Halifax Behavioral Services

2021-22 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/department-contacts-.aspx

Demographics

Principal: Cassie Chandler C

Start Date for this Principal: 8/3/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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)	2020-21 Title I School	2020-21 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

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Chandler, Cassie	Principal	School Administrator will identify program needs and resources, both material and unit allocations, that will best support students and teachers. The School Administrator communicates a vision for student achievement and guides the team's instructional growth.
Czajkowski, Joseph	Teacher, ESE	Lead teacher, testing coordinator, PLC coordinator, responsible for updating HBS webpage

Demographic Information

Principal start date
Tuesday 8/3/2021, 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.*
0

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.*
0

Total number of teacher positions allocated to the school
3

Total number of students enrolled at the school
15

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	2	2	0	0	1	0	5
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	2	0	0	0	0	2

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	2	0	0	0	0	2

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
Monday 8/23/2021

2020-21 - 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	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	12	
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	

2020-21 - 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	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	12	
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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					54%	61%		57%	60%
ELA Learning Gains					53%	59%		56%	57%
ELA Lowest 25th Percentile					44%	54%		50%	52%
Math Achievement					55%	62%		54%	61%
Math Learning Gains					52%	59%		50%	58%
Math Lowest 25th Percentile					45%	52%		46%	52%
Science Achievement					61%	56%		64%	57%
Social Studies Achievement					72%	78%		75%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	0%	54%	-54%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	50%	-50%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	50%	-50%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019	0%	54%	-54%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019	0%	29%	-29%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	56%	-56%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

			BIOLOGY EOC		
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
			CIVICS EOC		
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	71%	-71%
			HISTORY EOC		
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
			ALGEBRA EOC		
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	61%	-61%
			GEOMETRY EOC		
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	55%	-55%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The Day Treatment Program at Halifax Behavioral Services is a short-term program where students are admitted for intensive psychiatric services. Through a collaboration with Volusia County Schools, students participate in classroom instruction during the day in combination with therapeutic activities. Each student is identified as Hospital/Homebound due to admission to the Day Treatment Program. The program is designed to be 10-12 weeks in length. For this reason, data based upon Fall, Winter and Spring is not available. Progress monitoring of students is achieved through curriculum-based assessments, monitoring of progression through virtual course work and data collection related to IEP goals and objectives. Halifax Behavioral is identified as a Title 1. Halifax Behavioral did not enroll any ELL identified students for the 2020-21 school year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The Day Treatment Program admits students in grades K-12 who are enrolled in Volusia County Public school. It is typical that students in the elementary grades have mild to moderate academic deficits due to poor emotional regulation that has impacted school participation. As grade levels progress into middle school, it is not atypical for students to have failing grades in 1 or more academic subjects based upon a review of previous grading periods. In high school, low GPA and failing grades in academic subjects are frequently seen. There is not a higher percentage of ESE students who are enrolled in the Day Treatment Program. Although all students are made eligible for ESE services as Hospital/Homebound for the duration of their admission period, General Education students are equally represented.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based upon a review of historical data and progress monitoring of course completions, Math and Reading deficits in middle and high school students are frequently identified. This can be reflected in failing math courses and to a lesser degree, failing Reading and English courses. Remediation and the opportunity for credit retrieval is addressed as needed for each student admitted to the Day Treatment Program. Students are given the opportunity to retake FSA and EOC tests if previous scores have not met minimum requirements. Students are remediated in math skills using Edgenuity, virtual curriculum with the assistance of a classroom based ESE math teacher.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students admitted to the Day Treatment Program have been diagnosed with one or more significant mental health illnesses. The impact of their poor social skills, coping skills and/or emotional dysregulation often has impacted their success in academic courses and assessments. In addition, a lack of parental support and knowledge of how to cope with their child's participation in school further erodes positive home support. Each student who is admitted to the Day Treatment Program has a comprehensive review of the educational records, is classified as an Exceptional Education Student and has an individualized schedule created that will prescribe remediation in courses down to a specific quarter of instruction. Parents and students participate in therapy; individual, group and family based. Students are taught to better equip themselves with coping strategies and provided appropriate medical support to allow them to return to the mainstream school setting.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Due to the short-term nature of the Day Treatment Program, traditional data is not available. The typical admission period is 8-10 weeks. This reason, progress monitoring centers around individual course progression and curriculum-based assessments. Overall, a significant majority of students who are enrolled in the program for at least the last 3 weeks of a grading period are able to demonstrate course mastery. The majority of students placed in credit retrieval courses are successful in earning course mastery. Students' overall credits and GPA improve as a result of their participation in the Day Treatment Program.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There are currently 3 classrooms in the Day Treatment Program. Each classroom is assigned a teacher and paraprofessional. Each student has an assigned therapist that provides therapeutic activities with the student on a daily basis. All teachers in the program are ESE certified in addition to varying academic certifications. All students are eligible for an Individual Education Plan that targets specific academic, social, independent functioning, health and communication needs. Professional Learning Community meetings are held weekly with individual student progress discussed and any plans for remediation documented. Although middle and high school students participate in a virtual curriculum, classroom teachers provide support through accommodations and targeted interventions designed to support academic success.

