

Volusia County Schools

Halifax Behavioral Services School



2023-24

Schoolwide Improvement Plan (SIP)

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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>

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Chandler, Cassie	Other	School administrator will identify program needs and resources, both curriculum-based materials and computer software, required for student progression towards promotion/graduation. In addition, administrative evaluations of staff, determination of staff assignments, supervision of paraprofessionals, liaison with Halifax Behavioral Services
Czajkowski, Joseph	Teacher, ESE	Lead teacher for the Day Treatment program. Provide support for the Day Treatment Program in the absence of school administrator for students and staff.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Monthly School Advisory Committee meetings are scheduled at the Day Treatment Program. Both HBS and VCS staff are participants. Due to the short-term admission period of students, parents of current students do not participate in the School Advisory Council, however, parents of other VCS students may participate. Halifax Behavioral staff do participate as community leaders. Students are involved in the School Improvement Plan as appropriate for this mental health facility. School Improvement Plan is reviewed and discussed at faculty meetings throughout the school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School Improvement Plan is monitored at monthly School Advisory Committee meetings. In addition, PLC meetings review the SIP goal for monitoring and data collection. Revision of the School Improvement Plan would be made in the event that updated program policies alter data collection and prevent further progress toward the SIP goal. The Day Treatment Program follows all curriculum and state standards for instruction in the K-12 program. Each student admitted to the Day Treatment Program has a records review to determine remediation strategies if appropriate. Behavioral and emotional support is provided to all students in this therapeutic, hospital setting.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	<i>[Data Not Available]</i>
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	1	0	1	0	0	0	2	4	8	
One or more suspensions	0	1	0	0	0	1	1	0	0	3	
Course failure in English Language Arts (ELA)	0	1	0	1	0	0	1	0	0	3	
Course failure in Math	0	1	0	0	0	1	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	1	0	0	1	2	3	7	
Level 1 on statewide Math assessment	0	0	0	0	0	1	0	1	2	4	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	0	0	0	1	2	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	1	0	1	0	1	1	0	2	7	
One or more suspensions	0	1	0	1	0	1	2	0	0	7	
Course failure in ELA	0	0	0	0	0	1	1	0	1	3	
Course failure in Math	0	1	0	1	0	0	1	1	1	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	1	1	0	1	3	
Level 1 on statewide Math assessment	0	0	0	0	0	1	1	0	1	3	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	1	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	1	0	1	0	1	1	0	2	6	
One or more suspensions	0	1	0	1	0	1	2	0	0	5	
Course failure in ELA	0	0	0	0	0	1	1	0	1	3	
Course failure in Math	0	1	0	1	0	0	1	1	1	5	
Level 1 on statewide ELA assessment	0	0	0	0	0	1	1	0	1	3	
Level 1 on statewide Math assessment	0	0	0	0	0	1	1	0	1	3	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	1	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		48	53		49	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		45	55		32	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		56	52		45	54			
Social Studies Achievement*		64	68		52	59			
Middle School Acceleration		53	70		44	51			
Graduation Rate		76	74		52	50			
College and Career Acceleration		43	53		62	70			
ELP Progress		58	55		68	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	45%	*	50%	*
07	2023 - Spring	*	44%	*	47%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	39%	*	47%	*
09	2023 - Spring	*	44%	*	48%	*
04	2023 - Spring	*	57%	*	58%	*
06	2023 - Spring	*	42%	*	47%	*
03	2023 - Spring	*	53%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	49%	*	54%	*
07	2023 - Spring	*	44%	*	48%	*
04	2023 - Spring	*	59%	*	61%	*
08	2023 - Spring	*	37%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	47%	*	44%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	39%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	66%	*

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 physician-referred program for children with significant mental health diagnoses. Children are admitted for intensive therapy for a 10-12 week duration. During this period of time, classroom academics are delivered in elementary, middle and high school classrooms. Each classroom has a capacity of 10 students for a maximum of 30 students enrolled at any 1 time. The average number of students enrolled in Day Treatment during the 22-23 school year was 11. At the time of admission to the Day Treatment Program, instruction in core academic classes is delivered through a variety of curriculum-based programs. All students admitted to the Day Treatment Program are eligible for special instruction via Exceptional Student Education as Hospital Homebound. An IEP is written for each student with specific goals related to the student's current present levels. Due to the unique nature of the population of students in the Day Treatment Program and the short-term enrollment period, traditional school data analyzing trends cannot be generated. During individual analysis of students when they are admitted to the Day Treatment Program, students reading below grade level are most prevalent. Due to the impact of their serious mental health conditions, the ability to participate in classroom activities and retain academic information is impacted.

