

Volusia County Schools

HALIFAX BEHAVIORAL SERVICES



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Volusia County School Board on School Board Approval Date 10-13-2026.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to provide a safe, supportive, and engaging educational environment where every student is empowered to overcome challenges, build resilience, discover their strengths, and reach their full academic, social, and emotional potential.

Provide the school's vision statement

Our vision is to create a transformative learning environment where students overcome barriers, embrace their potential, and become confident, capable, and engaged members of their schools and communities.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Valerie Collins

vcollins@volusia.k12.fl.us

Position Title

ESE Coordinator - HBS/HHH Behavior

Job Duties and Responsibilities

Serve as school administrator, identify program needs and resources, monitor student achievement, evaluate staff assignments, supervise paraprofessionals, act as liaison between Volusia County schools and Halifax Behavior Services.

Leadership Team Member #2

Employee's Name

Joseph Czajkowski

jaczajko@volusia.k12.fl.us

Position Title

Lead Teacher

Job Duties and Responsibilities

Provide support to the Day Treatment Program through scheduling PLCs, completing school history reviews for student scheduled to be admitted, provides input on Title 1 purchases, coordinates Annual IEP meetings. Instruct students on identified IEP goals, state standards, and individualized learning objectives while addressing their academic, behavioral, and social-emotional needs.

Develop and implement specially designed instruction (SDI) and differentiated learning opportunities to support student progress toward IEP goals.

Create a structured, supportive classroom environment that promotes safety, engagement, skill development, and successful transitions back to less restrictive educational settings when appropriate.

Collaborate with behavioral health professionals, related service providers, families, and school teams to support the academic and behavioral needs of students.

Implement positive behavior supports, behavior intervention plans (BIPs), and individualized strategies to increase student success and reduce barriers to learning.

Collect and analyze academic and behavioral data to monitor student progress, adjust instruction, and inform IEP team decisions.

Provide direct instruction in academic, executive functioning, self-regulation, and coping skills based on student needs.

Support students in developing appropriate communication, problem-solving, and social skills necessary for success in school and community settings.

Participate in treatment team meetings and contribute educational expertise to support coordinated student care and programming.

Maintain accurate documentation of student progress, interventions, and services provided in accordance with district, state, and federal requirements.

Support reintegration planning by collaborating with the student's home school team and providing recommendations for continued academic and behavioral success.

Leadership Team Member #3

Employee's Name

Stephen Sims

ssims@volusia.k12.fl.us

Position Title

Halifax Behavior Teacher

Job Duties and Responsibilities

Instruct students on identified IEP goals, state standards, and individualized learning objectives while addressing their academic, behavioral, and social-emotional needs.

Develop and implement specially designed instruction (SDI) and differentiated learning opportunities to support student progress toward IEP goals.

Create a structured, supportive classroom environment that promotes safety, engagement, skill development, and successful transitions back to less restrictive educational settings when appropriate.

Collaborate with behavioral health professionals, related service providers, families, and school teams to support the academic and behavioral needs of students.

Implement positive behavior supports, behavior intervention plans (BIPs), and individualized strategies to increase student success and reduce barriers to learning.

Collect and analyze academic and behavioral data to monitor student progress, adjust instruction, and inform IEP team decisions.

Provide direct instruction in academic, executive functioning, self-regulation, and coping skills based on student needs.

Support students in developing appropriate communication, problem-solving, and social skills necessary for success in school and community settings.

Participate in treatment team meetings and contribute educational expertise to support coordinated student care and programming.

Maintain accurate documentation of student progress, interventions, and services provided in accordance with district, state, and federal requirements.

Support reintegration planning by collaborating with the student's home school team and providing recommendations for continued academic and behavioral success.

Leadership Team Member #4**Employee's Name**

Jessica Hewitt

jmhewitt@volusia.k12.fl.us

Position Title

Halifax Behavior Services Teacher

Job Duties and Responsibilities

Instruct students on identified IEP goals, state standards, and individualized learning objectives while

addressing their academic, behavioral, and social-emotional needs.

Develop and implement specially designed instruction (SDI) and differentiated learning opportunities to support student progress toward IEP goals.

Create a structured, supportive classroom environment that promotes safety, engagement, skill development, and successful transitions back to less restrictive educational settings when appropriate.

Collaborate with behavioral health professionals, related service providers, families, and school teams to support the academic and behavioral needs of students.

