

Volusia County Schools

Halifax Behavioral Services



2022-23 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: 6/23/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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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841 JIMMY ANN DR, Daytona Beach, FL 32117

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	100%
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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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Chandler, Cassie	Program Specialist	School administrator will identify program needs and resources, both curriculum based materials and computer software, required for student progression through assigned courses. In addition, administrative evaluations of staff, determination of staff assignments, supervision of paraprofessionals, liaison with Halifax Behavioral Services.

Demographic Information

Principal start date

Thursday 6/23/2022, Cassie Chandler C

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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 2021-22 school year.

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	1	0	2	0	1	2	0	4	3	1	0	0	14
Attendance below 90 percent	0	1	0	1	0	1	1	0	2	1	0	0	0	7
One or more suspensions	0	1	0	1	0	1	2	0	0	1	1	0	0	7
Course failure in ELA	0	0	0	0	0	1	1	0	1	0	0	0	0	3
Course failure in Math	0	1	0	1	0	0	1	1	1	1	1	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	1	0	1	0	0	0	0	3
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	1	0	1	0	0	0	0	3
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	1	0	1	2	0	1	1	1	0	0	8

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Saturday 2/12/2022

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	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	0	2	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		49%	55%					54%	61%
ELA Learning Gains								53%	59%
ELA Lowest 25th Percentile								44%	54%
Math Achievement		32%	42%					55%	62%
Math Learning Gains								52%	59%
Math Lowest 25th Percentile								45%	52%
Science Achievement		45%	54%					61%	56%
Social Studies Achievement		52%	59%					72%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019	0%	54%	-54%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	50%	-50%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	29%	-29%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	56%	-56%	53%	-53%
Cohort Comparison						
06	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

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	

Part III: Planning for Improvement

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 is a physician -referred hospital program for students with significant mental health diagnoses. Students who are referred to the Day Treatment Program typically have difficulty with attendance, behavioral expectations and academics in the traditional school setting. For this reason, it is not unusual for students admitted to the Day Treatment Program to have early warning indicators regarding suspensions, failing math and/or language arts classes and low standardized test scores.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The classroom setting in the Day Treatment Program focuses on the individual needs of students. Each student has an Individual Education Plan developed based on admission to the hospital setting. For the duration of the treatment period, typically 8-12 weeks, academic interventions and behavioral interventions are utilized. At this time, the focus on improvement would be students who pass math and ELA content courses.

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

The primary contributing factor to increasing the amount of students who pass their math and ELA content courses with a D or higher is the amount of time the student is in the Day Treatment Program prior to the end of the grading period. Students receive a withdrawal grade from their zone school which factors into the quarter grade. Students who have been in crisis at the zone school prior to admission typically enter the Day Treatment Program with failing grades. Through specific interventions and intensive support in the classroom, students are able to increase grades. If however, the student is medically unable to attend in class or they are a recent admission to the program, the improvement in academic grades may not be forthcoming.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement evidenced via data from 2022 is the math FSA scores. More students passed the Math FSA with a score of 2 or higher percentage wise than in previous years.

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

Students in grades K- 9 have a teacher of record for math as part of the Day Treatment Program staff. This includes students in Algebra 1 and Geometry. In addition, each classroom teacher is able to provide tutoring support to students who work in math in different classrooms.

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

Students in grades 6-12 who are admitted to the Day Treatment Program typically work in Edgenuity. Students are given a pacing guide for expectations in completing assignments. Due to the fact that many students are discharged from the Day Treatment Program and return to a brick and mortar classroom, accelerating learning is not always the best option. To accelerate learning so that students in the Day Treatment Program are on pace with grade-level peers, individualized educational goals are developed for each student based upon the academic history evident at the time of admission.

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.

The professional development opportunities that will be scheduled for staff this school year include developing appropriate IEP goals for students based on their present levels of performance, non-verbal de-escalation skills, executive functioning and MTSS training.

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

Additionally, the staff of the Day Treatment Program are all highly qualified in the subjects that are assigned to teach, continuous review of best practices for the instruction of students with disabilities will be presented and collaboration with the staff and therapists of Halifax Behavioral Services will be continued.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>After examining data from the 2022 school year, the number of students who did not pass a math or ELA based course based on their end of year grade, was significantly higher than expected. Although the amount of time students are enrolled in the Day Treatment Program is only 10-12 weeks, this is a significant opportunity to work as intensively as possible with students in math and ELA. In order to meet graduation requirements, students are expected to pass yearly math and ELA courses. The failure to do so jeopardizes their promotion/graduation status. Weekly PLC meetings, incorporating the MTSS framework, will address math and reading. Reviewing all data will assist in monitoring and adjusting instruction for students.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>While admitted to Day Treatment, weekly PLCs will result in 85% of quarter grades for students in math and ELA will be a D or higher.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>PLCs will assist in monitoring student's weekly progress in math and ELA. In addition, 9 - week grades will be compiled at the end of each quarter to track the percentage of students passing ELA and math with a grade of D or higher.</p>
Person responsible for monitoring outcome:	<p>Cassie Chandler (cchandle@volusia.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Jones et al. (2013) indicated that implementing the PLC components within a general education or special education setting can positively affect teachers' classroom practices and increase their participation in school activities, which leads to improved students' learning. Discussing student progress at weekly PLCs will allow for continuous targeted interventions in math and ELA courses. Weekly PLCs allow teachers to share best practices and collaborate on methods to promote student achievement. Weekly PLCs focuses on a commitment to student learning.</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