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 physician-referred program for children with significant mental health diagnoses. Children are admitted for intensive therapy for a 10-12 week duration. During this period of time, classroom academics are delivered in elementary, middle and high school classrooms. Each classroom has a capacity of 10 students for a maximum of 30 students enrolled at any 1 time. The average number of students enrolled in Day Treatment during the 22-23 school year was 11. At the time of admission to the Day Treatment Program, instruction in core academic classes is delivered through a variety of curriculum-based programs. All students admitted to the Day Treatment Program are eligible for special instruction via Exceptional Student Education as Hospital Homebound. An IEP is written for each student with specific goals related to the student's current present levels. Due to the unique nature of the population of students in the Day Treatment Program and the short-term enrollment period, traditional school data analyzing trends cannot be generated. During individual analysis of students when they are admitted to the Day Treatment Program, students reading below grade level are most prevalent. Due to the impact of their serious mental health conditions, the ability to participate in classroom activities and retain academic information is impacted.

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 physician-referred program for children with significant mental health diagnoses. Children are admitted for intensive therapy for a 10-12 week duration. During this period of time, classroom academics are delivered in elementary, middle and high school classrooms. Each classroom has a capacity of 10 students for a maximum of 30 students enrolled at any 1 time. The average number of students enrolled in Day Treatment during the 22-23 school year was 11. At the time of admission to the Day Treatment Program, instruction in core academic classes is delivered through a variety of curriculum-based programs. All students admitted to the Day Treatment Program are eligible for special instruction via Exceptional Student Education as Hospital Homebound. An IEP is written for each student with specific goals related to the student's current present levels. Due to the unique nature of the population of students in the Day Treatment Program and the short-term enrollment period, traditional school data analyzing trends cannot be generated. During individual analysis of students when they are admitted to the Day Treatment Program, students reading below grade level are most prevalent. Due to the impact of their serious mental health conditions, the ability to participate in classroom activities and retain academic information is impacted.

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 physician-referred program for children with significant mental health diagnoses. Children are admitted for intensive therapy for a 10-12 week duration. During this period of time, classroom academics are delivered in elementary, middle and high school classrooms. Each classroom has a capacity of 10 students for a maximum of 30 students enrolled at any 1 time. The average number of students enrolled in Day Treatment during the 22-23 school year was 11. At the time of admission to the Day Treatment Program, instruction in core academic classes is delivered through a variety of curriculum-based programs. All students admitted to the Day Treatment Program are eligible for special instruction via Exceptional Student Education as Hospital Homebound. An IEP is written for each student with specific goals related to the student's current present levels. Due to the unique nature of the population of students in the Day Treatment Program and the short-term enrollment period, traditional school data analyzing trends cannot be generated. During individual analysis of students when they are admitted to the Day Treatment Program, students reading below grade level are most prevalent. Due to the impact of their serious mental health conditions, the ability to participate in classroom activities and retain academic information is impacted. For the 22-23 school year, passing grades each grading period in math and language arts for students enrolled in Day Treatment at least 10 school days prior to the end of the grading period was an area of focus. Intensive remediation and 1:1 instruction was provided to assist students in jeopardy of failing a math or language arts class. This was very successful for all students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The Day Treatment Program at Halifax Behavioral Services is a physician-referred program for children with significant mental health diagnoses. Children are admitted for intensive therapy for a 10-12 week duration. During this period of time, classroom academics are delivered in elementary, middle and high school classrooms. Each classroom has a capacity of 10 students for a maximum of 30 students enrolled at any 1 time. The average number of students enrolled in Day Treatment during the 22-23 school year was 11. At the time of admission to the Day Treatment Program, instruction in core academic classes is delivered through a variety of curriculum-based programs. All students admitted to the Day Treatment Program are eligible for special instruction via Exceptional Student Education as Hospital Homebound. An IEP is written for each student with specific goals related to the student's current present levels. Due to the unique nature of the population of students in the Day Treatment Program and the short-term enrollment period, traditional school data analyzing trends cannot be generated. During individual analysis of students when they are admitted to the Day Treatment Program, students reading below grade level are most prevalent. Due to the impact of their serious mental health conditions, the ability to participate in classroom activities and retain academic information is impacted.