Implement positive behavior supports, behavior intervention plans (BIPs), and individualized strategies to increase student success and reduce barriers to learning.

Collect and analyze academic and behavioral data to monitor student progress, adjust instruction, and inform IEP team decisions.

Provide direct instruction in academic, executive functioning, self-regulation, and coping skills based on student needs.

Support students in developing appropriate communication, problem-solving, and social skills necessary for success in school and community settings.

Participate in treatment team meetings and contribute educational expertise to support coordinated student care and programming.

Maintain accurate documentation of student progress, interventions, and services provided in accordance with district, state, and federal requirements.

Support reintegration planning by collaborating with the student's home school team and providing recommendations for continued academic and behavioral success.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 participate in these meetings. Due to the unique nature of the behavioral center placement, stakeholder involvement looks different than it does in a traditional school setting. Students are typically placed in the program for short-term periods, often approximately eight weeks, with the goal of addressing behavioral, social-emotional, and academic needs while preparing for a successful transition back to their home school setting. Because of the short duration of enrollment,

there is limited opportunity for ongoing participation from families and students in traditional stakeholder activities.

Additionally, as a behavioral health partnership program, HIPAA regulations and confidentiality requirements impact the sharing of student information and limit the level of involvement from individuals outside of the immediate educational and treatment teams. Student and family participation is encouraged when appropriate and when permitted within confidentiality guidelines; however, some information cannot be shared or discussed in the same manner as it may be in a traditional school environment.

The program relies on collaboration among the professionals directly supporting students, including teachers, paraprofessionals, therapists, behavioral health staff, and other service providers. These team members contribute their expertise through ongoing communication, treatment team meetings, progress monitoring, and collaborative planning to ensure students receive consistent academic, behavioral, and therapeutic support. Student needs, data, and team input guide decision-making and continuous improvement efforts within the program. The School Improvement Plan is reviewed and discussed during faculty meetings throughout the school year. Student and program data are used to monitor progress, identify areas of need, and make adjustments to goals, strategies, and supports as needed.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan is monitored throughout the school year through monthly School Advisory Committee meetings and Professional Learning Community (PLC) meetings. During these meetings, staff review progress toward SIP goals, analyze current data, and discuss how data trends impact instructional practices, student supports, and program decisions. Revisions to the SIP are made as needed when program policies, procedures, or data indicate that adjustments are necessary to better support progress toward identified goals.

The Day Treatment Program follows all required K–12 curriculum standards and state standards for instruction. Upon admission, each student's educational records are reviewed to identify appropriate academic remediation strategies, instructional supports, and individualized areas of need. In addition to academic instruction, students receive behavioral and emotional support within the therapeutic hospital setting through collaboration among educational staff, therapists, and other support personnel to address the whole child and promote student success.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	SPECIAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: * 2024-25: 2023-24: 2022-23: MAINTAINING 2021-22: MAINTAINING

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment			1	1	2		1	1	2	8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					1			1		2
Level 1 on statewide Math assessment					1			1		2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2025-26) As Last 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	
School Enrollment				2		1	1	2	2	8
Absent 10% or more school days									2	2
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment						1	1		1	3
Level 1 on statewide Math assessment							1	1	1	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students 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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	59	64	59	61	50	58
Grade 3 ELA Achievement	69	64	64	62	55	59
ELA Learning Gains	56	62	57	61	52	59
ELA Lowest 25th Percentile	53	55	51	55	49	54
Math Achievement*	60	64	59	62	49	59
Math Learning Gains	58	61	60	60	55	61
Math Lowest 25th Percentile	50	52	56	53	55	56
Science Achievement	66	60	69	57	57	54
Social Studies Achievement*	75	77	72	74	64	72
Graduation Rate	86	77	79	72	78	71
Middle School Acceleration	74	79	67	75	60	71
College and Career Acceleration	80	61	71	56	58	54
Progress of ELLs in Achieving English Language Proficiency (ELP)			25	61	49	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI

Data for 2025-26 had not been loaded to CIMS at time of printing.

ESSA OVERALL FPPI HISTORY

2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
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C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%

No ESSA data found for this school and year

D. 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.

Data for 2025-26 will be uploaded to the application when available

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Due to the small student population and the short-term nature of treatment, the Day Treatment Program does not generate the same year-long data sets as traditional school settings. However, staff conducted an informal review of student admissions, quarter grades earned while enrolled in the program, and discharge information aligned with program success criteria to identify areas of strength, areas for growth, and priorities for the upcoming school year.