What strategies will need to be implemented in order to accelerate learning?

The daily schedule in the Day Treatment Program incorporates non-academic activities such as individual, group and recreational therapy. Classroom academic time is shorter than at traditional schools. Homework is not encouraged and quite often students have therapeutic activities to complete in the evenings. For this reason, acceleration is not an objective for most students. Virtual education is able to allow students to advance in their curriculum and for a few students each year, they are able to complete multiple courses in a relatively short period of time. In this case, parents and students are provided information how to continue using virtual instruction after program discharge at their discretion.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Each school year, information is shared with Day Treatment teachers from Volusia Online Learning related to updated curriculum, policies and procedures. Teachers are encouraged to pursue professional learning opportunities that relate to their specific job role and incorporate this learning

into their professional learning cycles. In addition, professional learning opportunities are scheduled monthly including academic workshops focused on reading and math, social/emotional professional development including restorative practices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Day Treatment Program is part of the Halifax Health mental health treatment system. Daily communication between teachers, paraprofessionals and therapists are effective in providing appropriate student support. Students are responsible for completing classroom assignments using a variety of resources. Teacher training is offered through Volusia Online Learning, Wilson Reading System and IXL Math. Day Treatment accepts students in grades K-12 from schools in Volusia and Flagler counties. As students are admitted to the program, individual learning goals are assigned. District resources are accessed as needed to provide support to the assigned teacher to meet the instructional needs of each student.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	100% of students admitted to the Day Treatment Program receive intensive psychiatric counseling related to their individual psychiatric diagnosis. 100% of students participate in Social/Emotional curriculum while admitted to the Day Treatment Program. An intensive behavior management program is included in both the therapeutic and educational settings of the Day Treatment Program.
Measurable Outcome:	90% of students admitted to the Day Treatment Program, who remain in the program without being discharged due to parental non-compliance, will have a successful program discharge. This identifies them as having met their therapeutic medical goals on their individualized treatment plan. Classroom teachers' reports are included in the progress monitoring of students throughout their admission to the Day Treatment Program. Students who are discharged from the Day Treatment Program due to parental non-compliance will not be counted towards successful or unsuccessful program discharge counts.
Monitoring:	At the time of discharge, information will be gathered from the student's therapist if the student met successful discharge criteria. This would mean that the student met the individualized treatment plan goals prescribed by the physician and therapist. The Individual Education Plan includes goals related to the student's medical treatment plan.
Person responsible for monitoring outcome:	Cassie Chandler (cchandle@volusia.k12.fl.us)
Evidence-based Strategy:	Daily point sheets are maintained for each student for the duration of their treatment period. In 15 minute intervals, students receive points for following program expectations, including completing classwork, pro-social skills and compliance with authority.
Rationale for Evidence-based Strategy:	100% of students admitted to the Day Treatment Program receive intensive psychiatric counseling related to their individual psychiatric diagnosis. 100% of students participate in Social/Emotional curriculum while admitted to the Day Treatment Program. An intensive behavior management program is included in both the therapeutic and educational settings of the Day Treatment Program

Action Steps to Implement

1. Medical Treatment Plan is created for students admitted to the Day Treatment Program by the therapist and psychiatrist
2. IEP is developed reflecting Hospital/Homebound services with goals and objectives reflective of the Medical Treatment Plan
3. Daily point sheets are completed documenting student's behaviors during the school day
4. Monthly meetings with psychiatrist and therapist include feedback from classroom teachers
5. Program discharge date is set based upon progress toward treatment goals.
6. Decision is made based upon available data if student met program goals

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

100% of students admitted to the Day Treatment Program receive intensive psychiatric counseling related to their individual psychiatric diagnosis. 100% of students participate in Social/Emotional curriculum while admitted to the Day Treatment Program. An intensive behavior management program is included in both the therapeutic and educational settings of the Day Treatment Program. Failure to comply with program rules results in therapeutic actions and consequences. Students do not receive discipline referrals that are input into FOCUS as traditional schools. Professional Development will be ongoing through out the year through collaboration with Halifax Behavioral Services Day Treatment meetings between all stakeholders. Topics will address therapeutic milieu, verbal de-escalation, prosocial communication with students, and review of common children's psychotropic medications and their side effects. In addition, VCS staff will be accessed for updated RULER training as needed and SEDNET coordinator will provide training on Trauma Informed Care.

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.

Collaboration between HBS and VCS to provide a therapeutic environment
SEL instruction is imbedded throughout the day in the classrooms
Students are assigned to classrooms based on grade level and therapeutic needs
Positive reinforcers such as pizza parties and a school store
Bi-weekly community meetings with a Community Leader designated student

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers
Admin
Office Specialist
Therapists
Paraprofessionals
Recreational Therapist

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	**$0.00**