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

For the 2023-24 school year, the staff of the Day Treatment Program will prioritize reviewing students' testing and academic information to prescribe specific strategies to assist with remediating math and/or language arts skills during their admission period to the Day Treatment Program.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students admitted to the Day Treatment Program must be students in Volusia County Public Schools. Record review of students upon their admission often document students who have excessive absences while enrolled in their zone school, withdrawal from public school to attend home education, lack of success in home education program, a history of failing academic grades, low grade point averages, school suspensions and/or excessive discipline referrals. Most students admitted to the Day Treatment Program do not have a successful experience at their zone public school and are in danger of not completing their high school diploma requirements.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students admitted to the Day Treatment Program will be presented with a rating scale identifying their perceptions and experiences with school. This information will be used to identify skills the students can improve on including self-advocacy, knowledge of resources, and improved study skills. They will also be asked to complete another survey upon discharge. A comparison between the entry and exit surveys will be analyzed with the expectation that the student has developed more self-awareness and knowledge related to a successful school experience which will be carried over to the zone school.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student entry and exit rating scales will be analyzed to identify which areas students identify as improved. Data will be compiled throughout the year. In addition, data will be collected on student discharge regarding successful or unsuccessful.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The International Journal of Child, Youth and Family Studies (2017) investigated the impact of positive teacher support on youth with depressive symptoms. Relationships between school-level SES and youth depressive symptoms varied by the participant's perceived level of teacher support and perceived level of school connectedness. These findings underscore the importance of positive school experiences on child psychological outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to the short-term nature of the admission period to the Day Treatment Program, traditional school academic data is not generated. The focus of the Day Treatment Program is to treat students with mental health illness to the extent that they are able to demonstrate increased positive social skills and improved self-advocacy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Create student rating scales identifying areas related to positive school experience, self-advocacy, knowledge of school resources, and academic expectations. Separate rating scales will be created for elementary and secondary students.
2. Upon admission, each student will complete entry rating scale.
3. All Day Treatment staff will review rating scale to identify the student's current ratings.
4. Throughout the admission period, rating scale will be referred to as appropriate for individualized interventions
5. Upon discharge from the Day Treatment Program, will complete an exit survey with similar questions.
6. A comparison of the rating scales will be completed to identify successful or unsuccessful in student interventions.

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

By When: End of the school year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

No school funds will be allocated for this purposes

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

A copy of the School Improvement Plan for Halifax Behavioral Services is available to any parent upon their request. Each student admitted to the Day Treatment Program has an orientation meeting and an IEP meeting with the first 21 days of admission. At each meeting, the parent is informed by the classroom teacher or program administrator that a copy of the School Improvement Plan will be made available to them upon their request.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Students admitted to the Day Treatment Program have a treatment period of approximately 10 - 12 weeks. For this reason, there is a constant process of students entering and exiting the program. Criteria for admission to the Day Treatment Program includes that the student is enrolled in a public school in Volusia County. Most students, when discharged, are returned to their zone school where they will also benefit from Title 1 services if that school is identified as such. At the Day Treatment Program, daily notes homes are provided that document the success level of the student's day. In addition, teachers and paras are present at dismissal time at the exit door. A student survey is completed at the entry and exit to the program to obtain a student's self-evaluation of the program's effectiveness.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Teaching assignments for the 23-24 school year were updated to reflect critical areas of certification. All elementary, middle and most high school core academic courses are covered with the 3 instructors at HBS. This will allow greater flexibility in providing instruction to students due to their limited amount of time in academics. In addition, teachers are committed to rotating between classrooms to provide additional tutoring in the courses of their instruction. Students who agree to work additional time in the home will be able to access Honors level courses with their parent agreement. All students admitted to HBS have a review of their academic history to allow targeted instruction in coursework and remediation of below grade level skills.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Day Treatment Program at Halifax Behavioral Services is possible through a contract between Volusia County Schools, Halifax Behavioral Services and Children's Home Society.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Halifax Behavioral Services provides mental health therapy and psychiatric services to students admitted to the Day Treatment Program. Volusia County teachers provide educational counseling. Targeted Case Management is also assigned to identified students through Halifax Behavioral Services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

During the period of admission to the Day Treatment Program, secondary students may work with their therapist on identifying career interests and plans for college. In addition, each student completes a career interest inventory the first week of their admission with their teacher.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Day Treatment Program implements a tiered behavior management level system that includes consequences and reinforcers. This program is applied throughout the program. In addition, each student has a weekly targeted behavior to improve. All students in the Day Treatment Program are eligible for Hospital/Homebound instruction via Exceptional Student Education services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers in the Day Treatment Program have access to all professional development opportunities available to any Volusia County staff member. In addition, additional professional development is provided on universal design for learning, behavior de-escalation, developing appropriate IEPs and effective PLCs. Retention of staff at HBS is very consistent with the majority of staff remaining over a period of several years.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Preschool students are not admitted to the Day Treatment Program per Halifax Behavioral Services.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No