The Day Treatment Program provides individualized instruction with small class sizes and a high level of student support. Elementary classrooms typically serve five or fewer students with a teacher and paraprofessional supporting instruction. Students receive grade-level appropriate instruction through a variety of educational learning platforms, instructional resources, and activities designed to address academic standards and individual learning needs. Secondary classrooms have a maximum of 10 students and are supported by a teacher and paraprofessional. Secondary students utilize Edgenuity to support their academic coursework and progress toward graduation requirements. All teachers in the Day Treatment Program are dual-certified in their instructional content area and Exceptional Student Education (ESE).

Weekly Professional Learning Communities (PLCs) provide opportunities for staff to review student data, collaborate on instructional practices, and identify strategies to improve student outcomes. Data collected throughout the year indicates growth in the delivery of elementary reading instruction, with progress monitoring demonstrating strong academic gains during students' time in the program.

Additionally, secondary students showed improvement in Edgenuity course completion rates.

One area of continued focus has been increasing hands-on learning opportunities to improve engagement, particularly among younger learners. Implementation of more interactive and engaging instructional strategies has positively impacted student growth in language arts and mathematics.

Moving forward, PLC discussions will continue to focus on differentiated instructional practices, student engagement strategies, and the use of data to support continuous improvement.

Last year, the primary focus was improving student attendance. As a result of the measures implemented, the school achieved its highest student program completion rate in the past three years. Seventy-nine percent of students successfully completed the program, an increase from 68% the previous year and 66% the year before.

Despite this improvement, attendance continues to be a barrier to successful program completion,

particularly when students arrive late to school. Halifax Behavioral Services (HBS) has a policy requiring students to arrive by 8:15 a.m. in order to be admitted for the day. Because transportation is generally provided by parents, many of whom drive 30–45 minutes to transport their child, consistently arriving on time can be challenging.

To address this barrier, students participated in a Team Challenge designed to encourage and reward punctual attendance. Students earned points for each on-time arrival and received a pizza party after reaching a predetermined number of points. During the intervention, student attendance improved by 20%. Based on the positive results, the Team Challenge is planned to continue during the upcoming school year.

Lowest Performance

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

Student attendance continues to be the program's greatest area of concern. Consistent attendance is directly related to student success in the Day Treatment Program, as students benefit most when they participate in the comprehensive academic, behavioral, and therapeutic services provided each day. Because placement in the Day Treatment Program is parent-initiated, families are responsible for providing transportation to and from the facility for most students. While a small number of families receive transportation reimbursement through their insurance provider, transportation can present a barrier to consistent attendance.

Students are expected to attend daily and may miss school for illness or unforeseen emergencies. Students who accumulate more than three absences are reviewed by the treatment team to determine whether continued participation in the program is appropriate. Exceptions may be made when families provide documented, legitimate reasons for extended absences and the team determines that continued enrollment is in the student's best interest. Due to these circumstances, attendance continues to be a barrier. To address this barrier, program staff maintain regular communication with families to reinforce the importance of daily attendance, promptly follow up on absences, and work collaboratively to identify and resolve barriers to participation. Staff also assist families in exploring available transportation resources, coordinate with therapists and case managers to support attendance, and provide flexibility when appropriate to help students remain engaged in treatment. These proactive efforts are intended to improve attendance while recognizing the individual needs and circumstances of each family. Finally, positive interventions mentioned above have been implemented and will continue to be used to improve student attendance.

Greatest Decline

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

Due to the unique nature of the Day Treatment Program, it is difficult to make year-to-year comparisons using traditional school data. Students are enrolled for short-term placements, typically

averaging eight weeks, and the student population changes frequently throughout the year. As a result, annual data trends are not directly comparable because each year's data reflects a different group of students with varying academic, behavioral, and therapeutic needs. Rather than focusing on year-over-year comparisons, the program places greater emphasis on individual student growth, progress during enrollment, and successful transitions back to the student's home school.

During the upcoming school year, the program will place a particular emphasis on strengthening the transition process back to students' home schools. Planned improvements include increased communication and collaboration with home school staff, transition planning with families and therapists, and follow-up check-ins after students return to their home schools. These proactive supports are intended to promote continuity of services, address concerns early, and increase the likelihood of a successful transition and sustained student success.

