

Volusia County Schools

Halifax Behavioral Services



2020-21 Schoolwide Improvement Plan

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Halifax Behavioral Services

841 JIMMY ANN DR, Daytona Beach, FL 32117

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

Demographics

Principal: Cassie Chandler C

Start Date for this Principal: 7/27/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	%
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

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<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, position title, and job duties/responsibilities 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	

Demographic Information

Principal start date

Monday 7/27/2020, Cassie Chandler C

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

5

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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 .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	1	0	1	2	0	3	1	1	0	0	9	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	0	0	0	1	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/28/2020

Prior Year - As Reported
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		
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	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	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	

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	
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	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	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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%				
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
	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	

ESSA 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 Day Treatment Program at Halifax Behavioral Services is a short-term program where students are admitted for intensive psychiatric therapy. Academics are delivered to grades de K-12 students for the 8-10 week treatment period utilizing a virtual curriculum. Due to the short-term nature of the Day Treatment Program, typical school data is not possible. The focus of educational services during this period of admission is individualized by student. Academic remediation is provided to students below grade level and/or missing academic credits required for promotion or graduation requirements. After school tutoring is available up to 4 times per week for students below grade level in reading or math. The enrollment of students in the Day Treatment Program changes weekly. This is a parent choice program based upon a physician's recommendation. Actual enrollment can be less than 8-10 weeks. All students admitted to the Day Treatment Program are identified through the Hospital Homebound program and receive an Individual Education Plan that documents student strengths, weakness and measurable goals for the duration of admission.

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

The Day Treatment Program at Halifax Behavioral Services is a short-term program where students are admitted for intensive psychiatric therapy. Academics are delivered to grades de K-12 students for the 8-10 week treatment period utilizing a virtual curriculum. Due to the short-term nature of the Day Treatment Program, typical school data is not possible. The focus of educational services during this period of admission is individualized by student. Academic remediation is provided to students below grade level and/or missing academic credits required for promotion or graduation requirements. After school tutoring is available up to 4 times per week for students below grade level in reading or math. The enrollment of students in the Day Treatment Program changes weekly. This is a parent choice program based upon a physician's recommendation. Actual enrollment can be less than 8-10 weeks. All students admitted to the Day Treatment Program are identified through the Hospital Homebound program and receive an Individual Education Plan that documents student strengths, weakness and measurable goals for the duration of admission.

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 Day Treatment Program at Halifax Behavioral Services is a short-term program where students are admitted for intensive psychiatric therapy. Academics are delivered to grades de K-12 students for the 8-10 week treatment period utilizing a virtual curriculum. Due to the short-term nature of the Day Treatment Program, typical school data is not possible. The focus of educational services during this period of admission is individualized by student. Academic remediation is provided to students below grade level and/or missing academic credits required for promotion or graduation requirements. After school tutoring is available up to 4 times per week for students below grade level

in reading or math. The enrollment of students in the Day Treatment Program changes weekly. This is a parent choice program based upon a physician's recommendation. Actual enrollment can be less than 8-10 weeks. All students admitted to the Day Treatment Program are identified through the Hospital Homebound program and receive an Individual Education Plan that documents student strengths, weakness and measurable goals for the duration of admission.

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

The Day Treatment Program at Halifax Behavioral Services is a short-term program where students are admitted for intensive psychiatric therapy. Academics are delivered to grades de K-12 students for the 8-10 week treatment period utilizing a virtual curriculum. Due to the short-term nature of the Day Treatment Program, typical school data is not possible. The focus of educational services during this period of admission is individualized by student. Academic remediation is provided to students below grade level and/or missing academic credits required for promotion or graduation requirements. After school tutoring is available up to 4 times per week for students below grade level in reading or math. The enrollment of students in the Day Treatment Program changes weekly. This is a parent choice program based upon a physician's recommendation. Actual enrollment can be less than 8-10 weeks. All students admitted to the Day Treatment Program are identified through the Hospital Homebound program and receive an Individual Education Plan that documents student strengths, weakness and measurable goals for the duration of admission.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The Day Treatment Program at Halifax Behavioral Services is a short-term program where students are admitted for intensive psychiatric therapy. Academics are delivered to grades de K-12 students for the 8-10 week treatment period utilizing a virtual curriculum. Due to the short-term nature of the Day Treatment Program, typical school data is not possible. The focus of educational services during this period of admission is individualized by student. Academic remediation is provided to students below grade level and/or missing academic credits required for promotion or graduation requirements. After school tutoring is available up to 4 times per week for students below grade level in reading or math. The enrollment of students in the Day Treatment Program changes weekly. This is a parent choice program based upon a physician's recommendation. Actual enrollment can be less than 8-10 weeks. All students admitted to the Day Treatment Program are identified through the Hospital Homebound program and receive an Individual Education Plan that documents student strengths, weakness and measurable goals for the duration of admission.

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

1. Providing rigorous instruction to students in grades K-12 for duration of admission to Day Treatment
2. Transition of student back to brick and mortar school with final 9-week grades and/ or withdrawal grades
3. Developing quality Individual Education Plans identifying students as Hospital Homebound for duration of admission
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Students admitted to the Day Treatment Program participate in therapeutic activities prescribed by their psychiatrist on a daily basis. At times, It can be difficult for students to focus on instructional activities and participate appropriately in classroom activities. Classroom teachers and paras use specific behavioral techniques designed to maximize student progression in academic courses while recognizing at times student engagement in classroom activities may be limited.

Measurable Outcome: At the end of each grading quarter, students who have been in attendance in the Day Treatment Program for a minimum of 15 school days will earn a grade of C or high in academic courses.

Person responsible for monitoring outcome: Cassie Chandler (cchandle@volusia.k12.fl.us)

Evidence-based Strategy: Review of 9 week quarter grades

Rationale for Evidence-based Strategy: Students will return to their assigned school or to another parent choice program following discharge from the Day Treatment Program. While participating in a medically managed program, students will continue to follow the pupil progression plan for Volusia County Schools.

Action Steps to Implement

Review of 9-week grades of student attending the Day Treatment Program for a minimum of 15 school days.

Person Responsible Cassie Chandler (cchandle@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Upon admission to the Day Treatment Program, an initial Individual Education Plan meeting is scheduled with the parents as part of the Hospital/Homebound program. Each student will have a records review that will provide information regarding strengths, weaknesses, required courses and specific goals. This meeting will be facilitated with the District Staffing Specialist. Upon discharge from the Day Treatment Program, a dismissal meeting will be scheduled as soon as possible. Students who will continue with an IEP will have an IEP meeting at the zone school as an interim review. Students who will not be ESE will be dismissed from Hospital/Homebound prior to discharge from Day Treatment. Withdrawal grades will be sent to the registrar of the receiving school upon discharge.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Volusia County Schools and Halifax Behavioral Services works collaboratively to provide educational services within a therapeutic environment. All parents and students participate in a comprehensive orientation process where policies and procedures are explained in-depth. Weekly PLC meetings focus on student progress both academically and behaviorally. Joint department meetings between HBS and VCS Day Treatment staff are held monthly. Student recognition programs are held monthly. A Day Treatment Program website is available for parents that highlights different resources available in the community. As part of the Title 1 program, annual meetings are held twice a year. Student confidentiality regarding their admission to the Day Treatment Program and their specific therapeutic plan is always observed. Admission and participation into the Day Treatment Program is considered a positive decision making skill for students and successful behaviors are recognized with student outings, activities and awards.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00