**Strategy:
Explain the
rationale for
selecting this
specific
strategy.
Describe the
resources/
criteria used
for selecting
this strategy.**

Research (Jones et al. 2013) has established that implementing PLC components with a special education setting can positively impact teachers' classroom practices and lead to improved student learning. Students who pass ELA and math courses each quarter have a greater chance of passing courses for the year. Each year, students must pass both a math and ELA course in order to be promoted and/or graduate from high school. During the period of time that students are admitted to the Day Treatment Program, the goal is for students to maintain the same pace for learning as in traditional schools.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Previously, the Lead Teacher at HBS has completed professional learning activities in scheduling effective Professional Learning Community meetings. The lead teacher will schedule weekly PLC meetings that include discussions that will include student progress in math and ELA courses, collaborate on instructional methods to improve learning, compile data on quarter grades in math and ELA

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

Compile student data on quarter grades in math and ELA

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students admitted to the Day Treatment Program are enrolled for a period of 10-12 weeks. During this admission period all students receive an IEP for Hospital/Homebound services. Present levels are developed based upon a review of the student's academic history, social emotional history, developmental abilities, communication abilities and medical information. Based upon the present levels for ELA, specific goals are developed for each student. Based upon the student's goals, specific ELA curriculum is assigned to the student.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students admitted to the Day Treatment Program are enrolled for a period of 10-12 weeks. During this admission period all students receive an IEP for Hospital/Homebound services. Present levels are developed based upon a review of the student's academic history, social emotional history, developmental abilities, communication abilities and medical information. Based upon the present levels for ELA, specific goals are developed for each student. Based upon the student's goals, specific ELA curriculum is assigned to the student.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

At the time of enrollment into the Day Treatment Program, each student has an Individual Education Plan developed based upon their admission to the Hospital/Homebound program. Based upon present levels in ELA, annual goals are developed for students in ELA. Students who are already identified as ESE prior to admission to the hospital program already have IEPs in place with measurable goals and

objectives. Goals and objectives for all students are based upon a review of student academic history, testing history, curriculum-based assessments and student work product.

Grades 3-5: Measureable Outcome(s)

At the time of enrollment into the Day Treatment Program, each student has an Individual Education Plan developed based upon their admission to the Hospital/Homebound program. Based upon present levels in ELA, annual goals are developed for students in ELA. Students who are already identified as ESE prior to admission to the hospital program already have IEPs in place with measurable goals and objectives. Goals and objectives for all students are based upon a review of student academic history, testing history, curriculum-based assessments and student work product.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Weekly PLC meetings addressing progress in ELA will be held with notes taken regarding specific student information. Throughout the admission period, progress monitoring will occur weekly based upon student progress through online curriculum, student work products, curriculum based assessments. The area of focus is each student is to earn a minimum grade of D in ELA at the end of each grading period.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Chandler, Cassie, cchandle@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Due to the short-term nature of the admission period to the Day Treatment Program and multiple grade levels assigned to each classroom, a variety of ELA programs are utilized based upon the individual student's ELA levels and IEP goals. This includes Mobymax, Scholastic News, Learning A-Z, IReady and Generation Genius.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

ELA programs identified for use in the Day Treatment Program as designed as high-interest material that supports student remediation/growth in ELA for the duration of their treatment period.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Review student academic history including previous standardized test scores in ELA, previous grades, curriculum-based assessments and student work products	Chandler, Cassie, cchandle@volusia.k12.fl.us
Develop an appropriate Individual Education Plan based upon enrollment in the Day Treatment Program that includes ELA goals and objectives.	Chandler, Cassie, cchandle@volusia.k12.fl.us
Assign curriculum based upon goals and objectives with ongoing progress monitoring through weekly PLC meetings and quarter grades through the duration of the student's admission period	Chandler, Cassie, cchandle@volusia.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment is supported at Halifax Behavioral Services through the following activities:

- regularly scheduled combined staff meetings
- regularly scheduled community meetings identifying student community leader
- staff shirts identifying program
- Friday lunch outings for students
- Pizza parties for successful quiz and test completion

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

Cassie Chandler, School Administrator is responsible for scheduling staff meetings, organizing staff shirts identifying teachers as part of the Hospital/Homebound program, organizing teacher recognition awards, scheduling staff luncheons for special occasions.

Joe Czajkowski, Lead Teacher, is responsible for scheduling weekly PLC meetings, organizing student award lunches and nominating students for monthly awards.

Halifax Behavioral Services is responsible for organizing Friday lunch outings and supplying the school store with items.