Greatest Gap

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.

Due to the unique nature of the Day Treatment Program, it is difficult to make direct comparisons between program data and state averages. Students are enrolled for short-term placements, typically averaging approximately eight weeks, and the student population changes throughout the year. As a result, available data reflects the needs and characteristics of a small, continuously changing group of students rather than a traditional school population with consistent year-long enrollment.

When reviewing data in comparison to state averages, differences may be influenced by several factors, including the therapeutic nature of the program, the individualized needs of students receiving services, and the fact that many students enter the program with significant academic, behavioral, and emotional needs that have impacted their educational progress. The program focuses on providing intensive, individualized academic instruction, behavioral supports, and therapeutic interventions designed to address these needs during the student's placement.

Moving forward, the program will continue to monitor student progress through individual growth data, progress monitoring, course completion, and transition outcomes rather than relying solely on comparisons to state averages. A continued area of focus will be improving the transition process back to students' home schools through increased collaboration with school teams, families, and therapists, along with follow-up check-ins to support continued success after discharge.

Additionally, the program will continue to focus on increasing student engagement through the integration of hands-on, interactive learning opportunities paired with technology-based instructional platforms. Providing a balance of digital learning tools with meaningful, experiential activities will support active participation, improve motivation, and provide additional opportunities for students to demonstrate academic growth across content areas.

EWS Areas of Concern

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

Due to the unique structure of the Day Treatment Program, Early Warning System (EWS) data must be reviewed within the context of a short-term therapeutic placement. Students typically attend the program for approximately eight weeks, and the student population changes frequently throughout the school year. As a result, traditional EWS indicators may not fully capture the progress or needs of students during their time in the program.

One potential area of concern identified through EWS data is student attendance. Consistent attendance is a critical factor in student success, as students must be present to benefit from the comprehensive academic, behavioral, and therapeutic supports provided. Attendance barriers, including transportation challenges and family circumstances, can impact a student's ability to fully engage in services.

Another area of focus is ensuring successful transitions back to students' home schools following discharge. The program will continue strengthening transition practices through increased communication with families, school teams, and therapists, along with follow-up check-ins to support students as they return to their home learning environments. These efforts are intended to improve continuity of support and promote long-term student success.

Highest Priorities

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

While traditional EWS indicators may not fully represent student progress within this setting, data review has identified several areas of focus for continued improvement.

Student attendance remains an area of concern, as consistent participation is essential for students to benefit from the academic, behavioral, and therapeutic supports provided. The program will continue working with families to identify barriers to attendance and provide support to encourage consistent participation.

Another area of focus is improving the transition process back to students' home schools. The program will continue to strengthen communication and collaboration with families, home school teams, and therapists to support continuity of services and help students maintain the progress made during their placement.

Academic growth, particularly in elementary reading instruction, will remain a priority. The program will continue to analyze progress monitoring data and refine instructional strategies to ensure students receive targeted, research-based reading instruction aligned with their individual needs.

Additionally, the program will continue to focus on students' social-emotional preparedness for future academic settings. Through collaboration with therapists, behavioral staff, and educators, students will receive support in developing self-regulation skills, coping strategies, problem-solving skills, and behaviors needed for success when returning to their home school environments. These areas of focus will guide ongoing program improvement efforts and support positive outcomes for students.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A primary area of focus for the elementary level is increasing student engagement through the intentional use of hands-on, interactive, and experiential learning opportunities paired with targeted academic instruction. Due to the therapeutic nature of the Day Treatment Program, many students demonstrate academic, behavioral, and emotional needs that can impact their ability to remain engaged in traditional instructional formats. Providing opportunities for active participation, movement, collaboration, and meaningful application of skills can increase student motivation and create additional pathways for learning.

Research indicates that increased student engagement and active learning experiences are associated with improved academic outcomes, stronger classroom participation, and reductions in challenging behaviors. When students are actively involved in the learning process and instruction is designed to meet their developmental and individual needs, they are more likely to demonstrate appropriate classroom behaviors, increased self-regulation, and improved persistence with academic tasks.

