 (0)	17 (0)	32 (0)	20 (0)	0 (0)	0 (0)	103 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	56%	-56%	57%	-57%
Cohort Comparison						
04	2019	0%	54%	-54%	58%	-58%
	2018	0%	54%	-54%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	54%	-54%	56%	-56%
	2018					
Cohort Comparison		0%				
06	2019	0%	50%	-50%	54%	-54%
	2018	0%	48%	-48%	52%	-52%
Same Grade Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2019					
	2018	0%	47%	-47%	51%	-51%
Cohort Comparison		0%				
08	2019	0%	50%	-50%	56%	-56%
	2018					
Cohort Comparison		0%				
09	2019	0%	51%	-51%	55%	-55%
	2018	0%	50%	-50%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	50%	-50%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	58%	-58%	62%	-62%
Cohort Comparison						
04	2019					
	2018	0%	60%	-60%	62%	-62%
Cohort Comparison		0%				
05	2019	0%	54%	-54%	60%	-60%
	2018					
Cohort Comparison		0%				
06	2019					
	2018	0%	49%	-49%	52%	-52%
Cohort Comparison		0%				
07	2019					
	2018	0%	44%	-44%	54%	-54%
Cohort Comparison		0%				
08	2019	0%	29%	-29%	46%	-46%
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	56%	-56%	53%	-53%
	2018					
Cohort Comparison						
08	2019	0%	57%	-57%	48%	-48%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
2018	0%	65%	-65%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	68%	-68%	71%	-71%
2018	0%	66%	-66%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	61%	-61%
2018	0%	57%	-57%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	57%	-57%
2018	0%	55%	-55%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling. Typical school-based data is unable to be gathered at Halifax Behavioral Services due to this short enrollment period. Student academic history is reviewed individually at admission to determine most the appropriate educational plan and schedule. All students admitted to the Day Treatment Program participate in the Hospital/Homebound program. Due to the shortened school day, the focus of each student's education is to follow the pupil progression as much as possible in combination with the student's individual medical treatment plan.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling. Typical school-based data is unable to be gathered at

Halifax Behavioral Services due to this short enrollment period. Student academic history is reviewed individually at admission to determine most the appropriate educational plan and schedule. All students admitted to the Day Treatment Program participate in the Hospital/Homebound program. Due to the shortened school day, the focus of each student's education is to follow the pupil progression as much as possible in combination with the student's individual medical treatment plan.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling. Typical school-based data is unable to be gathered at Halifax Behavioral Services due to this short enrollment period. Student academic history is reviewed individually at admission to determine most the appropriate educational plan and schedule. All students admitted to the Day Treatment Program participate in the Hospital/Homebound program. Due to the shortened school day, the focus of each student's education is to follow the pupil progression as much as possible in combination with the student's individual medical treatment plan.

Which data component showed the most improvement? What new actions did your school take in this area?

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling. Typical school-based data is unable to be gathered at Halifax Behavioral Services due to this short enrollment period. Student academic history is reviewed individually at admission to determine most the appropriate educational plan and schedule. All students admitted to the Day Treatment Program participate in the Hospital/Homebound program. Due to the shortened school day, the focus of each student's education is to follow the pupil progression as much as possible in combination with the student's individual medical treatment plan.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling. Typical school-based data is unable to be gathered at Halifax Behavioral Services due to this short enrollment period. Student academic history is reviewed individually at admission to determine most the appropriate educational plan and schedule. All students admitted to the Day Treatment Program participate in the Hospital/Homebound program. Due to the shortened school day, the focus of each student's education is to follow the pupil progression as much as possible in combination with the student's individual medical treatment plan.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Student mastery of academic courses by quarter earning a grade of C or higher
2.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student mastery of academic courses by grading quarters
Rationale	The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling. Typical school-based data is unable to be gathered at Halifax Behavioral Services due to this short enrollment period. Student academic history is reviewed individually at admission to determine most the appropriate educational plan and schedule. All students admitted to the Day Treatment Program participate in the Hospital/Homebound program. Due to the shortened school day, the focus of each student's education is to follow the pupil progression as much as possible in combination with the student's individual medical treatment plan.
State the measurable outcome the school plans to achieve	Review of student grades by marking periods
Person responsible for monitoring outcome	Cassie Chandler (cchandle@volusia.k12.fl.us)
Evidence-based Strategy	Tabulation of student grades by quarter
Rationale for Evidence-based Strategy	The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling. Typical school-based data is unable to be gathered at Halifax Behavioral Services due to this short enrollment period. Student academic history is reviewed individually at admission to determine most the appropriate educational plan and schedule. All students admitted to the Day Treatment Program participate in the Hospital/Homebound program. Due to the shortened school day, the focus of each student's education is to follow the pupil progression as much as possible in combination with the student's individual medical treatment plan.

Action Step	
Description	1. Review of student grades by quarter 2. 3. 4. 5.
Person Responsible	Cassie Chandler (cchandle@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. Prior to admission, all families and students must participate in an orientation. Information regarding school functions are shared with parents. Due to HIPPA, patient confidentiality prevents students from participating in school-based activities with other parents and students. Halifax Behavioral Services does provide family activities related to parenting skills. All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling.

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

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.

All students participating in the Day Treatment Program has significant mental health diagnoses and participate in daily therapy and counseling. Typical school-based data is unable to be gathered at Halifax Behavioral Services due to this short enrollment period. Student academic history is reviewed individually at admission to determine most the appropriate educational plan and schedule. All students admitted to the Day Treatment Program participate in the Hospital/Homebound program. Due to the shortened school day, the focus of each student's education is to follow the pupil progression as much as possible in combination with the student's individual medical treatment plan.

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

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks.

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.

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks. Prior to admission, all families and students must participate in an orientation. Each student admitted to the Day Treatment Program has an Individualized Education Plan that targets specific services and resources appropriate to that student. The school-based administrator and District Placement Specialist are responsible for securing all student services. The Day Treatment Program uses blended-learning for students in the general education curriculum. Volusia Online Learning is accessed for specific subject area courses if teacher certification is not available .

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

The typical period of time for student's to be admitted to the Day Treatment Program is 8-12 weeks.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Student mastery of academic courses by grading quarters	$0.00
		Total:	$0.00