This area of focus was identified through review of prior year program data, including student progress monitoring, classroom observations, and staff feedback. While students demonstrated academic growth, particularly in elementary reading instruction, data and observations indicated a continued need to increase engagement and provide more varied instructional experiences to support student success. Moving forward, staff will focus on balancing technology-based learning platforms with hands-on activities, small-group instruction, and differentiated learning experiences that support both academic growth and behavioral success. Weekly PLC discussions will continue to focus on effective engagement strategies, instructional practices, and the use of data to monitor student progress.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the upcoming school year, the elementary program will focus on increasing student engagement through the implementation of hands-on, interactive learning activities paired with technology-based instructional platforms. The measurable outcome is that at least 70% of elementary students will demonstrate increased engagement in academic instruction, as measured through classroom participation data, progress monitoring, and teacher-created engagement tracking tools, while continuing to demonstrate growth toward individualized academic goals.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation of this Area of Focus will be monitored through ongoing classroom observations, classroom participation data, lesson planning reviews, PLC discussions, and staff collaboration. Teachers will document the use of hands-on, interactive learning activities paired with technology-based instruction to ensure students are receiving a balanced approach that promotes engagement and academic growth. During weekly PLC meetings, staff will review instructional strategies, share effective practices, and make adjustments based on student response and data.

Person responsible for monitoring outcome

Mr. Czajkowski, Mr. Sims, Ms. Hewitt

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Engagement Activities and Hands on learning opportunities

Person Monitoring:

Valerie Collins

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will increase the use of hands-on, interactive learning opportunities paired with technology-based instruction to improve student engagement, academic growth, and positive classroom behaviors. Teachers will intentionally incorporate experiential learning activities, small-group instruction, differentiated lessons, and opportunities for students to actively participate in the learning process. These strategies will be used alongside existing technology-based platforms to provide a balanced instructional approach that meets the academic and behavioral needs of students in the Day Treatment Program.

The impact of this action step will be monitored through ongoing data collection, including student progress monitoring, IEP goal data, classroom engagement observations, assignment completion, and behavioral data. Teachers and staff will review data during weekly PLC meetings to evaluate the effectiveness of instructional strategies, identify trends, and make adjustments as needed. Feedback from teachers, paraprofessionals, therapists, and other support staff will also be used to determine how instructional changes are impacting student participation, self-regulation, and academic progress.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The prior year's areas of focus centered on improving collaborative planning among staff and addressing student attendance barriers. Progress was made in strengthening communication between families and program staff regarding student expectations, success criteria, and the importance of consistent participation in the Day Treatment Program. Increased collaboration helped ensure families had a clearer understanding of student goals, progress, and requirements for successful completion of the program.

Based on data review and program feedback from the previous year, additional courses were added to the student schedule to better address the unique needs of students enrolled in the Day Treatment Program. These courses focused on therapeutic instructional support, Hospital and Homebound academic needs, and the development of skills necessary for students to successfully transition back to their home schools. The addition of these courses provided students with more targeted opportunities to address academic, behavioral, social-emotional, and executive functioning needs within the therapeutic setting.

For the upcoming school year, the focus will be on refining, improving, and continuing to develop these courses based on student data, staff feedback, and transition outcomes. Staff will evaluate the effectiveness of course content, instructional strategies, and student outcomes to ensure the supports provided are aligned with student needs and promote success after returning to their home schools.

This continued area of focus was identified as a priority because student success in the Day

Treatment Program is measured not only by progress made during their short-term placement but also by their ability to successfully transition and maintain progress in their home school environment. Strengthening academic, behavioral, and social-emotional supports remains essential to improving long-term outcomes for students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The specific measurable outcome is that at least 80% of students discharged from the Day Treatment Program will demonstrate progress toward identified academic, behavioral, and social-emotional success criteria during their placement and will have documented transition supports in place to assist with their return to the home school environment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Transition readiness will be measured through documentation of transition planning prior to discharge, including communication with families, therapists, and the student's home school team when appropriate. The transition plan will identify continued supports, strategies, and recommendations to assist with the student's successful return to the home school environment.

Person responsible for monitoring outcome

Valerie Collins, Joe Czajkowski

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Social Emotional Learning and therapeutic skill development/ Strengthened Transition Planning

Person Monitoring:

Valerie Collins

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Day Treatment Program will continue to refine and strengthen the academic, behavioral, and social-emotional supports provided to students during their placement. Staff will review and improve the additional courses implemented during the previous year, including therapeutic instructional support, Hospital and Homebound academic support, and instruction focused on skills needed for successful transitions back to the home school environment. Adjustments will be made based on student data, staff feedback, and identified areas of need.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Day Treatment Program's Area of Focus is strengthening staff retention and recruitment efforts by supporting, developing, and retaining highly trained and dedicated educators and support staff who work in this specialized setting. The success of the program is directly connected to the expertise, consistency, and commitment of the staff who provide academic instruction, behavioral support, and collaboration with therapeutic teams. This focus applies across all grade levels served within the program, as students require individualized support regardless of age or academic level. Working in a therapeutic behavioral setting can be highly rewarding but also emotionally and mentally demanding. Staff are responsible for supporting students with significant academic, behavioral, and social-emotional needs while maintaining a safe, structured, and supportive learning environment. The complexity of student needs, the intensity of behavioral supports required, and the importance of building strong relationships with students can create unique challenges and contribute to staff stress and burnout if adequate support systems are not in place.

Prior year program reflection and staff feedback identified the continued need to prioritize staff support, professional growth, collaboration, and a positive working environment. The current staff at the Day Treatment Program demonstrate exceptional dedication, flexibility, and commitment to student success. Their ability to provide consistent, individualized support is a critical component of positive student outcomes. Retaining experienced staff and recruiting qualified individuals who understand the unique needs of this setting is essential to maintaining program quality and continuity of services.

Moving forward, the program will focus on creating a supportive work environment through ongoing collaboration, professional learning opportunities, recognition of staff contributions, and systems that promote staff well-being. By investing in staff retention and recruitment, the program can continue to provide the highly skilled, compassionate, and consistent support students need to make academic, behavioral, and social-emotional progress.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the upcoming school year, the measurable outcome is that at least 75% of staff will report a positive overall experience working in the Day Treatment Program, including feeling supported, valued, and equipped to meet the needs of students, as measured through staff climate surveys administered throughout the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data from quarterly staff climate surveys. Additionally, the program will monitor staff retention data, participation in professional learning opportunities, and feedback collected through surveys and collaborative discussions to identify trends and determine the effectiveness of implemented supports.

Person responsible for monitoring outcome

Valerie Collins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based interventions being implemented include: Collaborative professional learning communities (PLCs): Staff will participate in ongoing collaboration opportunities to discuss student needs, share effective practices, problem-solve challenges, and build collective expertise. PLCs provide a structure for shared responsibility and reduce the isolation often experienced in specialized educational settings. Staff climate and feedback systems: Regular staff surveys and feedback opportunities will be used to identify strengths, areas of concern, and needed supports. Leadership will use this information to make adjustments that promote a positive work environment, recognize staff contributions, and address barriers that may impact retention. Collaborative support systems and recognition practices: The program will continue to strengthen communication and collaboration among teachers, paraprofessionals, therapists, behavioral staff, and administrators. Intentional recognition of staff dedication and contributions will support morale and reinforce the importance of their work.

Rationale:

The Day Treatment Program relies on highly trained and dedicated staff to support students with significant academic, behavioral, and social-emotional needs. Staff feedback identified the importance of maintaining a positive work environment, strong collaboration, and ongoing support. Due to the mentally and emotionally demanding nature of this work, providing professional learning, communication, and staff support is essential for retention. Maintaining a stable, experienced team ensures consistency and high-quality services for students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher Retention and Recruitment

Person Monitoring:

Valerie Collins

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Day Treatment Program will focus on strengthening staff retention and support by creating a positive, collaborative work environment that recognizes the unique demands of the program. Staff will be provided with opportunities for professional learning, collaboration through PLCs, ongoing feedback, and resources to support their work with students with complex academic, behavioral, and social-emotional needs.

The impact of this action step will be monitored through staff climate surveys, feedback opportunities, retention data, participation in professional learning, and PLC engagement. Survey results will be reviewed to identify areas of strength and opportunities for improvement. Leadership will use this information to adjust supports, address concerns, and ensure staff feel valued, supported, and prepared to meet student needs.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Halifax Behavioral Services - Volusia County Schools (vc.edu.org) vc.edu.org/directory/school/hbs

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

vc.edu.org/directory/school/hbs

1. Daily communication with parents including 4:1 model for positive feedback
2. Themed activities with students and parent communication on happenings and special events
3. Planned outings and community activities

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The Day Treatment Program will continue to strengthen its academic program through individualized, standards-based instruction aligned with student IEP goals and academic needs. The program will

increase the quality of learning time by utilizing small class sizes, targeted interventions, hands-on learning opportunities, and technology-based instructional platforms to improve engagement and academic growth. Areas of Focus identified in the SIP, including strengthening student engagement, transition readiness, and refining therapeutic instructional supports, will guide instructional practices and program improvements.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The Day Treatment Program's School Improvement Plan is developed and monitored through collaboration among Volusia County Schools, Halifax Behavioral Health staff, therapists, families, and other community-based support providers. Due to the unique nature of the program, coordination between educational and therapeutic services is essential to address the academic, behavioral, and social-emotional needs of students.

The program integrates district resources, Exceptional Student Education services, instructional supports, behavioral supports, and therapeutic services to provide a comprehensive approach for students requiring an intensive level of support. Teachers, paraprofessionals, therapists, and behavioral health staff collaborate to develop individualized supports, monitor student progress, and prepare students for successful transitions back to their home schools.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The Day Treatment Program provides a comprehensive approach that integrates academic instruction with counseling, school-based mental health services, behavioral supports, and therapeutic interventions. Due to the needs of students served in this setting, specialized support services are embedded throughout the school day to address skills beyond academics, including self-regulation, coping strategies, problem-solving, executive functioning, communication skills, and appropriate social behaviors.

Students receive support through collaboration among teachers, paraprofessionals, therapists, behavioral staff, and Halifax Behavioral Health personnel. The educational and therapeutic teams work together to identify student needs, implement individualized supports, monitor progress, and adjust interventions as appropriate. Students participate in therapeutic services designed to build emotional awareness, resilience, and skills necessary for success in future academic environments. The program also focuses on developing skills that support successful transitions back to students' home schools. Staff provide instruction and support related to managing emotions, responding to challenges, building positive relationships, and increasing independence. Transition planning includes collaboration with families, therapists, and home school teams to promote continuity of support after discharge.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The Day Treatment Program supports secondary students in preparing for future educational and workforce opportunities by providing individualized academic instruction, skill development, and transition supports aligned with each student's needs. Due to the short-term nature of student placement, typically averaging approximately eight weeks, the program focuses on maintaining academic progress, supporting graduation requirements, and developing the skills necessary for

students to successfully return to their home school setting. All students at the secondary level complete a career interest inventory upon placement in the program.

Secondary students utilize individualized academic pathways, including technology-based curriculum platforms, while receiving support from certified teachers and paraprofessionals to address coursework, academic gaps, and learning needs. Instruction incorporates development of executive functioning skills, self-advocacy, problem-solving, communication, and self-regulation skills that are important for success in postsecondary education, career training, and the workforce.

The program collaborates with home school teams to support continuity of services and ensure students have access to appropriate coursework, career planning opportunities, and available postsecondary pathways upon return. Staff also focus on helping students develop the behavioral and social-emotional skills necessary to navigate future academic and employment environments. Through individualized instruction, transition planning, and collaboration with families, therapists, and school teams, the Day Treatment Program supports secondary students in building the academic, personal, and workforce readiness skills needed for future success.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Day Treatment Program implements a structured behavior management system that incorporates a level-based framework designed to support student growth and reinforce positive behaviors. Students are provided with clearly defined program expectations and earn points throughout the day for demonstrating appropriate behaviors, meeting expectations, and actively participating in academic and therapeutic activities. At the end of each day, students are reviewed for progress and may advance to the next behavioral level based on their demonstrated growth and readiness.

Each program level includes specific privileges and expectations that encourage students to develop self-regulation, accountability, and positive decision-making skills. In addition to behavioral goals identified within students' IEPs, each student has an individualized Master Treatment Plan developed by Halifax Behavioral Health therapists. This plan identifies therapeutic goals and targeted skills for students to address during their admission period. The educational and therapeutic teams collaborate to support progress toward these goals and help students develop the academic, behavioral, and social-emotional skills needed for successful transition back to their home school environment.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The Day Treatment Program provides ongoing professional learning and collaboration opportunities for teachers, paraprofessionals, and other school personnel to strengthen instruction, improve data-based decision making, and support staff retention. Due to the unique needs of students served in this therapeutic setting, professional learning focuses on evidence-based academic, behavioral, and social-emotional practices that support students with complex needs. Professional learning opportunities this year will focus on areas such as specially designed instruction, progress monitoring, differentiated instruction, and engagement strategies.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A No students in preschool at site.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen
NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00